

Accreditation Executive Summary

Background

During the March 2013 Accreditation visit, LAMC was placed on “warning” and received 14 recommendations by the ACCJC. Immediately following the July 3rd Action Letter, the College’s Accreditation Steering Committee (ASC), began to address the necessary actions to make improvements and begin resolution on the recommendations. The ASC, composed of faculty, staff, administrators and students, works to support the college and serve as a resource to College Council and the Academic Senate to assist in reviewing, gathering and monitoring the College’s efforts to meet or exceed the set standards.

The College regards the completion of the recommendations as vital to the continued advancement of institutional effectiveness. As listed below, LAMC has established a more collegial environment with an evidence-based culture that is working on the progress of all recommendations to assure that they are met within a sustainable and systematic structure.

<u>Recommendation</u>	<u>Status</u>
<p>Recommendation 1: To meet the Standards, the team recommends the college develops and institutes a formal process utilizing its established governance and decision making processes for reviewing its mission on a regular basis and making revisions as necessary. (I.A.3)</p>	<p>Completed. An annual review of the mission statement was initiated and completed in the Fall of 2013, utilizing a formal process of governance and decision making. The annual review of the College Mission Statement will take place during each fall semester and be effective the following academic year.</p>
<p>Recommendation 2: To meet the Standards, the team recommends the college assess the achievement and learning outcomes for each of the past five years by programs and the college, set standards for student success including student achievement and student learning, accelerate its efforts to assess outcomes in all courses, programs, degrees and certificates and assess how findings have led to improved student learning and the achievement of the college mission, and widely distribute the results so they may be used as the basis for all constituent groups to engage in self-reflective dialog about the continuous improvement of student learning and institutional processes. (I.B, II.A, II.B, I.B.2, I.B.6, II.A.1.c, II.A.2)</p>	<p>Substantial Progress. The College has assessed the achievement and learning outcomes for each of the past five years and set standards of achievement and student learning. It has accelerated its efforts to assess outcomes through the program review process, completed this fall, and will use these results for a self-reflective dialog in the spring of 2014. The program review process was modified to include information on how academic affairs departments, student services programs and administrative services units contribute to student learning. The College is prepared to fully implement a sustainable process by spring 2015.</p>

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<p>Recommendation 3: To meet the Standards, the team recommends the college develop and implement a comprehensive program of research and evaluation to support the assessment of student, program and institutional learning outcomes, and program review; support ongoing engagement in a collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; and support collection and analyses of data related to the needs and goals of its diverse student populations. (I.A.1; I.B.1; I.B.2; I.B.6; II.A.1.a; II.A.1.c; II.A.2; II.A.2.d; II.A.2.f)</p>	<p>Completed. The college has developed a comprehensive program of research and evaluation in concert with the assessment of student, program, and institutional learning outcomes. Data collection for the annual institutional effectiveness report, AtD, SSSP, Faculty/Staff, Student Surveys and other institutional research projects approved by the Research Advisory Committee will be coordinated to generate data for a collegial, self-reflective dialogue (spring 2014) about continuous improvement. The data will be used to help address the needs and goals of the College’s diverse populations.</p>
<p>Recommendation 4: To meet the Standards, the team recommends the college develop and implement a plan for Distance Education that includes an evaluation of Distance Education for alignment with the needs of the college's intended student population, an assessment of the quality of instruction and compliance with US Department of Education regulations, infrastructure to support online teaching and learning, and a systematic assessment of student learning and achievement outcomes in order to ascertain how well students are learning in distance education courses. Such a plan should be integrated with other college planning efforts and linked to the resource allocation process (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.A.8, II.B.3.c).</p>	<p>Substantial Progress. The College has developed and implemented a DE plan and has initiated the evaluation of DE and its alignment with the needs of its intended population and an assessment of instruction in compliance with the U.S. Department of Education. The systematic assessment of student learning and achievement outcomes for DE courses will be completed in the spring of 2014. The DE plan is integrated with the other college planning efforts and will be linked to the resource allocation process. Implementation of the DE plan to fully address this recommendation will be complete by spring 2015.</p>
<p>Recommendation 5: To meet the Standards, the team recommends the college adopt mechanisms for assessing: student learning styles and needs, the alignment of instructional delivery and pedagogical approaches with student learning styles and needs, and how instructional delivery and pedagogical approaches are related to achievement of student learning outcomes (II.A.2.d).</p>	<p>Substantial Progress. The college has adopted mechanisms to assess student learning styles. A survey to assist the College in defining “learning styles” was administered in spring 2014. Second, the College is in the process of establishing the <i>Eagle’s Nest</i>, a dedicated space to conduct trainings on instructional delivery and pedagogical approaches and relate them to the achievement and student learning outcomes. This recommendation will be fully resolved by spring 2015.</p>

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<p>Recommendation 6: To meet the Standards, the team recommends the college develop a set of metrics and performance standards to better monitor the effectiveness of its planning and resource allocation decisions in achieving improvements in student learning (I.A.1, II.A.1, II.A.2.f).</p>	<p>Substantial Progress: The Budget and Planning Committee developed a set of metrics and performance standards to monitor the effectiveness of its planning and resource allocation decisions to achieve improvements in student learning. These metrics and performance standards will be utilized for the 14-15 resource allocation decisions in the spring of 2014. The institution will annually evaluate student performance/achievement data in determining improvement, and resource allocation decisions will be monitored through the Program Review process and through an annual report called the Mission Learning Report (MLR). The College is well-underway to fully resolving this recommendation by spring 2015.</p>
<p>Recommendation 7: To meet the Standards, the team recommends the college undertake an overall assessment of its student support service offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and state requirements. The assessment should also determine the level of staffing needed to deliver an acceptable level of services based on its budgeted student enrollment, and develop the resources needed to employ the staff required to deliver the planned services. (II.B.1)</p>	<p>Substantial Progress. The College conducted college wide faculty/staff and student surveys to assess student support services and identify the full scope of services to meet the diverse needs of its students as well as federal and state requirements. In addition a “point of service” survey was conducted to be used along with focus groups of staff and students. The results of these surveys and focus groups will be used to develop an acceptable level of staffing and budgets to garner the resources next fiscal year and subsequent years.</p>
<p>Recommendation 8: To meet the Standards, the team recommends the college develop and make available to visiting teams a report of student complaints/grievances that details the date of the complaint/ grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. The report should cover a five year period and be updated annually. (II.B; II.B.2.c; II.B.3.a; II.B.4 ER 20)</p>	<p>Substantial Progress. A report of student complaints/grievances that meets all the requirements of the recommendations has been completed. The report covered a five year period. This report will be generated annually using an automated system of data collection created by the IT department to track the resolution of all student complaints/grievances. A web-based form was posted for use beginning in the spring 2014 term to help track and monitor student complaints/grievances. An instructional video presentation was created to train faculty and staff on the steps students should follow when submitting complaints/grievances, and the 2014-2015 Catalog is being updated to include the revised complaint/grievance process. This recommendation will be fully resolved in spring 2014.</p>

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<p>Recommendation 9: To meet the Standards, the team recommends the college ensure that all student support programs, including counseling for distance education students, are actively engaged in the program review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the student services programs and services should complete a full cycle of review and assessment which includes gathering of data, analysis of data, implementation of program changes for improvement and the re-evaluation of implemented improvements (II.B.3, II.B.3.c, and II.B.4).</p>	<p>Substantial Progress. Student support programs completed their program reviews. An analysis of the program reviews and how student support services programs and units contribute to institutional learning outcomes will be completed in January. An annual analysis of program changes and services for improvement and re-evaluation will be implemented every spring semester beginning with 2014.</p>
<p>Recommendation 10: To meet the Standards, the team recommends the college assess how effective the collegiality efforts have been in promoting a productive collegial workplace, how it subscribes to, advocates, and demonstrates integrity in the treatment of all employees, and then implement improvements based on the outcomes of the assessments. It also should complete the code of conduct approval process, and demonstrate that the college is upholding its code of conduct. (III.A.1.d, III.A.4.c)</p>	<p>Completed. The college assessed its collegiality efforts through the campus wide faculty/staff survey, specific intervention evaluations, and the reaffirmation of its code of conduct by the Academic Senate. The College collegiality efforts rendered significant and positive results.</p>
<p>Recommendation 11: To meet the Standards, the team recommends the college integrate human resources planning into its institutional planning in order to maintain a sufficient number of qualified faculty, staff, and administrators to support the college’s mission, purposes and programs. (III.A.2, III.A.6)</p>	<p>Completed. A human resource plan was completed and an assessment of the sufficient number of qualified faculty, staff, and administrators to support the college’s mission, purposes and programs was conducted.</p>
<p>Recommendation 12: To meet the Standards, the team recommends the college determine the cost of maintaining and periodically replacing the technology acquired through grant funding and factor those costs into their established planning and budgeting process. (III.C.1.c, III.C.2; III.D.1.d)</p>	<p>Completed. The College has implemented the long-term Technology Replacement Plan to ensure that the cost of maintaining and replacing technology is embedded in the planning and budget processes, including technology received through grant funding. The Plan was approved by the Technology Committee on October 31, 2013 and College Council on November 21, 2013. The technology plan was discussed with the shared governance technology committee and the IT department. The replacement plan that will be factored into the institution’s budgeting process will be submitted in</p>

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<p>Recommendation 13: To meet the Standards, the team recommends the college provide appropriate training to staff on the proper documentation procedures identified in the audit for: “To Be Arranged” (TBA) courses, eligibility verification for college categorical programs, and verification of census reporting documents. The college also must establish internal controls to ensure that audit findings are resolved prior to the subsequent audit. (III.D.2.a, III.D.2.d, III.D.2.e)</p>	<p>the spring of 2014.</p> <p>Completed. The TBA training was conducted last October and internal controls to resolve and prohibit future audit findings are in place. The EOPS, DSPS, and CalWorks categorical programs have developed systems to insure that student eligibility requirements have been met.</p>
<p>Recommendation 14: To meet the Standards, the team recommends the college undertake an evaluation of its collegial governance and decision-making processes, as well as the overall effectiveness of the current administrative structure, and that it widely communicate the results of these evaluations and uses them as the basis for improvement. (IV.A.5, IV.B.2.a)</p>	<p>Substantial Progress. The faculty/staff and Student Surveys provided the campus with an evaluation of the collegial governance, decision making and effectiveness of the current administrative structure. Again positive gains in collegiality were achieved. These results were disseminated college wide in the spring of 2014. LAMC is committed to filling replacement positions in the Office of Academic Affairs. Using the results of the assessment of the student service areas and Program Review, the College will prioritize administrative and classified hiring to meet the identified needs through its planning processes while recognizing and exercising fiscal responsibility. This recommendation will be fully resolved by spring 2015.</p>

Conclusion:

It is important to note that continuous, sustainable systems are now in place to address these recommendations annually. Thus, additional work in the spring and fall of 2014 will yield more significant progress. In April, the visiting team will receive an update of the continued progress and action plans in place to complete the remainder of the recommendations, with an additional supplementary report to the Commission on May 15 to reveal even more progress. Although the College cannot speak for the Commission, LAMC expects that the Commission will be pleased with the significant work and the advancements made and anticipate we will be removed from Warning status.