

LACCD Student Survey and ACCJC Accreditation Standards Matrix

Fall 2014 Student Survey Item	ACCJC Accreditation Standard, adopted June 2014				
2b	II.A.11	II.A.12			
10	II.C.3				
19a	II.C.8				
19b	II.C.7				
19i	II.C.3				
19o	II.B.1	II.B.3			
19q	II.B.1	II.B.3			
19u	II.B.1	II.B.3			
20	II.A.5	II.C.5			
21a	III.B.1				
21b	III.B.1	III.B.2			
21d	III.B.2				
21e	III.B.1	III.B.2			
21g	III.B.1				
21j	III.B.1	III.B.2			
21k	III.B.1				
21l	III.B.2				
21m	II.B.1	III.C.1	III.C.2		
21n	II.B.1	III.C.1			
22e	II.A.11				
23c	I.C.3	II.A.8			
23d	I.C.8				
23e	I.C.2				
23f	II.A.3				
23g	I.C.9				
23h	II.A.7				
23i	III.C.5				
25a	II.A.12				
25b	II.A.14				
25c	II.A.11				
25d	II.A.11				
25e	II.A.11				
25j	II.A.11				
27b	III.C.4				
27e	III.C.3				
30b	IV.A.1	IV.A.2			
30c	IV.A.1	IV.A.2			
31a	IV.A.7				
31b	I.B.3	I.B.8			
31c	I.C.4				
32a	I.A.4	I.C.1			
32b	I.B.2	I.C.1			
32c	I.C.1	I.C.4	II.A.1	II.A.3	II.A.11
32d	I.C.1	II.A.3			
32e	II.A.1	II.A.13	II.A.14		
32f	II.A.2	III.A.1	III.A.2		

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Fall 2014 Student Survey Items in Matrix	
2b	Reason to enroll at this college: Low cost
10	Have you informed this college's Disabled Students Office of your disability (such as a physical, medical, psychological, or learning disability)?
19a	How SATISFIED are you with Admissions and Records
19b	How SATISFIED are you with Assessment and Placement Services
19i	How SATISFIED are you with Disabled Students Programs and Services
19o	How SATISFIED are you with Instructional or Computer Labs
19q	How SATISFIED are you with Library
19u	How SATISFIED are you with Tutoring Services
20	Have you been able to follow the recommended list of courses in your Educational Plan?
21a	I feel safe and secure on this campus
21b	Campus buildings are clean and well maintained
21d	The restrooms on this campus are clean and well maintained
21e	The grounds and public areas on this campus are clean and well maintained
21g	This campus is free of safety hazards
21j	The parking lots are safe, well lighted, and well maintained
21k	This college has made a good effort to reduce the impact of construction on students
21l	Buildings and signage are clearly marked and easy-to-read
21m	Equipment and labs are adequate and up-to-date
21n	Sufficient labs are available to meet my needs
22e	Have serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background
23c	Tests cover the course material presented
23d	The policies and penalties for cheating are clear and enforced
23e	The college catalog provides accurate information on this college, its programs, and policies
23f	Course syllabi are followed
23g	Instructors present information fairly and objectively, distinguishing between personal convictions and professionally accepted views
23h	Instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments
23i	Instructors adequately use available technology in and out of the classroom
25a	Acquire a broad general education
25b	Acquire job or work-related knowledge and skills
25c	Write and speak clearly and effectively
25d	Think critically and analytically
25e	Solve numerical problems
25j	Understand people of other racial, cultural, or ethnic backgrounds
27b	I know who to contact if I have a problem with my LACCD email account
27e	The college's Wi-Fi is accessible and secure
30b	I know how to bring forth an idea to college leadership to improve a practice, program, or service at this college
30c	Student needs are taken into consideration by this college when making decisions
31a	College policies and procedures that affect me as a student
31b	Student success rates for this college and my program
31c	Courses and programs
32a	I am familiar with the mission statement of this college
32b	I am aware of the intended learning outcomes of this college
32c	I am aware of the learning outcomes for my PROGRAM
32d	I am aware of the learning outcomes for my COURSES
32e	I feel that the courses required in my program prepare me for further coursework, employment, or transfer
32f	I receive excellent instruction in most of my courses

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ACCJC Accreditation Standards, adopted 2014 in Matrix	
I.A.1-4	Mission
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.
I.B.1-4	Academic Quality
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
I.B.5-9	Institutional Effectiveness
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
I.C.1-14	Institutional Integrity
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
II.A.1-16	Instructional Programs
II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
II.A.2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
II.A.5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
II.A.7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
II.A.8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.
II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
II.A.14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and

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ACCJC Accreditation Standards, adopted 2014 in Matrix	
	other applicable standards and preparation for external licensure and certification.
II.B.1-4	Library and Learning Support Services
II.B.1	The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
II.B.3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
II.C.1-8	Student Support Services
II.C.3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
II.C.5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
II.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
II.C.8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
III.A.1-15	Human Resources
III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.
III.B.1-4	Physical Resources
III.B.1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
III.B.2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
III.C.1-5	Technology Resources
III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.
IV.A.1-7	Decision-Making Roles and Processes
IV.A.1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
IV.A.2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
IV.A.7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.