

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) is committed to ensuring that instructional programs address and meet the mission of the institution as stated in Standard I. The recently revised College Mission Statement was approved by the Board of Trustees on October 17, 2012 and states the following: (II.A-1)

Los Angeles Mission College is committed to the success of our students. The College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by

- *Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills*
- *Encouraging students to become critical thinkers and lifelong learners*
- *Providing services and programs that improve the lives of the diverse communities we serve.*

The College uses several mechanisms to systematically ensure and assess the currency and quality of its instructional programs. These mechanisms include:

- Establishment of an Educational Planning Committee (EPC) to monitor and evaluate all academic programs.
- Implementation of a comprehensive Program Review (PR) process which includes internal and external validations resulting in greater accountability and quality. The online Program Review process includes Student Learning Outcome assessment data and annual updates in response to comprehensive review recommendations.
- The Curriculum approval process which monitors updates and submissions of all Course Outlines of Record (CORs). The Curriculum Committee ensures a rigorous approval process by reviewing the following information for each COR:
 - Prerequisites, co-requisites, and advisories
 - Course content and objectives
 - Student Learning Outcomes, methods and criteria for assessment, and the Institutional Learning Outcomes which each SLO supports
 - Representative assignments that require critical thinking
 - Computer competency requirements
 - Information competency requirements
 - Methods of instruction and evaluation
 - Articulation
 - Relationships to other college programs
- Participation in state wide initiatives such as curriculum development in response to SB 1440. Three Transfer Model Curriculum (TMC) degrees have been approved by the State Chancellor's Office and several additional degrees are in progress.
- Hiring of a Curriculum Dean in 2009 to oversee curriculum, production of the annual College Catalog, and the Schedule of Classes.
- Establishment of advisory committees and development of a comprehensive CTE funding application and evaluation process.
- Hiring of an Associate Dean in fall 2009 to manage the CTE programs and their funding.
- Development of an online system for reporting Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) and assessments.
- Establishment of a Distance Education (DE) Committee that provides training and support for online programs.
- Development of new academic programs in emerging fields. This process originates with faculty supported by advisory committees, institutional researchers, and academic administrators.

The improvement of teaching and learning strategies is supported by a wide range of professional development activities, many of which are provided and/or funded by the Professional and Staff Development Committee, Professional Growth Committee, New Faculty Academy, Faculty Teaching and Learning Academy (FTLA), Curriculum Committee, Career Technical Education (CTE) Committee, and academic departments.

The College is committed to the achievement of course Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College has funded an SLO Coordinator position since 2006 and SLO Assistant Coordinator since 2010. A portion of each Flex Day at the beginning of the fall semester has been dedicated to the development and assessment of learning outcomes since 2008. In 2008-2009 the College developed an online SLO management system which was implemented in 2010. In February of 2012 the College held a college wide Assessment Retreat attended by over 100 participants (II.A-2). The Assessment Retreat provided a forum for institutional discussion of the progress LAMC has made in assessing learning outcomes on all levels and it provided an opportunity to discuss the results of the Fall 2011 Student Survey of students' perception of how well they had achieved the seven College ILOs (II.A-3). The Assessment Retreat also provided opportunities for all constituents of the College to discuss

- The results of course assessments
- How the assessments support the College ILOs
- What has been learned
- What changes have been implemented or planned
- What has been the impact of assessment on planning and budgeting

As a result of the retreat, a number of follow-up activities were planned to enable LAMC to meet its fall 2012 SLO Proficiency deadline: (1) A resource request textbox was added to the SLO online system; (2) Program Learning Outcome pages were added for reporting PLO assessments; (3) A commitment was made to include PLOs for all academic programs in the 2012-2013 College Catalog; (4) Ideas for additional ILO assessments were discussed, and, as a result of these, in the fall of 2012 seven teams met to design and implement Institutional Outcomes assessments in an attempt to determine LAMC students' achievement of its seven stated ILOs (II.A-4).

Since the last self study, LAMC has developed several new academic programs leading to degrees, certificates, employment or transfer (Table 1). Some of the new programs developed at the College include an Associate of Science (AS) degree in Biology and an Associate of Arts (AA) degree in English. In 2010 new legislation was approved by the California legislature (SB 1440) to facilitate student transfer to four-year institutions. SB 1440 requires that each college adopt a minimum of two associate degrees for transfer, Associate in Arts degree for Transfer (AA-T), or Associate in Science degree for Transfer (AS-T) by fall 2012. As of 2012, LAMC offers state approved transfer degrees in Mathematics, Communications Studies, and Early Childhood Education. Additionally, LAMC's Curriculum Committee has approved transfer degrees in Sociology, Theater Arts, Kinesiology, and Business Administration that are pending state approval. The College plans to achieve 100 percent compliance with state requirements

regarding TMCs by fall 2014. These new degrees and numerous articulation agreements facilitate graduation and transfer to a diverse range of public and private universities.

TABLE 1
RECENTLY DEVELOPED LOS ANGELES MISSION COLLEGE ASSOCIATE
DEGREES AND CERTIFICATES

Type of Degree or Award	Degree Name	Curriculum Approval Date	State Approval Date	Effective Date
AS	Biology	5/19/2009	1/19/2010	Spring 10
AA	English	4/6/2010	1/26/2012	Spring 12
AA-T	Communications Studies	4/26/2011	10/26/2011	Fall 12
AS-T	Early Childhood Ed.	10/25/2011	12/15/2011	Spring 13
AS-T	Mathematics	5/17/2011	12/15/2011	Fall 12
AA-T (Reg.)	Sociology	10/25/2011	Pending Submission	Fall 13
AA-T	Theater Arts	10/25/2011	Pending Submission	Fall 13
AS-T	Kinesiology	10/25/2011	Pending Submission	Fall 13
AS-T	Business Admin.	10/25/2011	Pending Submission	Fall 13
AA	Gallery & Museum Studies	10/25/2011	Pending Submission	Fall 13
AA	Art, Drawing	2/7/2012	Pending Submission	Fall 13
AA	Art, Sculpture	2/7/2012	Pending Submission	Fall 13
Certificate	Child Dev.-Special Needs	10/25/2011	Pending Submission	Fall 13
Certificate	Crime Scene Tech.	10/25/2011	Pending Submission	Fall 13

In spring 2011 the Curriculum Committee developed a questionnaire required for new programs (II.A-5) that details how the program contributes to the mission of the College. This questionnaire assesses how the program provides opportunities for students, collaborates with other disciplines, addresses the needs of the local community, and prepares students for transfer or career development.

The College offers programs and services at several off-site locations including Gridley Elementary School, James Monroe High School, Mission Hills Bowl, Olive Manor Senior Apartments, Sara Coughlin Elementary School, and the Work Source Center. In addition, the College offers programs and courses through alternative means of delivery, such as online and hybrid classes and Instructional Television (ITV). The integrity of these academic programs is ensured through faculty evaluations, supervision, and oversight by department chairs, vice chairs, program directors, administrators, and the Curriculum and Distance Education Committees. The processes of faculty evaluation, program review, and curriculum review help to ensure that alternate delivery systems and off-campus instructional programs are held to the same standards as all other instructional programs. The ITV Program has a full-time director who provides an additional layer of oversight and supervision.

SELF EVALUATION

Los Angeles Mission College offers high-quality instructional programs in recognized and emerging fields leading to degrees, certificates, employment, or transfer consistent with its mission. Even though ongoing state and local budget constraints have made it difficult to sustain significant growth in new programs, the College has added several new degrees and programs in the last few years (Table 1). LAMC also continues to develop high-quality instructional programs by seeking new funding sources in areas such as Science, Technology, Engineering, and Math (STEM) and Career Technical Education (CTE). These new programs facilitate degree completion and student transfer; for example, in the fall of 2011, 27 students completed the new English AA degree.

Instructional programs are systematically assessed with rigorous review processes established by the Educational Planning Committee (EPC). EPC schedules Comprehensive Program Review of all instructional programs on a three-year cycle, as well as an annual update. The Program Review process also includes updates on curriculum status, SLOs and assessment and requests for resources. Faculty regularly assess student achievement of course, program, and Institutional Learning Outcomes.

The Curriculum Committee has representation from all academic departments and supports the development and currency of high quality educational programs. The recent implementation of the Electronic Curriculum Development (ECD) system to update and submit Course Outlines of Record (CORs) has been very instrumental in incorporating Student Learning Outcomes and Institutional Learning Outcomes into the curriculum approval process.

The College has made great strides in systematically assessing the achievement of stated Student Learning Outcomes. After some initial challenges familiarizing faculty with the criteria for the development of measurable SLOs (II.A-6) and the online SLO management system, the faculty have generally embraced the assessment process. Both the LAMC Curriculum Committee and SLO Coordinators have actively supported faculty with curriculum development and SLO assessment by providing training and web-based resources. By fall 2012, at least 98 percent of active courses have had a minimum of one SLO assessed and most disciplines have engaged in multiple rounds of assessment and improvement.

The College also has actively supported the improvement of teaching and learning strategies by providing many opportunities for professional development. In 2010 LAMC hosted the District Faculty Teaching Learning Academy (FTLA) and ten LAMC faculty members participated. In addition, since fall 2008, LAMC has offered a Faculty Academy, a series of seminars primarily designed for new faculty orientation but also open to all faculty (II.A-7). These meetings have been well attended and have provided an opportunity for faculty to learn more about the College.

Previously the College offered more classes and programs at off-site locations. Since the recent construction of several new facilities such as the Culinary Arts Institute, the Health, Fitness, and Athletic Complex, and the Center for Math and Science, many programs that were previously offered at other locations are now offered on campus. Some of the programs and classes that have been relocated to the campus include Physical Education, Art, English as a Second Language (non-credit), General Education Development (G.E.D.), and Civics. Another factor that has contributed to having fewer off-site offerings has been the reduction in the number of classes due to budget constraints. Currently most classes at off-site locations are non-credit courses such as basic computer skills and English as a Second Language (ESL).

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Los Angeles Mission College uses a variety of methods and data to assess the educational needs of the population that it serves. Data on educational attainment, income, and labor market projections are used to assess the need for current and future academic programs, as evidenced in the LAMC 2010-2015 Educational Master Plan. Educational data on local area high schools is used to better understand the educational and support service needs of the student population. In 2011 the Los Angeles Community College District conducted both external and internal scans for its service area to develop its Strategic Master Plan (II.A-8). In addition, in June of 2012 the regional Center of Excellence serving Los Angeles and Orange counties completed a customized report for Los Angeles Mission College (II.A-9). This report provides data on the LAMC service areas including an industry overview, occupational analysis, county level gap analysis, and demographics overview, which will be utilized to better serve the needs of the Los Angeles Mission College community.

To evaluate and improve educational programs and services, the LAMC Office of Institutional Effectiveness provides support for learning outcomes and data on student attainment of certificates, degrees, and transfer. The college uses these measures of completion and transfer readiness, e.g., in Program Review, to assess how well the College is meeting the educational

needs of its students. The Office of Institutional Effectiveness also provides support to instructional programs and other college units as they develop and assess Student Learning Outcomes. Information about course, discipline, program, and Institutional Learning Outcomes is available through the online Student Learning Outcome management system and the College SLO Web page at www.lamission.edu/slo.

Several areas of the College identify and evaluate student needs. Data from surveys given by the Counseling Department, Disabled Students Programs and Services (DSP&S), and Extended Opportunities Programs and Services (EOP&S) are reviewed to determine the need for student programs and services. The College administers assessment tests to determine students' academic placement in English, reading, math, and English as a Second Language (ESL) courses (Tables 7 and 8). Students who do not place into college-level courses are offered developmental English, math, and English as a Second Language courses to help them develop the skills to be successful in transfer-level, CTE, and academic courses. Disabled Students Programs and Services (DSP&S) promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, developmental, or other disabilities through integration into the mainstream of college life. Extended Opportunity Programs and Services (EOP&S) provides services to educationally and economically disadvantaged students. The primary objective of DSP&S and EOP&S is to give eligible students the assistance necessary to successfully complete their educational goals. In addition, general student surveys are periodically conducted to obtain their perspectives on a variety of educational and student services and to gauge their attainment of learning outcomes.

To meet the academic needs of LAMC's diverse student body, a number of courses are offered in ethnic studies (e.g., Chicano Studies and African American Studies), English as a Second Language, humanities, foreign languages (e.g., Spanish, Italian, French) and basic skills. In fact, English as a Second Language (ESL), Developmental Communications, and Chicano Studies are among the six largest disciplines at the College.

In response to student needs, the Mathematics Department has modified its courses to offer students more options to complete their required algebra courses. Specifically, the Math Department now offers a three-semester algebra series in addition to the traditional two-semester series to assist students who need more time to complete their math course work.

In addition to credit and noncredit courses, the College has obtained several Specially Funded Programs (SFPs) to address the needs of its students. These programs are designed to reach out to the College's diverse community and include the following:

1. **Improving Student Success and Faculty Development and Strengthening Student Success and Support Services:** The College was awarded a five-year Title V grant (2004-2009) to improve retention and progression in math. It provided support for supplemental instruction in math, faculty and staff development, outcomes assessment and evaluation, and the creation of a Math Center and Center for Excellence in Teaching.

2. **Cooperative Title V Grant:** The purpose of this five-year partnership (2006-2011) with Loyola Marymount University was to create a teacher preparation pipeline for K-12 educators. The grant also had a transfer component which provided funding for the LAMC Transfer Center.
3. **Career Technical Education Transitions Grant.** This grant provides a means for students to begin a program of study in high school which continues at the community college. These programs combine academic courses needed for success in college and technical courses needed to prepare students for high skilled, high-demand careers. Classes are held at several local high schools and students from two high schools come to LAMC to take classes twice a week.
4. **Improving Student Success and Access:** This is a five-year Title V grant (2009-2014) with three components: improving the Reading and Writing Lab (Academic Success Center), creating the Science Success Center, and the development of E-Labs or virtual labs for supplemental instruction, which are available to students online.
5. **Science, Technology, Engineering, and Math (STEM) Grant:** In 2011 the College was awarded a five-year, Title III grant to enhance and strengthen academic offerings to increase transfer to four-year institutions in STEM majors and opportunities in STEM careers.

SELF EVALUATION

LAMC identifies and meets the varied educational needs of its students through programs consistent with their educational preparation and the needs of the diverse communities it serves. The Office of Institutional Effectiveness conducts research, collects data, and disseminates information to be used by the College for institutional planning. The College relies upon research and analysis to conduct Program Review, identify student needs, and to assess progress toward achieving learning outcomes. The District also conducts research, such as student surveys, student performance assessments, and environmental external and internal scans to support institutional research and planning at the colleges.

The College has lacked consistent staffing in the Office of Institutional Effectiveness over the past two years. LAMC's Dean of Research Planning and Information Technology transferred to the District Office in fall 2010 to serve temporarily as the Associate Vice Chancellor for Institutional Effectiveness and was permanently hired in spring 2012. During most of this period, the Manager of Information Technology attempted to serve in both roles. In spite of the lack of consistent staffing, the College has been able to provide data and support for the assessment of its instructional programs. During the summer of 2012, the College initiated the process of hiring a permanent institutional researcher.

Los Angeles Mission College seeks to meet the educational needs of its students in a variety of ways. Most incoming students who take an assessment test place below college-level English and math courses (Tables 7 and 8). To serve the needs of these students, the College offers a

large number of basic skills courses to prepare them for transfer, employment, and degree or certificate completion. Many students have difficulty completing the math and English coursework required to achieve their educational goals. Through the Program Review process, faculty seek to identify performance gaps and improve student success. For example, as a result of research and analysis, the Math Department recently revised its curriculum and developed a new Math 123 three-course sequence (Elementary and Intermediate Algebra I, II, and III) to increase student success in its algebra courses.

The College also seeks to serve the needs of its ethnically diverse student population. While the College offers a wide variety of Chicano Studies courses, course offerings focusing on other demographic groups are limited. For example, there are only two African-American courses and no Asian-American courses currently offered by the College. Furthermore, even though two-thirds of LAMC students are female, the College does not offer any women's studies courses at this time.

The College has actively pursued external funding opportunities to meet the varied educational needs of its students. For example, the STEM program will provide supplemental instruction, dedicated counseling services, and new course offerings to increase the transfer rates and success of students who are traditionally underrepresented in STEM fields.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

Los Angeles Mission College faculty provide instruction in a variety of delivery modes designed to be appropriate to the curriculum and to meet the learning styles and needs of its diverse student body. These include lecture, laboratory, studio laboratories, group collaborative learning, discussion, physical demonstration, project-based learning, Instructional Television (ITV), computer-based instruction, field trips, cooperative education, internships, hybrid, and distance education. While most courses run for a full 15-week semester, a limited number of short-term and late start classes are compressed into fewer weeks in accordance with Carnegie Rules. Some courses, mainly noncredit, are open-entry, meaning that a student may begin at any time. Students who need tutoring are referred to the appropriate areas; e.g., STEM Office, Math Center, Academic Success Center, Science Success Center, Learning Resource Center, DSP&S Office, and Child Development Resource Center.

Instructors, in conjunction with other department faculty, determine what types of delivery are appropriate for each course to meet the current and future needs of our students. Faculty

members prepare and submit course outlines which include a section on methods of instruction to the Curriculum Committee utilizing the Electronic Curriculum Development (ECD) system.

The Distance Education (DE) Committee and the Curriculum Committee address distance learning efficacy as it relates to the overall instructional program. In 2011 the DE Committee developed a Substantive Change Proposal due to several disciplines offering 50 percent or more of their courses online (Chicano Studies, History, Law, Philosophy, Psychology, and Sociology). The LAMC Substantive Change proposal was approved by the State Chancellor's Office and the ACCJC in 2012 (II.A-10). The DE Committee requires all online faculty to complete an online pedagogy certification process. Until 2012 all new DE courses underwent a Curriculum Committee review of the course shell as part of the approval process. Due to contractual changes, the appropriate department chair is now responsible for reviewing the course shell. The purpose of the certification and shell evaluation processes is to ensure quality of teaching and course content of online courses.

In 2010, the College created a Course Management Task Force to explore several course management systems and make recommendation on which one to adopt. As a result of the task force recommendations, the College adopted a course management system called MOODLE (Modular Object Oriented Dynamic Learning Environment), an open source learning portal outsourced to Remote Learner, a professional remote hosting company (II.A-11). MOODLE is not only used for online classes, it is also used for Web enhanced on-campus classes, which have grown from four classes in 2010 to 160 classes in 2012.

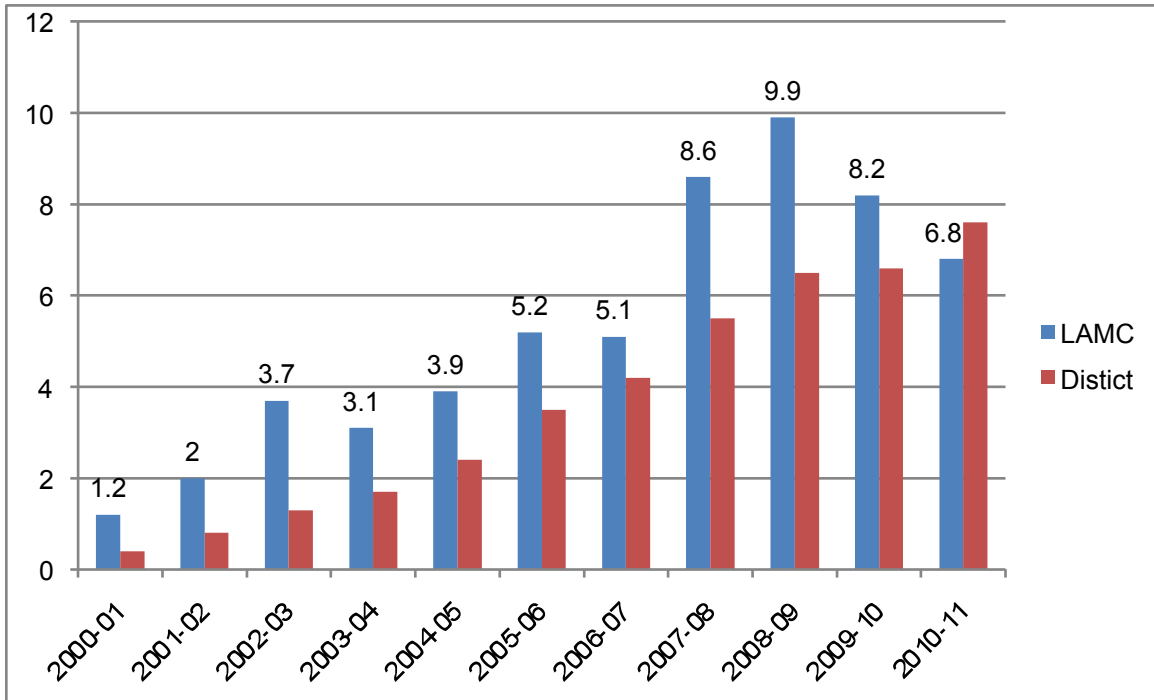
LAMC disciplines that offer online classes include Biology, Business, Chicano Studies, Computer Science, English, Nutrition, Health, Law, Library Science, Management, Math, Philosophy, Psychology, and Sociology. The Paralegal Studies Program at Mission offers a completely online Paralegal Certificate which is supported by online paralegal tutoring.

Online, hybrid, and Web enhanced classes are supported by the College through a Distance Education Coordinator who receives 20 percent reassigned time. In 2007 the duties, responsibilities, and charge of the DE Coordinator were formalized (II.A-12). The DE Coordinator supports delivery of online, hybrid, and Web enhanced classes including coordinating the creation of MOODLE course shells and maintaining the online portal, its content, tutorials, faculty, student support, and Help Desk.

SELF EVALUATION

Los Angeles Mission College faculty effectively use a variety of delivery systems and modes to serve its diverse student body. Online classes have grown considerably over the last ten years to meet the current and future needs of students. Since 2000, the percentage of online and hybrid classes at LAMC has ranged from 1.2% in 2000-01 to 9.9% in 2008-09 (Figure 1). In recent years the percentage of online classes has declined somewhat (6.8 % in 2010-11) partly because new online classes could not be offered until the Substantive Change Proposal was approved.

FIGURE 1: PERCENTAGE OF ONLINE AND HYBRID CLASSES TAUGHT AT LAMC AND LACCD COLLEGES (2000-2011)



The quality of online and hybrid classes is ensured through a rigorous instructor certification requirement to teach online and a review of the course shell as part of the approval process (II.A-13).

As can be seen in Table 2, the retention and success rates of LAMC students in online classes are very similar to those in face-to-face (on-campus) classes. The relatively high retention and success rates of online classes may be due in part to the support provided by the DE Coordinator, DE Committee, Curriculum Committee, and others. The fact that the online and face-to-face retention and success rates are similar also suggests that the delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the needs of LAMC students.

TABLE 2
LOS ANGELES MISSION COLLEGE (LAMC)
SUCCESS & RETENTION RATE COMPARISON REPORT
FACE TO FACE VS. ONLINE*

Term	LAMC On Campus (Face to Face) Courses		LAMC DE Courses	
	% Success	% Retention	% Success	% Retention
Fall 2008	67	86	65	87
Spring 2009	69	87	63	86
Fall 2009	72	90	63	86
Spring 2010	70	90	69	89
Fall 2010	70	89	71	89
Spring 2011	68	89	72	87

*Online includes hybrid classes.

As the number of LAMC's online, hybrid, and web-enhanced courses has grown, one challenge for the Distance Education Program has been to find funding for the increasing costs of the Learning Management System (LMS). Normally, the College pays this expense from its general funds, but does not include it as a line item in the yearly fiscal budget which creates uncertainty for the program.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Student achievement is central to the mission of Los Angeles Mission College. The College has institutionalized a systematic process for identifying, measuring, and assessing Student Learning Outcomes (SLOs) as one of the primary means of determining student achievement. In 2007 a 60 percent SLO Coordinator was appointed by the College to help guide faculty and Student Services staff in fulfilling their SLO obligation. In 2009 this assignment was divided into two: a 40 percent SLO Coordinator and a 20 percent SLO Coordinator Assistant.

The College has developed institutional, program, and course level SLOs. The faculty take responsibility for identifying and assessing SLOs. Achievement of SLOs at all levels is one of the goals of both the Strategic Master Plan and the Educational Master Plan and is part of the College's Annual Institutional Effectiveness report to the Board of Trustees.

All degrees, certificates, programs, and courses have identified SLOs. At least one outcome for each course, certificate, and program has been assessed. As a result of these SLO assessments, many instructional improvements have been implemented (see self evaluation section below). All course and program learning outcomes are tied to the seven Institutional Learning Outcomes (ILOs) formulated in 2004:

1. Written and Oral Communication
2. Information Competency
3. Problem Solving
4. Math Competency (Quantitative Reasoning)
5. Aesthetic Responsiveness
6. Ethics and Values Applied to Decision Making
7. Global Awareness

The development of these outcomes was motivated by a desire on the part of the College to improve student learning, a responsibility that is central to its mission, and a related desire to assure the public of the quality of education at the institution. These outcomes were established to assess the quality of education at LAMC and are a reflection of the belief that students who complete a specified course of study at the College should be able to demonstrate competency in a broad range of abilities that are the charge of higher education.

The Institutional Learning Outcomes are posted in most classrooms and in the Learning Resource Center. Beginning spring 2013, LAMC students will receive bookmarks printed with the ILOs and the College Mission Statement when they purchase their books at the Eagles' Landing Bookstore. In addition, the ILOs are listed in the College Catalog and on the SLO Web site. A link is provided to these ILOs on several other Web pages, such as the Institutional

Effectiveness, Curriculum, and Student Support Services Web pages. Many faculty are involved in assessing ILOs and Program Learning Outcomes, and all faculty are involved in assessing course SLOs and implementing recommended improvements. When a new course is added to the curriculum or a course is updated, department chairs must identify the ILOs that are addressed as a required part of the curriculum review/update process.

In 2008 an SLO Web page was developed to provide resources and information for faculty and to support SLO assessment. The design of an in-house online SLO system for reporting Student Learning Outcomes and assessments began in 2008 and was implemented in 2010. All SLOs and methods of assessment are determined by the department chair and the discipline faculty and are posted on the online system. When an SLO is modified, the department chair is responsible for ensuring that the online system is updated. All SLO updates, certificate and degree/program outcomes (PLOs), and assessments for the academic programs are now reported using this online system.

SLOs are made available to students and the public in a variety of ways; for example, they are included in all course syllabi, which are posted on the Schedule of Classes Online (SOCO). LAMC faculty Web pages also include links to their course syllabi. Department chairs and deans review the course syllabi submitted each semester and are responsible for verifying that the SLOs are listed. Additionally, since course outcomes are part of all course outline curriculum updates, they become part of the District's Electronic Curriculum Development (ECD) system and are available to the public. SLO updates, methods and criteria for assessment, and the supported ILOs are part of the Course Outlines of Record (CORs). Furthermore, course SLOs are listed on the College SLO Web page at www.lamission.edu/slo and are linked to the LAMC student Web page at <http://www.lamission.edu/students/>. An explanation of what SLOs are and why they are important is included on these Web pages. Starting in fall 2012-13, all Program Learning Outcomes are listed in the College Catalog.

As a result of assessments, faculty analyze data from their classes and modify their curriculum accordingly. They also modify their delivery methods and pedagogy, placing more emphasis on areas where students do not perform well in order to improve student learning. They use the student support services provided by the College, the tutoring services, LRC workshops, Writing Center and Math Center to support students in areas identified by assessments. Assessment has encouraged faculty to take a more proactive approach to reach out to their students and provide more options for help and support.

Department chairs work closely with their faculty to determine appropriate Student Learning Outcomes. While course outcomes and assessments are determined primarily by the full-time faculty, input from adjunct faculty is welcomed and encouraged. Participation of adjunct faculty in the assessment of course and program level SLOs is supported by the American Federation of Teachers (AFT), which is the faculty collective bargaining unit. The AFT Contract states that all faculty will participate in the SLO assessment cycle and that classroom faculty will include approved SLOs on class syllabi (II.A-14). Adjuncts are encouraged to actively participate in the writing and revision of SLOs and plans for assessments; departmental meetings provide them with an option for participation in the dialogue. Though their participation is optional regarding

development of SLOs and assessments, a growing number of adjuncts see participation as an opportunity to enhance their experiences and to contribute to the campus dialogue on integrity of teaching and learning outcomes.

Department chairs are ultimately responsible for the outcomes in their departments. Chair evaluations by deans include an evaluation of the chairs' ability to move Student Learning Outcomes and assessments forward among their faculty and to effectively institute and document continuous improvement in student learning through assessment. Each semester department chairs review the SLO reports submitted online by their faculty members, provide feedback, and facilitate departmental dialogue at faculty meetings. They also submit a report to the SLO Coordinator summarizing their progress on SLO assessment, curriculum modifications, resource requests, program assessment, and implementation of improvements. Most chairs report that as a result of their assessments, faculty have revised their lesson plans, assignments, delivery modes or classroom strategies to improve the students' achievement of the course and Program Student Learning Outcomes.

The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the criteria by which they will be assessed.

Instructional programs are assessed for currency, teaching and learning strategies, and Student Learning Outcomes through department and discipline annual and comprehensive Program Reviews. The Comprehensive Program Reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. An external validation of each program's Program Review, which contains a Student Learning Outcomes component, is completed before each comprehensive report. Outcomes are linked to resource allocation and program and institutional planning through the Program Review and budget and planning process.

Assessment of SLOs is supported by LAMC's Student Learning Outcome online program, which is an interactive system and can be accessed through the Faculty Portal. Since 2010 all assessment results are posted using the online SLO system. All outcomes need to be assessed at least once every three years and assessment timetables are posted in the department notes section of the online system. Both qualitative and quantitative data are used for assessments, formative and summative. In fall 2012 an additional section for resource requests was added to the online system and integrated with the online Program Review system.

Monthly SLO assessment reports and annual updates are provided to the Academic Senate, Educational Planning Committee, and Council of Instruction. From 2007 to 2012, Excel spreadsheets of the status of all courses were maintained and posted annually on the SLO Web page. In fall 2012 the Information Systems Manager created an interactive Web page which summarizes each department's SLO assessment progress and also lists the method of assessment for each.

Several assessments have been conducted in an attempt to determine LAMC students' achievement of the Institutional Learning Outcomes (ILOs) including surveys and evaluating samples of students' work by using a rubric. College wide discussion of these assessments occurs at the annual Flex Day held in the fall. Assessment results were also discussed at the Assessment Retreat held in February 2012 as well as at shared governance committee meetings, notably EPC, College Council, and the Council of Instruction.

SELF EVALUATION

Faculty and academic administrators ensure the quality and improvement of all instructional courses and programs offered by the College. The continuous improvement in quality as a result of SLO and PLO assessments is documented on the online SLO system. Strong support by the former Vice President of Academic Affairs, in addition to increased accountability, dialogue, training, and emphasis on learning outcomes and course objectives reflect an institutional commitment to improvement of all instructional programs. Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and methods of assessment are established for each course and program, and these are a critical part of curriculum updates and Annual and Comprehensive Program Reviews. All outcomes are assessed at least every three years, though some areas assess outcomes more frequently.

The Curriculum Committee review process emphasizes the integrity of learning outcomes and course objectives, and outlines reviewed in the last two years demonstrate growing commitment to learning outcomes that represent the highest academic integrity and campus commitment to student success. The improvement in curriculum work was aided by the hiring of a Curriculum Dean in 2008 who made curriculum a priority, the expansion of the Curriculum Committee, and the establishment of standards for submission of curriculum.

The progress made in Student Learning Outcomes and assessment is summarized in Figure 2 and Figure 3. As demonstrated in the Evidence of Proficiency Table in II.A.15, Los Angeles Mission College is at the Proficiency Level on the Western Association of Schools and Colleges (WASC) SLO Proficiency Rubric, and has demonstrated many of the required elements of sustainable quality improvement. All degrees, certificates, programs, and courses have SLOs, and at least one outcome for each course, certificate, and program has been assessed and many improvements have been implemented.

FIGURE 2: LAMC STUDENT LEARNING OUTCOME AND ASSESSMENT AT THE COURSE LEVEL

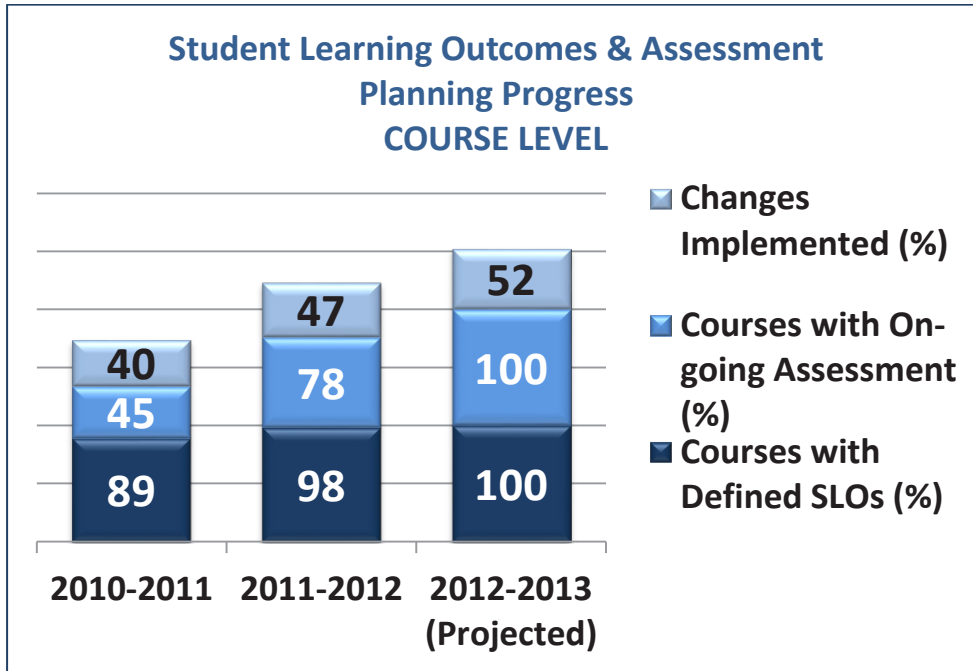
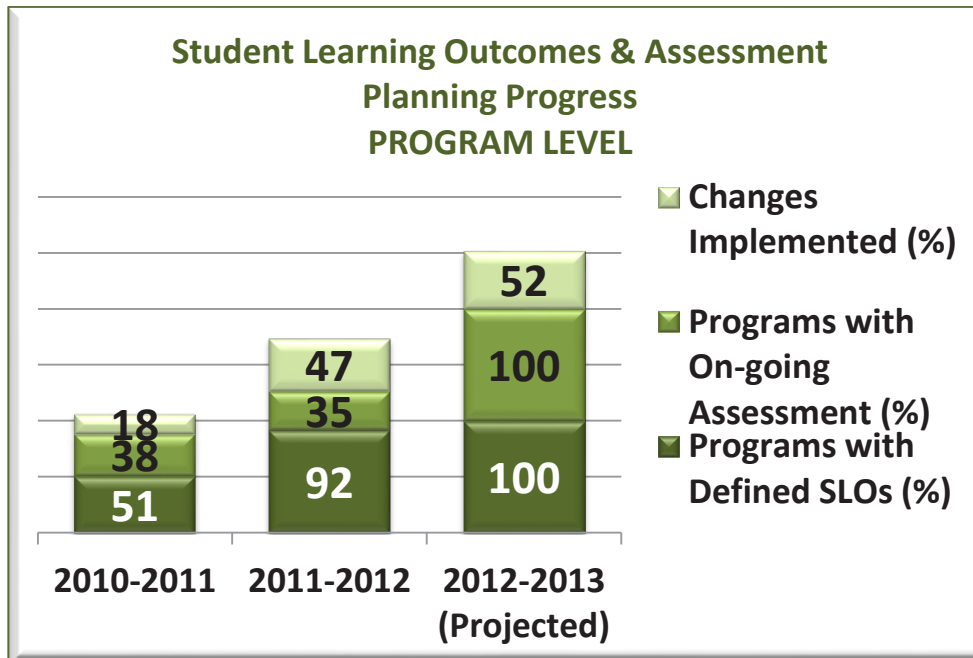


FIGURE 3: LAMC STUDENT LEARNING OUTCOME AND ASSESSMENT AT THE PROGRAM LEVEL



Based on the assessments, changes to curriculum have included updating course outlines, adding advisory or prerequisite courses, implementing online courseware, modifying exams, changing textbooks, utilization of existing resources for students, adding more writing assignments, expanding lectures, using Student Response Systems (clickers), using social media such as e-mail and Facebook to improve communication with students, and in some cases, modifying the SLO to more accurately reflect the desired outcomes of the course or program.

Examples of specific course changes that have resulted from the SLO assessment process include:

- Adding the prerequisite of English 28 to all Humanities classes to better prepare students for the level of reading and writing required for those classes.
- Developing a new lab manual for Biology 3 that is more user friendly and focuses more on the scientific process.
- Adding an intense reading component in the form of online homework materials for English 21 and “My Writing Lab” as a component of English 28.
- Requiring that students in Health 11 classes attend a specific library workshop designed to help them complete their assignments.

Resource requests have included funding of tutors, new full-time faculty, and adding more classes to help students complete the required courses for their certificate and degree programs. As part of the Program Review system, faculty develop their resource requests based on their SLO and PLO assessments and plans for improvement.

Programs also are assessed for currency and Student Learning Outcomes at CTE local college meetings, advisory meetings, department meetings, conferences, and district discipline meetings. In addition, the District Student Learning Outcomes and Assessment Committee (SLOAC) assists in supporting the college campuses by providing resources, information, workshops, and an opportunity for dialogue.

An Assessment Retreat was held in February 2012 to review the results of the first Student Institutional Learning Outcome (ILO) Survey which was conducted in the fall 2011 and had 512 respondents (II.A-16). This preliminary ILO survey was given only to LAMC students who had completed 30 units of college credit or more. Out of this group, 76% of respondents indicated their educational goal was to transfer, 22% to earn a degree without transfer, 13% to earn a certificate, and 2% were undecided. This survey had ten questions that were related to the seven College ILOs (Table 3).

TABLE 3
SELECTED RESULTS FROM THE FALL 2011 STUDENT SURVEY
RELATED TO INSTITUTIONAL LEARNING OUTCOMES (N=512)

Have the courses you have taken helped you:	ILOs	% of Respondents that Strongly Agree or Agree Somewhat
Research information?	Information Competency	78
Present ideas and information effectively to others in writing?	Written Communication	76
Evaluate information?	Information Competency Problem Solving	75
Solve problems and use logical reasoning (critical thinking) and develop strategies for solutions?	Problem Solving	75
Organize a paper with documentation?	Written Communication Information Competency	72
Deliver oral presentations?	Oral Communication	70
Make value judgments and ethical decisions?	Ethics and Values	69
Analyze global issues from multiple perspectives?	Global Awareness	67
Communicate the merits of works of art, music, or literature?	Aesthetic Responsiveness	61
Achieve math competency and quantitative reasoning?	Math Competency	58

Based on the results, a majority of the students who responded to this survey indicated that the courses they have taken have helped them achieve all seven of the College ILOs. Highest scores were related to information competency, written communication, and problem solving. The lowest scores were related to math competency/quantitative reasoning and aesthetic responsiveness.

Another method of assessment used to evaluate student achievement of ILOs was the Spring 2012 Student Survey (II.A-17). In the spring of 2012, a more comprehensive survey was distributed to LAMC students and 3,219 students responded. In the survey, questions were asked of students to determine to what extent the College had assisted them with their development in several areas. Table 4 summarizes the results from this survey.

To what extent do you think this college has assisted with your development in each of the following areas?	Very Much or Quite a Bit %	Some %	Very Little %
75i. Learning effectively on your own	76	16	6
75e. Thinking critically and analytically	74	18	6
75j. Understanding yourself	74	16	8
75h. Working effectively with others	72	18	8
75k. Understanding people of other racial or cultural or ethnic background	72	18	8
75d. Speaking clearly and effectively	70	20	9
75c. Writing clearly and effectively	69	21	9
75g. Using computers and other information technology	68	19	12
75n. Developing clear career goals	66	20	12
75l. Developing a personal code of values or ethics	64	21	13
75f. Solving numerical problems	62	22	13
75q. Adopting a healthier lifestyle	59	22	17
75r. Appreciating the arts	57	21	20
75m. Contributing to the welfare of your community	43	26	29

Based on the data collected from the responses, a large percentage of students (over 60 percent) feel the College has assisted them very much or quite a bit in learning effectively on their own, thinking critically and analytically, understanding oneself, working effectively with others, understanding people of other racial or cultural or ethnic backgrounds, speaking clearly and effectively, writing clearly and effectively, using computers and informational technology, developing clear career goals, developing a personal code of values or ethics, and solving numerical problems. A smaller percentage of students (less than 60 percent) feel that the College has assisted them very much or quite a bit in adopting a healthier lifestyle, appreciating the arts, and contributing to the welfare of one's community. The data from this survey suggest that while the College is meeting the Institutional Learning Outcomes, student learning could be strengthened in several areas such as health awareness, art appreciation, and contributing to the welfare of the community.

ACTIONABLE IMPROVEMENT PLAN

By fall 2013, the SLO Coordinator will work with the Academic, Student Service, and Administrative units to further identify achievement gaps, identify appropriate assessment measures, and implement improvements to assure quality instructional programs in support of student learning.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**DESCRIPTIVE SUMMARY**

The College ensures high-quality instruction through a variety of processes including student-peer-administrative evaluations of its faculty, the four-year tenure review of probationary faculty, rigorous hiring processes, and Program Review. Internal evidence of instructional quality includes retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of achievement, and skill certificates. External evidence of instructional quality includes articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

The breadth and depth of college programs are demonstrated by the College's 54 associate degrees, 19 certificates, 21 skill certificates, and courses in over 50 different disciplines (Tables 5 and 6).

**TABLE 5
NUMBER OF DEGREES AND CERTIFICATES
OFFERED AT LAMC (2012-2013 CATALOG)**

Associate of Arts	49
Associate of Science	3
Transfer Model Curriculum Degree	3
Certificates of Achievement (Over 18 units)	19
Skill Certificates (Less than 18 units)	21

Currently, LAMC has a total of over 2,200 major preparation, articulation agreements with 10 University of California (UC) campuses and 19 California State University (CSU) campuses and course-to-course agreements totaling over 1,350 Departments at 20 CSU campuses and 7 UC campuses. LAMC has an articulation agreement with 87% (20/23) of the CSU's and 100%

(10/10) of the UC campuses (II.A-18). Additionally, LAMC also has articulation agreements with many private and out-of-state colleges and universities.

Los Angeles Mission College offers a broad variety of courses in over 50 different disciplines (Table 6). Based on FTES (full-time equivalent students), Mathematics is the largest discipline on campus, followed by English as a Second Language (ESL), English, Physical Education, and Child Development. The Mathematics Department offers the most sections each semester with 83 offered in the fall of 2011. During the same semester, English offered the second largest number of classes with 50 sections, while credit ESL offered 29 sections (II.A-19).

TABLE 6
NUMBER OF COURSE SECTIONS AND STUDENT ENROLLMENT IN
54 ACTIVE DISCIPLINES AT LAMC
FALL 2005 COMPARED TO FALL 2011

Discipline	Number of						
	Sections		Students		FTES		
	2005	2011	2005	2011	2005	2011	%Change
1. Mathematics	61	83	1871	2322	265.2	321.3	21.2
2. E.S.L.-Credit	44	29	905	1086	171.7	185.8	8.2
3. English	44	50	1354	1555	143.6	153.2	6.7
4. Physical Education	27	32	615	1239	61.6	128.4	108.4
5. Child Development	41	39	1111	1220	123.4	125.7	1.9
6. Chicano Studies	20	20	753	968	76.4	95.4	24.9
7. Biology	13	17	321	446	71.0	90.5	27.5
8. Sociology	15	21	505	900	54.2	88.6	63.5
9. Food Service Mgmt.	27	20	435	490	70.8	86.4	22.0
10. Psychology	19	17	653	766	67.7	75.5	11.5
11. Spanish	22	10	237	425	40.8	71.1	74.3
12. Health	15	15	496	687	53.3	67.7	27.0
13. Art	38	28	434	514	50.6	61.5	21.5
14. Political Science	15	13	437	608	46.8	59.9	28.0
15. Developmental Com.	25	20	681	604	71.1	59.5	-16.3
16. Admin. of Justice	16	13	384	590	41.6	58.1	39.7
17. History	10	12	354	492	38.5	48.5	26.0
18. Multimedia	20	16	310	437	39.6	47.5	19.9
19. Chemistry	6	8	137	190	35.6	47	32.0
20. Speech	22	15	413	476	44.1	46.9	6.3
21. Law	18	13	431	470	51.5	46.3	-10.1
22. CAOT	31	16	262	290	36.8	35.5	-3.5
23. Computer Science	24	9	385	262	50.1	33.3	-33.5

24. Fam. Consumer Studies	18	8	261	324	27.4	31.9	16.4
25. Anatomy	4	6	112	150	24.0	30	25.0
26. Music	13	11	106	246	11.0	24.2	120.0
27. Cinema	9	5	224	172	28.3	22.6	-20.1
28. Geography	10	5	277	214	29.4	21.1	-28.2
29. Anthropology	8	5	206	202	22.0	19.9	-9.5
31. Philosophy	12	5	334	192	36.3	18.9	-47.9
32. Accounting	9	4	154	113	25.6	18.9	-26.2
33. Business	10	5	219	189	23.1	18.6	-19.5
34. Physiology	4	4	99	85	21.2	17	-19.8
35. Astronomy	4	4	141	128	15.1	12.6	-16.6
36. Physical Science	7	6	137	138	13.0	11.8	-9.2
37. Theater	0	4	0	110	0	10.8	N/A
38. Interior Design	5	5	127	116	14.1	10	-29.1
39. Management	4	3	103	96	10.7	9.5	-11.2
40. Marketing	2	2	48	90	4.8	8.9	85.4
41. Microbiology	1	2	30	43	6.8	8.6	26.5
42. African Am. Studies	1	2	20	84	2.1	8.3	295.2
43. Photography	3	2	46	48	8.9	8	-10.1
44. Economics	6	2	107	78	8.7	7.7	-11.5
45. Italian	3	1	53	42	9.3	7	-24.7
46. Personal Development	9	7	130	191	3.0	6.4	113.3
47. Linguistics	1	1	28	51	3.0	5	66.7
48. Humanities	7	1	207	47	22.1	4.6	-79.2
49. Learning Skills	14	4	281	57	6.0	4.4	-26.7
50. French	4	1	20	25	3.3	4.2	27.3
51. Physics	1	1	27	20	5.8	4	-31.0
52. Geology	1	1	19	35	2.0	3.4	70.0
53. Finance	1	1	14	33	1.5	3.3	120.0
54. Library Science	0	1	0	19	0	0.6	N/A

A large percentage of incoming LAMC students place into lower level English, reading, and English as a Second Language courses. During 2011-12, a total of 4,892 students took an English or ESL placement exam at the College Assessment Center (Table 7). Over 84 percent of LAMC students who took the assessment test during this time period were placed into lower-level English, English as a Second Language (ESL), or Developmental Communications courses that are not transferable. Only 15.8 percent of students placed in English 101, College Reading and Composition, which is transferable to University of California and California State Universities. The rest of the students taking the assessment test in 2011-2012 placed below college level English (English 101) as follows:

- One level below (English 28 or ESL 8): 18.3%
- Two levels below (English 21 or ESL 6): 28.5%

- Three levels below (Developmental Communications 1 or ESL 5): 30.1%
- Four or more levels below: 7.1%

		2005-06 (N=3612)	2006-07 (N=2747)	2007-08 (N=3845)	2008-09 (N=4055)	2009-10 (N=3851)	2010-11 (N=3759)	2011-12 (N=4892)
English Level	Course	%	%	%	%	%	%	%
College Level	E101	15.0	12.9	11.7	12.3	15.1	15.8	15.8
1 Level Below	E28, ESL8	16.5	14.7	17.0	16.6	16.9	18.1	18.3
2 Levels Below	E21, ESL 6A	21.5	25.8	28.9	28.8	28.8	28.8	28.5
3 Levels Below	DC1, ESL 5A	33.4	34.9	36.8	37.2	33.9	31.2	30.1
4 Levels Below	ESL 4A	2.0	1.5	2.7	3.4	3.3	3.6	4.4
5 Levels Below	ESL 3A	4.5	4.1	2.1	1.7	1.8	2.2	2.4
6 Levels Below	ESL 2	3.4	3.7	0.5	0.1	0.2	0.4	0.5
7 Levels Below	ESL 1	3.6	2.4	0.3	0.0	0.0	0.0	0.0
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

An even higher percentage of students taking the Math Placement test, approximately 91 percent, placed in lower-level math courses that are not transferable to University of California and California State Universities (Table 8). During 2011-12, a total of 4,143 LAMC students took the test at the College Assessment Center. Only 8.4 percent of LAMC students placed in transfer level math classes such as College Algebra (Math 245), Trigonometry (Math 240), Pre-Calculus (Math 260), or Calculus I (Math 265). The rest of the students taking the assessment in 2011-2012 placed below college level math as follows:

TABLE 8
LAMC MATH PLACEMENT RESULTS FROM 2005-06 TO 2011-12

		2005-06 (N=3126)	2006-07 (N=2473)	2007-08 (N=3620)	2008-09 (N=3695)	2009-10 (N=3367)	2010-11 (N=3173)	2011-12 (N=4143)
Math Level	Course	%	%	%	%	%	%	%
College Level	M215, 240, 238, 245, 260, 265	1.5	0.9	0.6	0.8	5.9	8.1	8.4
1 Level Below	M125, 123C, 123B	9.1	8.9	9.4	9.6	15.8	17.7	20.9
2 Level Below	M 115	12.7	14.1	14.0	14.2	21.7	24.5	23.2
3 Level Below	M 112	63.0	65.4	65.7	64.3	45.1	39.4	38.0
4 Level Below	M 105	13.6	10.7	10.4	11.2	11.5	10.3	9.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- One level below (Intermediate Algebra): 20.9%
- Two levels below (Elementary Algebra): 23.2%
- Three levels below (Pre-Algebra): 38%
- Four levels below (Arithmetic): 9.4%

The English as a Second Language, English and mathematics assessment process helps to place students in classes where they are most likely to succeed. The enrollment management system automatically enforces valid prerequisites and co-requisites. This prevents students from enrolling in classes for which they are not prepared. Additionally, courses are monitored after the start of the semester to verify that students who enrolled before grades were submitted have passed the necessary prerequisite and/or co-requisite courses.

The College monitors its course rigor and sequencing within disciplines through discussions with faculty and department chairs and district discipline committees. The sequencing of courses is also determined through the curriculum process by identifying prerequisites and co-requisites as outlined in the Curriculum Procedures Manual (II.A-20).

As is evident from Table 9, the grade distribution of LAMC students is very similar to the District grade distribution, which demonstrates the consistent rigor of instruction at Los Angeles Mission College compared to other colleges in the District (II.A-21).

Outcome	Grade	Fall 2005		Fall 2011	
		District	Mission	District	Mission
Successful	A	24.7%	25.8%	27.2%	28.5%
	B	18.4%	17.4%	19.2%	18.7%
	C	15.6%	13.8%	14.9%	14.7%
	P	5.9%	9.6%	7.6%	7.2%
	% Subtotal	64.6%	66.7%	68.9%	69.1%
Unsuccessful	D	5.6%	4.7%	5.4%	5.7%
	F	11.9%	11.2%	10.1%	9.9%
	I	0.0%	0.2%	0.9%	1.0%
	N	2.6%	3.7%	1.4%	2.3%
	W	15.3%	13.6%	13.2%	12.1%
	% Subtotal	35.4%	33.3%	31.1%	30.9%

The California State University system provides student data in the CSU's California Community College Academic Performance Reports. The reports for the most recent three years for which data are available indicate that Los Angeles Mission College students on average enter the CSU system with a slightly higher GPA, have slightly lower persistence rates, and maintain a slightly lower GPA than the system wide population (II.A-22).

The median time to completion for students earning an Associate Degree in 2011-2012 at Los Angeles Mission College was four years, which is the same for most colleges in the District (Table 10). The median time to completion for students earning a certificate (excluding those of less than 18 units), however, at Los Angeles Mission College in 2011-2012 was also four years, which is one year longer than for most other colleges in the District.

TABLE 10
MEDIAN TIME TO COMPLETION FOR ASSOCIATE DEGREE AND CERTIFICATE
RECIPIENTS AT LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES
(2011-2012)

Median Years to Completion	City	East	Harbor	Mission	Pierce	South-west	Trade	Valley	West	All
Associate Degree	4	4	4	4	3	4	4	4	4	4
Certificate of Achievement (over 18 units)	3	4	1	4	3	3	3	3	3	3

In order to better serve the educational needs of its student population, LAMC makes enrollment management a priority. In fall 2011, the Strategic Enrollment Management Committee (SEM) developed guiding principles (II.A-23) that address how classes are scheduled and eliminated following matriculation and budgetary constraints. Based on these guidelines, courses that are critical to the mandated mission of the College receive the highest priority for scheduling. Transfer (including general education (GE) and degree applicable courses), CTE courses leading to program completions, and Basic Skill classes all have high priority. The department chairs, in consultation with the respective deans, utilize the Enrollment Management Rubric (II.A-24) to guide decisions when creating the class schedule, especially in cases where class reductions are required. The guiding rubric categorizes the types of class reductions: Level One reductions involve cutting classes of multiple sections with the emphasis being on offering a balance of morning, afternoon, and evening classes; Level Two reductions are those dealing with required and/or elective courses; Level Three looks at past history of class offerings such as enrollment and/or retention; lastly, Level Four reductions look at graduation requirements, collective bargaining issues (assuring full-time faculty loads), and preserving sufficient offerings of math and English classes for program completion.

SELF EVALUATION

Los Angeles Mission College offers high-quality instructional programs with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Fall 2011 Student Survey included questions about the quality of instruction received at the College (II.A-25). Of the 607 students who responded, 85 percent indicated that they either strongly agreed or agreed that they were satisfied with the quality of the College's instructional programs. Additionally a 2011 Exit Survey of 85 graduating students (Table 11) indicated that students were generally satisfied with the quality of instruction at LAMC (II.A-26).

TABLE 11
LAMC CLASS OF 2011 GRADUATING STUDENT EXIT SURVEY (N=85)

How satisfied were you with the overall quality of the following programs/services?	% Responding Excellent or Good
16. Overall academic program	89
17. Instructional courses of your major	84
18. Online program (if you enrolled in online courses)	86

In the fall of 2009 Title 5 changes in English and Math graduation requirements went into effect for incoming students at the College. Math graduation requirements increased from Elementary Algebra (Math 115) to Intermediate Algebra (Math 125 or 123C). English graduation requirements increased from Intermediate Reading and Composition (English 28 or ESL 8) to College Reading and Composition (English 101). Due to the high percentage of LAMC students placing in lower level English and Math courses (Tables 7 and 8), these higher graduation requirements are a significant hurdle for many degree seeking students. The College has attempted to help students meet these increased requirements through initiatives such as Achieving the Dream, a STEM grant, and revision of the math curriculum.

Since 2009, the state budget crisis has prompted significant reductions in the number of courses offered. Due to budgetary restraints, some programs have been unable to offer sufficient sections or sequencing of courses to allow all students timely completion of their required coursework. This is reflected in the 2011 Student Survey, in which 18 percent of respondents indicated there were not enough general education courses offered to allow them to take the courses they needed in a given semester. Furthermore, 22 percent of the respondents indicated that advanced courses were not offered frequently enough to allow them to complete their program without a delay. As a result, some students must wait longer to complete their course requirements, while others elect to complete their coursework at other institutions.

Offering sufficient breadth and sequencing of courses is a complex component of the enrollment management process. Department chairs meet monthly with the Academic Affairs leadership in Council of Instruction meetings to discuss enrollment management, reductions in sections, and other issues.

The lack of administrative staffing in Academic Affairs for a variety of reasons resulted in inconsistent leadership throughout 2012. This lack of consistent leadership, along with the budget cuts, created a challenge, particularly in the area of enrollment management. However, the Academic Affairs Schedule Development Guideline document has been instrumental in maintaining a cohesive balanced class schedule (II.A-27). Other programs have been able to expand their course offerings due to outside funding. For example, as a result of the STEM grant, the College has been able to offer more of the sequenced courses required for math and

science majors. In fall 2012 STEM was able to fund Math 240 and Math 260 for program participants and has future plans to offer a physics sequence (Physics 37, 38, 39) and two sections of organic chemistry.

As previously mentioned, the median completion time for LAMC students is four years (Table 10) to attain a 60-unit associate's degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, which involve accumulation of approximately 60 units of college-level courses. The median amount of time to obtain an associate degree at LAMC is comparable to the time taken by students at other District colleges. However, the median amount of time to obtain a certificate is a year longer at LAMC than at most other District colleges. There are several likely reasons why students need that much time to complete their degrees, certificates and/or transfer requirements. These reasons include a lack of college preparedness, placement in lower level English, math and reading classes, inability to take full-time class loads, reductions in class sections, cancellation of winter and summer sessions, in addition to family and work obligations.

ACTIONABLE IMPROVEMENT PLAN

By spring 2014, the Vice President of Academic Affairs, Dean of Institutional Effectiveness, Associate Dean of Career Technical Education and Workforce Development, the Educational Planning Committee, and the Strategic Enrollment Management Committee will identify barriers to completion and develop strategies to decrease the amount of time it takes LAMC students to complete certificates of achievement.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

In addition to traditional classroom-based instruction and lab courses, Los Angeles Mission College offers a variety of delivery systems to meet the diverse needs of LAMC students in terms of ability, language, interest, learning style, and academic readiness. Inter-departmental relationships exist between the Disabled Students Program and Services (DSP&S) Department and academic disciplines to coordinate services, resources, and support for students with special needs (II.A-28). DSP&S offers adaptive technology and classes geared toward individuals with disabilities. On course syllabi, many faculty encourage students with special needs to identify themselves to ensure that adequate support and reasonable accommodations can be made to meet their needs.

LAMC accommodates the wide range of learning styles and student needs by providing combinations of lectures, laboratories, seminars, electronic presentations, small group experiences, collaborative projects, internships/externships, and field experiences. In the last few

years, the College has greatly increased the number of Smart classrooms that provide instructors with technology to enhance lectures, use PowerPoint, show videos, play podcasts, and display information from the Internet during class. The classrooms and laboratories in the new Center for Math and Science, Health and Fitness Athletic Center, and Culinary Arts Institute Building all have state-of-the-art instructional technology.

LAMC's hiring practices include hiring faculty with experience and sensitivity in teaching students of diverse backgrounds; for example, several sections of courses in Child Development are taught bilingually in Spanish and English and are identified in the Schedule of Classes. The Child Development Discipline also offers bilingual tutoring, study groups, and course-related workshops.

In 2011 the College joined the Achieving the Dream Initiative to develop strategies to increase student success; for example, information obtained from Achieving the Dream focus groups and data compiled by the Dean of Institutional Effectiveness resulted in initiatives in Math, English and Student Services. The Math Department has developed a program to improve retention and success rates in Elementary Algebra (Math 115). The English Department has developed a pilot program to allow students to take freshman level composition (English 101) concurrently with English 28 which is one level below. In addition, within Student Services, Counseling has updated its orientation process to reinstate face-to-face sessions.

The Library and Learning Resource Center (LRC) responds to the diverse needs of students by offering supplemental instruction in various modes: one-on-one, group tutoring, text-based work, audio cassettes, videos, computer software, and workshops. The LRC recently developed and now offers students access to *It Takes a College to Raise a Skill: 8 Essential Lessons*, an online eight-week video program to build college success skills, supplemented by online quizzes and face-to-face workshops (II.A-29).

In the LRC's Science Success Center (II.A-30) and Academic Success Center (II.A-31), both funded through a Title V HSI grant, students have access to in-person and online workshops (II.A-32). Online materials are delivered through various modes: videos, PowerPoint presentations (II.A-33), academic games (II.A-34), and downloadable quizzes (II.A-35).

Course work in many disciplines is being offered online and through Instructional Television (ITV) to meet the diverse needs of students. The ITV Program offers several sections of courses in disciplines such as Economics, Health, Psychology, Child Development, Chicano Studies, Political Science, and Sociology. All distance education (DE) courses are standardized through district regulations and the curriculum process at LAMC.

To provide quality online education at Los Angeles Mission College, the Distance Education (DE) Committee, with assistance from the Educational Planning Committee (EPC), developed policies and guidelines to enhance the effectiveness of its online classes (II.A-36). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, and restrictions on the allowable percentage of online instruction for faculty. The quality of online and hybrid classes also is ensured through a rigorous

requirement of certification to teach online (II.A-37). Due to contractual changes, the appropriate department chair is now responsible for reviewing the course shell (II.A-38). In addition, the Curriculum Committee reviews all Distance Education courses as part of the approval process.

SELF EVALUATION

LAMC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Faculty determine the most appropriate delivery modes and teaching methodologies based on course content, Student Learning Outcomes, student preparedness, and available resources. The College has greatly expanded its online offerings since 2000-01 (Figure 1). The success and retention rates of LAMC students enrolled in online classes are very close to those of on-campus classes (Table 12).

Campus	Online % Successful	On Campus % Successful
City	60.9	65.9
East	55.4	72.1
Harbor	59.2	68.1
Mission	68.0	67.9
Pierce	63.3	71.1
Southwest	51.1	59.7
Trade-Tech	51.6	69.2
Valley	62.2	70.9
West	58.3	62.2
District Average	58.2	68.9

In contrast to LAMC, most other campuses in the District have success rates in online courses that are lower than those of traditional courses. The relatively strong success rates of students in these classes may be attributable in part to the fact that until 2012, the DE Committee carefully reviewed the shells of all online courses to ensure quality control; the DE Coordinator also works closely with online faculty to provide technical support and troubleshooting as needed. Finally, LAMC provides peer support and tutoring for many of its online classes.

Another way Los Angeles Mission College ensures that the diverse needs of students are met is through the delivery and support systems available throughout the students' academic experience. The Learning Resource Center (LRC) offers a wide variety of workshops and tutorials to support student learning and student success. The Disabled Students Programs and Services Office (DSP&S) and Extended Opportunity Program and Services (EOP&S) provide

support to students with a variety of special needs. Moreover, the addition of several new buildings in the last few years has greatly increased the number of Smart classrooms and access to instructional support technology, which further enhance modes of delivery.

With the growth of online instructional courses, the Distance Education Program has faced the challenge of finding the necessary funding for the increasing costs of the Learning Management System (LMS). Normally, the College pays this expense from its general funds but does not include it as a line item in the yearly fiscal budget, and this creates uncertainty for the program.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The College evaluates all courses and programs regularly and systematically through Program Review, curriculum, SLO assessment, and other processes to determine their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The responsibility to review and assure currency of courses, certificates, and programs in accordance with Title 5 regulations and the California Education Code primarily rests with the faculty. Los Angeles Mission College has established numerous structures and systems to ensure that instructional programs and courses are of high quality, current, represent emerging fields, and meet campus wide goals to increase basic skills, transfer, and workforce opportunities. These structures and systems include:

- **Program Review Process for Academic Areas:** The academic Program Review process is overseen by the Educational Planning Committee and is integral to the continuous improvement of the College's educational programs.
- **Curriculum Review Process:** Curriculum approval and review is overseen by the Curriculum Committee and the Academic Senate. The Curriculum Committee and Curriculum Dean ensure the currency of all courses in accordance with Title 5 requirements by regularly notifying department chairs of the status of their courses.
- **SLO Assessment Process:** The College has an SLO Coordinator and Assistant who provide guidance and support to faculty as they develop their SLOs and assessments. Course SLOs are assessed by faculty on a three-year cycle. An online SLO assessment system enables faculty to record, plan, and easily access their SLO assessments for

curricular improvement, Program Review, and resource requests. The system also tracks when courses were last updated and/or archived.

- **The Educational Master Planning Process:** The College Educational Master Plan is updated every five years by the Educational Planning Committee. Part of this process involves the assessment of the College's future needs and plans.
- **The Career Technical Education (CTE) Committee:** The CTE Committee has established a process by which CTE units annually submit proposals for resource requests. Additionally, all CTE areas have advisory committees that meet with the disciplines regularly to ensure currency and relevance of their curriculum.
- **Program Viability Review Process:** The Program Viability Review process outlines the procedure by which a new program is established or an existing program is modified or discontinued.

Course Outlines of Record (CORs) for all existing courses are required to be updated at least every six years. Since 2008, all CORs must include Student Learning Outcomes, assessment methods and criteria, and related ILOs. Faculty can propose and develop new courses and programs in their disciplines. Once a new credit course is approved by the local Curriculum Committee, it is posted on the District Web site for a 20-working-day comment period and then forwarded to the Board of Trustees for approval. Since the decentralization of the Los Angeles Community College District in 1998, the District Curriculum Committee does not have the ability to block new courses approved at the local colleges, but it does have the ability to recommend or not recommend approval of a new program.

In February 2008, LAMC created the Educational Planning Committee (EPC), a shared-governance committee whose mandate is to guide the College's educational planning, implementation, and assessment (II.A-39). The EPC is co-chaired by the Vice President of Academic Affairs and a faculty member. EPC's membership includes Academic Affairs deans, faculty representatives from Distance Education, Essential Skills, English, Math, and other areas, along with classified and student representatives (II.A-40). The committee receives monthly reports from the SLO Coordinator, Distance Education, Curriculum, and Essential Skills Committees. EPC reports to and makes recommendations regarding educational matters to College Council and the Academic Senate on a monthly basis. Since its inception in 2008, the committee usually has met twice per month during spring and fall semesters, with meetings in winter and summer as needed (II.A-41). EPC's specific responsibilities include (II.A-42):

- Develop, update, and oversee the implementation of the Educational Master Plan
- Oversee Program Review and SLO development in Academic areas
- Integrate results of Program Review into the Educational Master Plan
- Oversee the College's responses to any educationally related accreditation recommendations
- Oversee viability review of educational programs
- Oversee planning, implementation, and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, and Distance Education
- Develop prioritization criteria for allocation of instructional resources

- Prioritize and make recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
- Receive and prioritize requests for Instructional Equipment funds and forward recommendations to the Budget and Planning Committee.

As stated in the Los Angeles Mission College Educational Master Plan (EMP) (II.A-43), one of the College's major goals is "to assess and modify educational programs, disciplines, and courses to validate student learning and maintain appropriate academic standards and to promote awareness of the College learning outcomes and their incorporation into the curriculum."

Central to EPC's mandate is Program Review, a cycle of comprehensive, data-driven review designed to ensure that all academic areas align their goals with those of the College's Strategic Master Plan and to ensure that planning occurs to continuously improve educational quality, relevance, and appropriateness. EPC has overseen the Program Review process of all academic units since 2008 (II.A-44).

The Program Review process is a three-year cycle of assessment and planning. Once every three years, each unit (i.e., department, discipline, program or service area) submits an in-depth Comprehensive Review report using the online system. Program Review is designed to identify and explain the trends observed in enrollment, success and retention data for each unit, as well as to monitor the status of curriculum development and SLO assessments. To support the Program Review process, the College provides each unit with discipline-specific data for a five-year time span detailing enrollment trends (for day, evening, online, and off-site classes), student success and retention, number of full-time and adjunct faculty, grade distribution data, and degree, certificate, and skill awards data. Chairs, vice chairs, and faculty members of the discipline analyze and explain the data trends. This analysis is used by the units to create programmatic objectives, which then are used to plan ongoing development and revision of courses and programs. Other sections of Program Review monitor the status of curriculum, SLO assessments, coordination with the College mission and goals, and use of technology in the classroom. Resource requests are an integral part of the Program Review process and must be tied to college goals. Additionally, since fall of 2012, any resource request that originates in the online SLO system is automatically linked to the resource request section of the Program Review system.

Once the Program Review is submitted, the Educational Planning Committee (EPC) conducts an external review by assigning members, including the area dean, to thoroughly review the unit's work and report back to the committee highlighting any areas of interest or concern. After the external review, the department chair and other discipline representatives present an oral and written report to the EPC answering additional questions and allowing EPC and the unit to more fully explore any areas of concern (II.A-45).

After each comprehensive review, the EPC writes a report to the unit which includes EPC's commendations and recommendations for future actions. These recommendations and commendations are posted on the EPC Web page and can be viewed by the general public.

Responses to these recommendations in turn become a key part of the next Program Review. Examples of the EPC recommendations include:

- Improving the alignment of the Business AA degrees with transfer requirements at four year universities (II.A-46).
- Supporting the continued expansion of music and performing arts areas (II.A-47).
- Continuing to update outdated curriculum in Computer Science Information Technology (CSIT) Course Outlines of Record (II.A-48).

During those years in which a unit is not scheduled to complete a Comprehensive Program Review, it completes and submits an Annual Update through the online system. The Annual Update allows the EPC to monitor progress on the recommendations it issued during the Comprehensive Program Review and allows units to request resources for the upcoming year and bring new concerns to the EPC's attention as needed.

Program Review is integral to the planning process in several ways. Based on data trends and Program Review, chairs and vice chairs work with their area dean to continually adapt course and program offerings to changing student needs, shifting class offerings, proposing new programs and courses, and phasing out those that no longer meet student needs. Information gained via Program Review also is used by EPC in the development of the Educational Master Plan. Program Review integrates with the budget and planning process: any unit initiatives that require budgetary allocations must go through the Program Review process to qualify for consideration by the Budget and Planning or Career Technical Education (CTE) Committees.

In planning for the College Distance Education Substantive Change Proposal, EPC requested that DE, as a program, present a Program Review to EPC and then continue the cycle of Program Review required by other academic disciplines and programs.

SELF EVALUATION

LAMC engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, and programs. The College has many processes and structures in place to evaluate all courses and programs regularly and systematically including Program Review, SLO assessment, and committee reviews.

LAMC has made great strides in improving its Program Review process since 2006. The online Program Review system was developed through extensive collaboration among members of Academic Affairs, Student Services, the Educational Planning Committee, the Budget and Planning Committee, the Curriculum Committee, SLO Coordinator, Department Chairs, and the Institutional Effectiveness Office. The Program Review system is generally viewed as user friendly and is a powerful tool for planning and monitoring the status of LAMC's educational programs. The system also has strengthened the link between planning and budgeting by incorporating and streamlining the process for submitting requests for additional funding or

resources. In order to further strengthen the linkage between outcome assessment and planning, resource requests made in the SLO assessment system are now automatically incorporated into the Program Review system. The College makes the results of Program Review assessments available to the public by posting the EPC Comprehensive Review reports online (II.A-49).

In the last two years, the Curriculum Committee has increased its meeting frequency from once a month to twice a month to expedite the curriculum approval process. Each spring an annotated catalog and spreadsheets detailing the status of all curricula are sent to department chairs and presented at the Council of Instruction. Since the hiring of a Curriculum Dean in 2009, the deans, department chairs, and discipline faculty have made a concerted effort to update all courses and to archive courses which are no longer active.

The District adopted an Electronic Curriculum Development (ECD) system in 2009. The ECD system has greatly facilitated and expedited the development and submission of new and updated Course Outlines of Record (CORs). The CORs, including SLOs and assessment plans, are available to the public through the online system. The Curriculum Committee provides training for faculty in how to use the ECD. Courses undergo a technical review before they are submitted for consideration to the Curriculum Committee. This technical review process is rigorous and includes the SLO Coordinator, Articulation Officer, Library Chair and members of the committee to ensure quality control and that all required criteria are met. The SLO Coordinator reviews the SLO portion of CORs to ensure that the course description, objectives, and SLOs are aligned and that assessment plans are stated and have measureable outcomes. Initially, this process was very time consuming, but as faculty became more familiar with the assessment process, it became more manageable.

Numerous trainings and activities have taken place to assist faculty with the assessment process. Beginning in 2007, workshops began to be conducted on how to write SLOs and do assessments. An SLO Web site was developed in 2008 to further support faculty and has been updated regularly since then.

LAMC's online SLO system was developed in 2009 and implemented in fall of 2010 to further support the development and assessment of SLOs. The online system has enabled faculty to more easily measure and record achievement of Student Learning Outcomes for courses, certificates, and programs. Another advantage of the online system is that assessment reports can be viewed and accessed easily, which facilitates discussion of results in department and other meetings.

Information about achievement of learning outcomes is disseminated in many ways; for example, the SLO Coordinator gives monthly reports to the Academic Senate, Council of Instruction, and EPC. Status reports also are posted on the SLO Web page.

In addition to the Program Review process, Career and Technical Education (CTE) programs also strive to improve as result of recommendations by advisory committees and oversight by the CTE Committee, which usually meets monthly. CTE funds have been used very effectively at

Los Angeles Mission College for professional development of faculty, to modernize instructional equipment, and to develop curriculum. CTE provides funds for campus career/technical programs, and these funds have been used to initiate, improve, expand, and modernize programs (examples: Geographical Information Systems, Crime Scene Investigation Technology, Computer Applications and Office Technologies, and Multimedia). CTE programs are evaluated yearly using the Core Indicators for improvement in achievement, retention, and placement of students in the funded programs (II.A-50).

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

The Math Department at LAMC utilizes standard department wide final lecture exams. The Math Department has required that all Elementary Algebra (Math 115) students take a common final exam. The purpose is to assure that all students have a common set of exit skills to equip them with the necessary tools for success in the next class. Instructors prepare their students by providing them with the Math Department Web site where a sample common final is posted, along with a set of 100 practice problems for the final.

Over the last year, a few pilot sections of Math 115 have been administering the multiple choice section of the common final online using the software as part of the class assignments. The final is given in class and proctored by the faculty. The department plans to continue giving the multiple choice section of the Math 115 common final using the online software. The department collects and tabulates scores for the multiple choice questions and instructors grade the free response sections according to defined rubrics. These are then reported to the department, and tabulated scores are returned to the instructor. The Math Department evaluates the overall statistics following each departmental exam to assess student learning and success according to the course Student Learning Outcomes and to plan curriculum.

The Life Sciences Department has developed a standard departmental final laboratory exam. Introduction to Biology (Biology 3), a popular general education requirement and prerequisite for most other Life Sciences courses, uses a departmental laboratory exam which focuses on hands-on lab skills and problem solving. The exam consists of questions that address core topics and skills in the laboratory portion of the course. Students work together in groups to complete the exam which takes approximately three hours. Each instructor currently scores the exam independently. To ensure consistency, the department has developed a rubric to help faculty score the exam. With a more consistent scoring method, Student Learning Outcomes are assessed in a more reliable manner. One of the current SLOs for the course is also being reconsidered for revision in light of recent changes to the exam.

Computer Applications and Office Technologies (CAOT) uses common exams for its keyboarding and Microsoft Office Survey courses. It also has developed rubrics to minimize scoring bias and assessment measures to verify that the intended outcomes are being accomplished.

SELF EVALUATION

Several disciplines at LAMC use departmental course examinations. The departments have developed standardized tools to effectively measure student learning and minimize test bias. For example, all Elementary Algebra (Math 115) sections take the common final exam which is scored based on a standardized rubric. The Math Department is currently considering whether to use an additional departmental exam for Intermediate Algebra (Math 125). A few sections of Math 125 will pilot a common final exam at the end of the fall 2012 semester. The Math department faculty believe that common finals insure that academic standards are met and that students achieve the stated Student Learning Outcomes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

Los Angeles Mission College awards credit based on student achievement of the Student Learning Outcomes (SLOs) of each course. Through the SLO online system, course SLOs are mapped to Program and Institutional Learning Outcomes so that once students have completed a set of classes for a degree, faculty, department chairs, and administrators know that they also have met the Program and Institutional Learning Outcomes. Program Learning Outcomes (PLOs) are the basis for awarding degrees and certificates at the College. All academic programs have developed several PLOs which serve to assess whether students have achieved desired competencies in each program. Starting in fall 2012, the College Catalog lists all degree and certificate PLOs, in addition to the seven Institutional Learning Outcomes (ILOs).

The College awards associate degrees based on the successful completion of required program courses, elective units, and general education requirements. Some degrees and certificates have additional requirements; for example, the California Department of Education and the Department of Social Services Licensing Division require that all Child Development units be completed with a grade of C or higher. In addition, federal regulations require CTE programs monitor student progression toward completion of degree and certificate programs and require

that students have a Grade Point Average of at least a “C,” or its equivalent, by the end of their second year of enrollment. The College awards certificates based on successful completion of a specified number of units of courses in an area of concentration.

Course Outlines of Record (COR) are carefully reviewed to ensure that the SLOs listed are aligned with the course description, course objectives, and reflect expected minimum competencies. The COR also identifies the unit credit awarded for lecture and laboratory courses based on the Carnegie Rule and Title 5 regulations, which define one unit of credit as 18 hours of standard lecture, or 36 hours of lab with homework, or 54 hours of lab without homework. Since 2009, all CORs are submitted through the Electronic Curriculum Development (ECD) system. CORs are reviewed and approved initially by the Department Chair, Dean, SLO Coordinator, Articulation Officer, and Librarian before the Curriculum Committee chair sends them to the Curriculum Technical Review team. Once these reviews and approvals are completed, the course is placed on the Curriculum Committee agenda and must be approved by a majority vote to be accepted.

The College Curriculum Committee takes final responsibility for careful review of each COR, the identified learning outcomes, course objectives, and unit credit. Once approved by the Curriculum Committee, a list of proposed actions, e.g., new courses and programs, course updates, and archives, is submitted to the Academic Senate for final approval at the campus level. In addition, whenever courses new to the District are proposed, the District’s Office of Educational Support Services forwards them to all District campuses for review. A 20-day vetting period allows faculty on other campuses to make comments or voice concerns about proposed new courses. Any concerns or challenges stop the clock on the 20-day review, and must be presented in writing to the Chair of the District Curriculum Committee (DCC), who places the concern on the next meeting agenda for discussion. During this discussion, DCC reviews the written concerns, listens to comments from both the college proposing the course and the college challenging the course, formulates possible recommendations, and forwards them to the college proposing the course. The DCC then either starts the clock on the 20-day review or extends for another 20 days, at the end of which the course is placed on the next available agenda of the Board of Trustees. If a course is not challenged during the 20-day vetting period, it is sent to the Board of Trustees for approval. After Board approval, the College submits all new courses to the California Community College Chancellor’s Office for state approval. Finally, articulation agreements and transfer agreements with baccalaureate degree granting institutions further guarantee that Los Angeles Mission College’s coursework is current and has appropriate academic rigor.

SELF EVALUATION

As a result of the comprehensive and rigorous curriculum review process, Los Angeles Mission College ensures that the award of credit for courses, certificates, and degrees is based on students achieving the expected learning outcomes and that units of credit awarded are consistent with generally accepted norms in higher education based on the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans continually monitor the status of their curriculum to make

sure courses, certificates, and programs are current. SLOs are part of all proposed new courses and course updates and are stated in course syllabi, the SLO online system, and on the SLO Web page. As SLOs are updated on the online system, they are also automatically updated on the SLO Web page which can be viewed by the public.

Integrity of the academic programs and Student Learning Outcomes also are monitored through the faculty evaluation and Program Review processes as discussed earlier. Ongoing faculty evaluation ensures that teaching, pedagogy, use of technology, assessment methods, and final grading criteria reflect these outcomes. Participation in the cycle of Student Learning Outcomes assessment is an important component of faculty evaluations. In the Professional Responsibilities section of the evaluation form (II.A-51) for all faculty, there is a part that states: *“Participates in the Student Learning Outcome Assessment cycle (for classroom faculty, includes approved SLOs on class syllabi).”* This ensures the evaluation process of all faculty members takes into consideration their participation in the SLO assessment cycle. Ongoing assessment of student learning outcomes assures that outcomes are appropriately addressed in courses and that students achieve these outcomes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTIVE SUMMARY

All academic and vocational degree programs offered at Los Angeles Mission College require that students complete a general education curriculum in addition to the specific major requirements for the degree. Faculty recognize the importance of a well-rounded education that provides a broad knowledge base and a foundation for lifelong learning. LAMC offers four different types of associate degrees:

1. **Plan A Majors:** Minimum of 30 GE units and 18 units in a single or related discipline
2. **Plan B Majors:** Minimum of 18 GE units and 36 units in a single or related discipline
3. **Liberal Arts Degree:** Completion of Intersegmental General Education Transfer Curriculum (IGETC) or CSU GE Breadth requirements and minimum of 18 units in one area of concentration

4. **Transfer Degree:** Completion of Transfer Model Curriculum (TMC) degrees or local transfer degrees (IGETC or CSU GE Breadth requirements and major requirements).

As can be seen above, each one of these degrees has a general education component. Students who plan to transfer without obtaining a degree may also choose to complete the California State University General Education (CSU GE) requirements or the IGETC.

LAMC's General Education options are based on Title 5 requirements in the California Education Code and correspond to general education patterns of the University of California, California State University, and other four-year colleges and universities throughout California and the nation. The College Catalog details all general education patterns under "Graduation Requirements," which are reviewed annually by the Articulation Officer. Following these guidelines, students earning an associate degree will meet general education requirements by completing a specified set of courses in the following five areas:

- Area A: Natural Sciences
- Area B: Social and Behavioral Sciences
- Area C: Humanities
- Area D: Language and Rationality
- Area E: Health and Physical Education

Each of the five areas listed above offer a variety of courses for students to choose from to meet the general education requirement (II.A-52). Each course that is submitted to meet general education requirements must be reviewed and approved by the Curriculum Committee. This ensures college-level rigor and that the knowledge and skill levels as identified by the SLOs, PLOs, and ILOs are appropriate.

The campus provides counseling resources, both in person and online, to ensure that students have the opportunity to regularly review their progress in completing general education courses specific to their academic goals. In addition to completing general education requirements, students must demonstrate competence in mathematics, reading, and written expression to earn a degree. For students entering prior to fall 2009, LAMC graduation requirements were as follows:

- **Mathematics:** The math degree requirement was met by completion of a course equivalent to Elementary Algebra (Mathematics 113 and 114, 115, 123B), or any higher level mathematics course with a prerequisite of Mathematics 115, or its equivalent, or achievement of a score of 15 or higher on the District Mathematics Competency Examination.
- **Critical Reading and Analytical Written Expression:** The reading and writing degree requirement was met by completion of a course one level below the equivalent of freshman English (English 28 or ESL 8) or any higher level English course.

Once the Board of Governors changed the graduation requirements for students starting college after fall 2009, LAMC math and English competency requirements for graduation with an Associate Degree increased (II.A-53) as follows:

- **Mathematics:** The math degree requirement is now met by completion of a course equivalent to intermediate algebra (Mathematics 125 or 123C), or any higher level mathematics course with a prerequisite of Mathematics 125 or its equivalent.
- **Critical Reading and Analytical Written Expression:** The reading and writing degree requirement is now met by completion of freshman English (English 101).

SELF EVALUATION

The College requires that all academic and vocational degree programs have a general education component based on Title 5 requirements. The general education options are clearly stated in the College Catalog. The LAMC Curriculum Committee determines the appropriateness of each course for inclusion in the general education curriculum by examining the content, objectives, and stated learning outcomes for the course.

The Curriculum Committee has strengthened its review of new courses, current courses, and new programs to focus on their transferability and appropriateness to the campus mission. The Strategic Enrollment Management Plan and Educational Master Plan goals state that all required general education courses should be available to students to support transfer and degree completion. The higher LAMC graduation requirements for math and English that went into effect in 2009 have created additional degree requirements for students. The College must meet the challenge of providing sufficient courses and services to ensure that students can complete these degree requirements in a timely manner. With limited resources, the College supports the concept that all new courses should ideally serve multiple functions. Standalone courses that do not meet general education or degree requirements are limited to no more than 12 units per discipline and are currently under campus review. The LAMC Curriculum Committee offers training on standalone courses once a year.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

The College Catalog identifies seven Institutional Learning Outcomes (ILOs) which were developed in 2004 after extensive campus wide discussions. The LAMC ILOs are closely aligned with the ACCJC standards and are Written and Oral Communication, Information Competency, Problem Solving, Quantitative Reasoning, Aesthetic Responsiveness, Ethics and Values, and Global Awareness. The College recognizes that in order for students to be productive individuals, ethical human beings, effective citizens and lifelong learners, they must achieve competency in these areas. Two of the ILOs, “Ethics and Values” and “Global Awareness,” focus on what it means to be an ethical human being and effective citizen within a civic, historical, political, and social context.

A variety of curricular and co-curricular experiences help assure that students attending Los Angeles Mission College achieve these competencies. All LAMC courses have identified Student Learning Outcomes (SLOs) which are linked to the seven ILOs through the online SLO system. Each ILO is supported by a large number of courses across a wide range of disciplines (Table 13). Faculty regularly assess how well students achieve these learning outcomes. The purpose of these assessments is to identify areas in need of improvement and to implement changes designed to improve student learning.

Los Angeles Mission College offers a wide range of courses that support lifelong learning and recognition of what it means to be an ethical human being and effective citizen. The College’s educational degree plans provide students with a well-rounded education that includes the study of arts, culture, language, literature, sciences, quantitative reasoning, and world history.

In addition to LAMC students' college coursework, extracurricular activities enrich student experiences and support general education goals. Student clubs and organizations provide a variety of cultural, community, and vocational opportunities; they also foster diversity, organizational and problem solving skills, intellectual and aesthetic stimulation, communication, teamwork, and citizenship. Intercollegiate sports facilitate personal and academic achievement, character development, physical development, leadership, teamwork and sportsmanship. Departmental and college career fairs offer students the opportunity to learn about continuing education, jobs and careers, and professional organizations in their field of interest. These varied experiences contribute to students' ability to be productive individuals, ethical human beings, effective citizens, and lifelong learners.

TABLE 13
SELECT LAMC COURSES THAT SUPPORT INSTITUTIONAL LEARNING
OUTCOMES (ILOs)

Institutional Learning Outcome (ILO)	Number of Courses	Examples of Courses Supporting ILO
1. Written and Oral Communication	341	CAOT 32: Business Communications English 101: College Reading and Composition History 1 : Introduction to Western Civilization Law 17: Legal Writing Speech 101: Oral Communication I
2. Information Competency	236	Accounting 1: Introductory Accounting I Chicano Studies 37: Chicano Literature Economics 1: Principles of Economics Physiology 1: Introduction to Human Physiology Theater 100: Introduction to the Theater
3. Problem Solving	292	Biology 3: Introduction to Biology Child Development 1: Child Growth and Development Computer Science 407: Programming Logic Math 227: Statistics Psychology 13: Social Psychology
4. Quantitative Reasoning	102	Accounting 15: Tax Accounting I Chemistry 101: General Chemistry I Food Service Management 125: Foods Laboratory Math 125: Intermediate Algebra Sociology 1: Introduction to Sociology
5. Aesthetic Responsiveness	100	Art 101: Survey of Art History I Cinema 4: History of Documentary Film Interior Design 108: Space Planning Multimedia 402: Animation Workshop Music 111: Music Appreciation
6. Ethics and Values	135	Administration of Justice 5: Criminal Investigation Child Development 22: Practicum in Child Dev. I Law 1: Business Law I Philosophy 20: Ethics Sociology 2: American Social Problems
7. Global Awareness	126	Chicano Studies 19 : History of Mexico English 203: World Literature Family and Consumer Studies 3: Menu Planning Political Science 7: Contemporary World Affairs Spanish 10: Latin American Civilization

Los Angeles Mission College is committed to many practices that support students' development of an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. Additional evidence for this includes:

1. **Civic Responsibility and Participation in Shared Governance:** Students are encouraged to be active in college governance. The members of the Associated Students Organization (ASO) receive training to support student leadership. Additionally, the charters of all LAMC shared governance committees have student representatives as part of their membership.
2. **Campus Events:** The College hosts, sponsors, and participates in events to help students learn to respect diversity including differences in ethnic backgrounds, religious beliefs, gender, and opinions.
3. **Standards of Student Conduct:** The College Catalog, Schedule of Classes and College Web site identify the Standards of Student Conduct. Ethical awareness is supported by providing students with information on what is acceptable and what is not acceptable on a college campus.
4. **Academic Integrity Information:** The College Catalog, Schedule of Classes, and many course syllabi include guidelines and standards for academic honesty that explain plagiarism, how to identify cheating, and other examples of unacceptable student behavior.
5. **Free Speech Area:** The College supports a free speech area, in accordance with Education Code Section 25425.5 (II.A-54) and Board Rule 91103 (II.A-55), and has designated the area in the center of the main campus (Quad area) as the Free Speech Area.
6. **Service Learning and Volunteer Opportunities:** Many students are offered the opportunity to serve as volunteers through several college programs including Administration of Justice, Political Science, and Food Service Management.
7. **Community Events:** The LAMC Foundation has hosted cultural events, such as Springfest 2012, that highlight the diversity of the College campus and offer students, staff, and administrators a chance to learn about the important features of distinct communities.

SELF EVALUATION

Los Angeles Mission College prepares students for lifelong learning and fosters the recognition of what it means to be an ethical human being and effective citizen. The College's commitment to these core competencies is reflected in the LAMC's seven Institutional Learning Outcomes (ILOs). The Curriculum Committee has promoted a greater awareness of these ILOs and ensures that when a Course Outline of Record (COR) indicates that it meets a specific ILO, it contains objectives, content, and activities that support the ILO.

The College is making concerted efforts to increase student awareness of LAMC's ILOs. In addition to being listed in the College Catalog and on the Web site, ILOs are now posted in all classrooms and in the Learning Resource Center (LRC). Furthermore, the LRC has an ILO link on its homepage with materials such as videos and workshops that support each ILO. Starting in spring 2013 all students making purchases at the LAMC's student store will receive colorful laminated bookmarks with the College ILOs and the Mission Statement. At Council of Instruction meetings, department chairs have been asked to encourage their faculty to discuss with their students how course SLOs support the College ILOs to further develop the students' awareness of and appreciation for the ILOs.

Initial attempts to assess student achievement of LAMC's Institutional Learning Outcomes were based on department assessments of courses that support the PLOs and ILOs. In addition, an online student survey was conducted in fall 2011 (see Tables 3 and 4). In the fall of 2012, seven teams were formed to further assess student achievement of the College's ILOs. As a result, a variety of assessment methods have been used including online student surveys, in class student surveys, student work samples, and oral presentations. Some faculty use existing assignments to complete the ILO assessments with a common rubric and enter the results for their classes using the online SLO assessment system. Groups representing the classes assessing each ILO will meet during 2012-13 to discuss the ILO assessment results, what has been learned from the assessments, and recommend improvements. Each ILO team will prepare a report which will be presented to the Educational Planning Committee.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

The State Chancellor's Office recognizes over 50 instructional programs offered at Los Angeles Mission College that lead to an associate degree (see Table 5) (II.A-56). By completing the graduation requirements listed in the College Catalog, students may earn an associate in arts (AA) or associate in science (AS) degree. To earn most associate degrees, students must complete Plan A or Plan B graduation requirements and the specific list of courses for the major as noted in the College Catalog. Plan A requires 18 units in a designated major, and Plan B requires 36 units in a designated major. Since Los Angeles Mission College is part of a multi-campus district, the basic parameters for the general education requirements for the AA and AS degrees are established by the Board of Trustees in Chapter VI, Article II, of the Board Rules (II.A-57) which details graduation requirements.

In the College Catalog, many disciplines lay out a recommended sequence of courses for the major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. Often the first course listed is a beginning or introductory

course such as Introduction to Computers for a Computer Science degree. Most programs such as English and math recommend sequential courses, thereby progressively increasing levels of skill and knowledge. The College publicizes degree requirements in the College Catalog and by maintaining an online catalog which is updated to reflect curriculum changes as needed. In addition, many Career Technical Education disciplines publish brochures containing course-of-study information for specific interests (II.A-58).

SELF EVALUATION

Faculty review of degrees and certificates occurs on an ongoing basis. The goal of the review process is to ensure that LAMC's degrees are closely aligned with four-year university interdisciplinary approaches to provide a broader opportunity for transfer and major preparation. A few degrees have been revised to ensure a focused area of inquiry or an established interdisciplinary core (II.A-59). In fall 2008, the College phased out its Interdisciplinary Studies and Liberal Arts degrees because they lacked well-defined and focused areas of inquiry. These degrees were replaced with the General Studies and Liberal Arts degrees; each includes areas of emphasis in a given area of study. The Curriculum Committee and Academic Deans monitor revision and creation of degrees and certificates to ensure current, relevant programs which will meet the needs of transfer-bound and Career Technical Education students.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

Los Angeles Mission College offers Career Technical Education (CTE) programs leading to 29 Associate Degrees, 19 Certificates of Achievement (18 or more units) and 21 Skill Certificates (less than 18 units). The California Community College Chancellor's Office has identified core indicators for all CTE programs to determine eligibility for Carl D. Perkins Vocational Technical Education Act (VTEA) funding. These core indicators are technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment.

LAMC CTE programs use several strategies for determining technical and professional competencies required for employment and industry standards. LAMC hired an associate dean in 2009 to oversee its CTE programs. All CTE disciplines have advisory committees which meet on an annual basis. LAMC has a CTE Committee with representation from all CTE areas offered at the College. The CTE Committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards. All CTE disciplines also typically meet at least once a year with their district discipline committees. In addition, the

College hosts career fairs to bring community programs, agencies, and professional organizations to share employment opportunities, information, and industry needs with Los Angeles Mission College students (II.A-60). CTE faculty pursue professional development opportunities in their fields to determine current trends, professional requirements, industry standards, updates in legislation, and employment statistics and opportunities (II.A-61).

Career Technical Education programs such as Child Development are involved in local and state organizations to align course offerings, certificate requirements, and degree programs with state legislation (e.g. SB 1440) and to further develop articulation agreements with four-year institutions (II.A-62). Food Service Management faculty are involved with industry organizations to track changes in business practices as well as competencies required for employment. Food Service Management offers courses based on national certification competencies required for professional certification of chefs and culinary educators; for example, upon completion of Sanitation and Safety, Food Service Management 50, students are eligible to complete the national exam to become ServSafe certified (II.A-63).

Although Career Technical programs do not have a formal method of tracking students once they have left Los Angeles Mission College, several programs maintain informal connections and are able to provide anecdotal information as to the diversity of employment opportunities available to students in the field. Some programs, such as Child Development, are able to maintain these connections through grants that utilize former students in leadership positions within the programs. In this way, past and present students are connected and employment opportunities enhanced. Child Development students are encouraged to obtain Child Development permits which are issued, monitored, and tracked through the California Department of Education's Commission on Teaching Credentialing.

In 2011-2012 a group of fourteen colleges in collaboration with the Research and Planning Group for California Community Colleges and the State Chancellor's Office piloted a statewide CTE Employment Outcomes Survey in an effort to gather employment data on students who completed a degree/certificate or left the College. Employment is one of the performance indicators for Perkins funding. In 2012-2013 Los Angeles Mission College will be one of the 45 colleges participating in the survey. The survey will gather information on employment outcomes for students participating in CTE programs, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and how CTE programs can be improved.

To assist LAMC students to develop technical and professional competencies to meet employment standards, in 2011 the Administration of Justice discipline offered mock interview workshops conducted by industry professionals to help prepare students for job interviews (II.A-64). The following year the department developed a guest speaker series to introduce students to various occupations in the field. In addition, for the past three years, the Multimedia Program has offered hands-on workshops by industry professionals to introduce new technologies in the field of video, Web design, production, and animation as well as tours and work-based projects at studios and production sites to help prepare students for employment (II.A-65).

SELF EVALUATION

All Career Technical Education programs complete comprehensive Program Reviews and an annual unit assessment which include a review and update of their program goals to ensure course effectiveness for students and currency of their programs (II.A-66). Program improvement strategies are developed as a result of these assessments. This process has been responsible for several enhancements in programs; for instance, the Child Development Department developed a Resource Center which provides peer mentoring, student led workshops, a lending library and laptops to assist students in their research projects. The department also expanded their bilingual course offerings and hired a bilingual full-time faculty member to meet the needs of limited English speaking students. In addition, as a result of their advisory committee recommendations, student demand, the SLO assessment process and program review, the Computer Applications and Office Technologies (CAOT) discipline developed high demand courses in QuickBooks, E-Commerce, Social Media in Business, School-to-Work Portfolio, Introduction to Medical Billing and Coding, Medical Office Procedures, and Medical Transcription. The latter courses will form the foundation for a certificate in Administrative Medical Office Assistant. To augment its program and increase the relevance of its offerings, the Business Discipline has added courses in Green Marketing, Global Business, and Sustainable Business Practices with the goal of developing a certificate in this area. The Paralegal program also is currently developing several new classes to enhance its Paralegal Certificate Program with special concentrations in Environmental Law, Special Needs Law, and Health Law.

In addition to Program Review and annual unit assessments, Board Rule 6802 (II.A-67) states that all college vocational or occupational training programs shall be subject to a biennial review to determine whether the following criteria or conditions are met. The program:

- Meets the documented labor market demand
- Does not represent an unnecessary duplication of other programs in the area
- Is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

The current online Program Review system does not include labor market information and data on other programs in the area. The Educational Planning and CTE Committees are currently working to modify the online Program Review system in order to incorporate these requirements.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course

requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY

Los Angeles Mission College assures that information about its educational courses, programs, and transfer policies are publicized in its literature in an accurate and clear form. The College courses, degrees, programs, and transfer requirements are described in the College Catalog (II.A-68) and on the College Web site. Program brochures developed by individual departments (II.A-69) may include course, program and career information, while transfer and course information are briefly described in the Schedule of Classes (II.A-70). Transfer policies and procedures are further clarified by counselors in the Transfer Center, the Counseling Department, Disabled Students Programs and Services (DSP&S), Extended Opportunity Program & Services (EOP&S), and various Specially Funded Programs (SFPs), e.g., TRIO and STEM.

The Program Learning Outcomes for each type of degree and/or certificate are described in the 2012-2013 College Catalog. The program descriptions in the Catalog outline the required courses to earn a degree or certificate. The description of each course includes course prerequisites, co-requisites, advisories, number of units, and transfer specific information. The Catalog is updated, published, and posted online annually. The Schedule of Classes is produced for each term (fall, spring, winter and summer) and is available on campus and posted on the College Web site.

At the beginning of each academic term, instructors must provide a course syllabus which includes the Student Learning Outcomes (SLOs). Until recently department secretaries kept hard copies of all syllabi on file. Some departments still maintain hard copies, while others rely solely on electronic files. Students and others can easily view class syllabi by visiting the Schedule of Classes Online (SOCO) on the College Web site (II.A-71). Students can also access course syllabi on instructor Web pages through the online College directory.

Until budgetary constraints forced its discontinuation in 2012-2013, a student handbook (II.A-72) was published annually and widely distributed. This student handbook included information on financial aid, scholarships, matriculation, assessment and orientation, counseling services, student support services, the Transfer Center, the Student Code of Conduct, types of disciplinary action, academic planners, department phone numbers, and maps.

SELF EVALUATION

Los Angeles Mission College continues to provide its students with a revised and up-to-date College Catalog which is published and posted online annually usually in August. Overseeing the information in the College Catalog has been the responsibility of the deans of Academic Affairs with the assistance of the Articulation Officer, Curriculum Committee Chair, Academic Senate President, department chairs, program directors, managers, and administrators. In fall 2012, however, publication of the 2012-2013 Catalog was delayed several weeks primarily due to the loss of two key academic administrators.

The Schedule of Classes is published prior to each semester to provide students with the information needed to register for classes. The College prints, distributes, and posts the Schedule on the school Web site. To further assist students through the matriculation process, in 2007 the Schedule of Classes Online (SOCO), a searchable online schedule, was added to improve the accuracy and timeliness of course information.

In 2007 the Information Technology (IT) Department created a Faculty Portal, which allows faculty to upload and post syllabi on individual faculty Web pages. The 2012 Student Survey shows that over 90 percent of students agreed or strongly agreed with the following statements (Table 14):

TABLE 14 SELECTED RESULTS FROM THE LAMC SPRING 2012 STUDENT SURVEY (N=3,219)	
Survey Questions	% Strongly Agree or Agree
78e. College publications reflect the college's policies and procedures	90
78f. Syllabi that describe the course expectations and grading procedures are distributed	93
78g. Course syllabi are followed	90
78h. Student learning outcomes for my classes are presented or listed on course syllabi	93

Data obtained recently from the District Office of Institutional Effectiveness shows that 20 percent of first-time students entering LAMC in the fall of 2005 were able to transfer (II.A-73) to a four-year institution within six years from entry (by fall 2011), compared to 25 percent of students district wide. This indicates that LAMC students were about 20 percent less likely to transfer than students at other schools in the District during this time period. One reason that LAMC students were less likely to transfer might be the fact that the LAMC Transfer/Career Center was intermittently staffed from 2008 to 2012. However, in fall of 2012, the College hired a permanent Transfer/Career Center Counselor to improve services to students seeking to transfer to another institution.

LAMC's transfer rate actually dropped 30.5 percent from 2008-2009 to 2009-2010 (II.A-74). One of the major reasons for this decline might be the inability of students to complete their educational goals in a timely manner due to the reduction of sections as a result of budgetary challenges. In the last few years, a decrease in the transfer rate has been observed throughout the state; this is likely to be directly related to section cuts. For example, since 2009, Los Angeles Mission College has completely eliminated a five-week winter session of 66 classes. In 2011 the College offered only a few essential math and English courses during the summer and in 2012 cancelled its summer session entirely. These reductions were in addition to another 282 class sections cut in 2010-2011 (II.A-75).

ACTIONABLE IMPROVEMENT PLAN

By spring 2014, the Transfer Center Counselor Coordinator will collaborate with the Counseling Department and Dean of Student Services to develop an operational plan to increase awareness and utilization of the Transfer and Career Center.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

Los Angeles Mission College's policies about accepting courses from other institutions are stated clearly in the College Catalog. Transcripts of course work completed at other institutions are evaluated by counselors to determine whether the courses meet course prerequisites and general education requirements, verify comparable learning outcomes, or grant academic credit for courses equivalent in content to LAMC courses. Designated evaluators in the Office of Admissions and Records validate all courses for transfer certification and/or graduation.

Course work completed at LAMC may be transferred to four-year colleges and universities through a number of articulation agreements described in the College Catalog and available on the ASSIST Web site at www.ASSIST.org. Students may follow the Intersegmental General Education Transfer Curriculum (IGETC) to meet all the lower division general education requirements at either the University of California (UC) or the California State University (CSU) systems. Students may also follow the CSU General Education Breadth Requirements (CSU GE) to ensure that all lower division general education requirements have been met for the CSU system. The IGETC and CSU GE general education patterns are included in the College Catalog and the Schedule of Classes.

In addition, LAMC has Transfer Admission Guarantee (TAG) agreements with the following colleges/universities: (II.A-76)

- University of California, Davis
- University of California, Los Angeles (Transfer Alliance Program (TAP))
- University of California, Santa Barbara (where identified by major via ASSIST)
- University of California, Santa Clara (Guaranteed Admission for Transfer Entry (GATE))
- University of California, Irvine (Preliminary Admissions In-The-Field (PAIF))

The College's Articulation Officer, working closely with discipline faculty, initiates articulation proposals with four-year colleges/universities, monitors and mediates agreement development

and maintenance with articulating institutions, and disseminates information on current articulation agreements, as well as updates and revisions, to departments, discipline faculty and counselors. Transfer policies are published in the College Catalog. Articulation information and processes can be found on the College's Web site under Faculty Curriculum/Articulation as well as Student Counseling Articulation.

In spring of 2009, a Student Support Services Task Force was formed to establish a Discipline Advisors Program. This task force was a collaboration between Student Services and Academic Affairs to further assist students with information about career or transfer, specific to the major or discipline. The program was developed for faculty to better understand the role of the counselor and partner with the Counseling Department to ensure that students are receiving accurate information from relevant sources. A handbook was created detailing the objectives, practices and policies of the program and was used to conduct a training session in spring 2010 for a small pilot group of faculty (II.A-77).

SELF EVALUATION

Los Angeles Mission College did not have a full-time Transfer Counselor or Articulation Officer on a consistent basis from 2006 to 2012. During this period, the Center was intermittently staffed and the College provided limited transfer services. Students complained about lack of access to the Transfer Center and transfer information. The Counseling Department and EOP&S worked throughout these times to support transfer needs and the transfer requirements of the Cooperative Title V (Teacher Preparation) grant. In fall 2012 a full-time Transfer Center Counselor was hired to provide transfer services for LAMC students. In addition, the Transfer Center has had limited support staff. Since 2006, support staff in the Transfer Center has been temporary or shared with other departments or grants.

One way the College tried to address the lack of a dedicated Transfer Center Counselor was to establish the Discipline Advisors Program (DAP) which created guidelines for faculty advising (II.A-78). A small group of faculty participated in a pilot training session as a focus group to give feedback and discuss the objectives of the program.

The articulation function of the College also has been understaffed. A full-time counselor has been reassigned 50 percent of her time to handle the responsibilities of articulation for the entire College. In order to maintain and update articulation agreements and keep up with legislative requirements, increased funding for a full-time articulation officer would better serve the needs of LAMC students.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

If and when a program is eliminated or significantly changed, LAMC makes every effort to place students in comparable courses or programs and assist students in revising their educational goals as necessary. Pursuant to Board Rule 6803.10 (II.A-79), California Education Code Section 78016, and Title 5 Sections 51022 and 55130, viability review is required prior to program discontinuance and must consider the impact on students and student success if the program is discontinued. LAMC developed and approved its Program Viability Review process (II.A.80) to assure that the academic needs of students are considered when programs are eliminated or changed significantly. One of four outcomes of the Viability Review process may be program discontinuance (termination) of an existing program, discipline, or department. In determining the outcome, the review committee produces a Viability Report which must include the following: (1) a summary of the process used by the committee formed to perform the Viability Review, (2) a review of all data consulted, and (3) a detailed assessment of the impact of the recommendations on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Students are provided information regarding program or course changes through the College Catalog, counseling sessions, faculty advisement, and academic discipline information on the College Web site. Counselors formally advise students on alternate coursework and the petition process in order to complete their educational goals. LAMC makes every effort to maintain programs without disruption and works with each student to enable him or her to complete programs that were in effect when the student was first enrolled. This includes a review of the program and modifications to the Student Educational Plan when necessary. The Student Educational Plan (SEP) is developed by mutual agreement with the guidance of a counselor and signed by both parties. Students have catalog rights according to the year they first attended the College as long as they are continuously enrolled. In addition, the Curriculum Committee keeps the campus abreast of any course or program changes through its Web site and reporting at the Academic Senate, Council of Instruction, and the Educational Planning Committee.

SELF EVALUATION

Currently, there are two LAMC programs that need to be reviewed for program viability: Engineering and the Program for Accelerated College Education (PACE). Engineering began to phase out in 2007. Although listed in the 2012-13 Catalog, the Engineering discipline has been mostly inactive since 2007 and without a clear pathway for the major. The discipline had one full-time faculty member who retired in 2007; however, since his retirement, this position has not been filled and a formal Viability Review of the program has not been performed. At present there is no Engineering or Pre-Engineering degree offered at LAMC.

The PACE program is an accelerated interdisciplinary program designed for working adults. In June 2012 the Vice President of Academic Affairs recommended the suspension of the PACE Program as a cost-saving measure, and the President accepted the proposal. The former Program Director and staff have been working with PACE students to find ways to place them in similar

programs or courses. To accommodate the immediate needs of PACE students, three courses were offered in fall 2012, but there are no additional courses scheduled for spring 2013. A Viability Review of the PACE program was initiated by the College President in fall 2012.

Once the Viability Review of the two programs is completed, the recommendations will be forwarded to the Academic Senate for approval and to the Educational Planning Committee and Office of Academic Affairs for review. The Senate's recommendation will then be taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President (II.A-81). If program discontinuance is the outcome of the process, the final step would be for the College President and the Academic Senate to make the recommendation for discontinuance to the Board of Trustees for approval (II.A-82).

Since the Viability Review process has never been formally used, the Educational Planning Committee (EPC) has sought to clarify the procedure. EPC has put together an ad hoc task force consisting of an administrator and several faculty members to discuss the procedure. However, progress of the ad hoc task force has been hindered since the departure of the Academic Affairs Vice President in June of 2012 and the Academic Affairs Curriculum Dean in July of 2012.

ACTIONABLE IMPROVEMENT PLANS

The College will review the viability of the PACE program by June 30, 2013 and will issue a report with recommendations to the Educational Planning Committee, Office of Academic Affairs, Academic Senate, and College President.

The Educational Planning Committee will review the Program Viability process during the academic year 2012-2013 and make recommendations for improvement to the Academic Senate.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Los Angeles Mission College strives to present an accurate and consistent representation to its personnel, prospective and current students, and the public through numerous publications, written and electronic. Its programs, policies, and services are presented in the College Catalog, class schedules, handbooks for faculty, staff and students, various procedural manuals, flyers, brochures, information bulletins and the College Web site.

Dissemination and currency of information is a continual concern to Los Angeles Mission College. Information regarding courses and programs, registration, academic honesty, policies and procedures is presented in the College Catalog and is reviewed and updated annually. This

information is also available on the College's Web site, which is maintained by the Information Technology (IT) Office. It is the responsibility of faculty and staff to provide the IT Office with updated information so that changes can be made on the Web site. Some disciplines or departments, e.g. Administration of Justice, Law, Life Sciences have assigned or designated a staff member from their department to keep their Web page current. Faculty also have the ability to create and update individual Web pages that are linked to the online college directory.

The Schedule of Classes provides information which assists students in understanding course offerings, including short-term classes, online classes, and other nontraditional programs. An Academic Affairs Dean collaborates with department chairs, discipline faculty, counselors and Student Services staff to review the class schedule information. Changes or corrections are submitted to the Academic Affairs Dean for final approval prior to publication.

The College Catalog provides general information about the College and detailed information on all disciplines, educational programs, and courses. In 2010 the Office of Academic Affairs established a catalog working group consisting of the Curriculum Dean, Curriculum Chair, Articulation Officer, and the Academic Scheduling Specialist. This group is tasked with reviewing all catalog changes and verifying that catalog information is accurate, up-to-date, clear, and inclusive; for example, this group verifies that all curricular approved changes are included in the next catalog, such as new courses, program changes, course description/prerequisite changes, and archived courses. Student fees and other policies related to students' financial obligation are checked for accuracy before appearing in the Catalog and Schedule of Classes.

SELF EVALUATION

Since the last accreditation cycle, significant progress has been made to improve catalog and schedule accuracy. A Curriculum Dean was hired in 2009 to work with the Curriculum Chair, the Articulation Officer, and the Academic Scheduling Specialist to review catalog accuracy by aligning all prerequisites, descriptions, and other information with current Course Outlines of Record. The Curriculum Dean regularly communicates the status of courses and programs to all departments.

In 2009-2010, the Curriculum Dean streamlined and centralized the review production of the Schedule of Classes and Catalog by creating production assignments and timetables for different sections of the documents. The Catalog Committee produced an annotated version of the Catalog to ensure that additions, deletions, and changes are accurately reflected. The annotated catalog documents the status of curriculum changes, including date of last approval, and other curriculum work to be accomplished in the upcoming year. Any changes are sent for review to the Vice President of Academic Affairs, the Senate President and all department chairs. The Academic Scheduling Specialist ensures that all documented changes in the annotated catalog are reflected in the Schedule of Classes. Additionally, each publication of the Schedule of Classes is reviewed by the area deans and the Curriculum Dean. These new procedures were put in place to ensure greater accuracy and that only formally approved curriculum changes were included in the annual production of the Catalog and Schedule of Classes. Additionally,

information in the Catalog and Schedule of Classes regarding non-credit programs, student services, and academic support was greatly enhanced.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY

The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom (II.A-83). The Board of Trustees established expectations of student conduct and consequences for failure to comply in Board Rules 9803-9806 (II.A-84). These policies are made public via the District Web site and are published in the Los Angeles Mission College Catalog and Schedule of Classes (II.A-85). Both the Catalog and Schedule contain Standards of Student Conduct and Disciplinary Action as defined by the Board Rules, which include expectations of academic honesty and detail the consequences for dishonesty. Board Rule 9803.12 (II.A-86) discusses dishonesty “such as cheating, or knowingly furnishing false information to the Colleges,” and clearly states the possible sanctions for violations. Many instructors also include statements regarding expectations of student honesty in their course syllabi (II.A-87).

Article 4 of the Agreement between the Los Angeles Community College District and the American Federation of Teachers (AFT) College Guild states that “*The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students*” (II.A-88). Additionally, the College Academic Senate adopted the Faculty Ethics Statement in 1998 (II.A-89) which contains principles of academic freedom and responsibility regarding such issues as copyright laws, conflict of interest in publishing for profit, and respect for student rights. It states that a “*conviction of the worth and dignity of the advancement of knowledge*” and the “*responsibility to seek and to state the truth as they see it*” guides community college faculty members. “*Faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. ‘Subsidiary’ interests must never seriously hamper or compromise freedom of inquiry.*” It also states that faculty members “*foster the free pursuit of learning in students*” and “*demonstrate respect for the student as an individual.*” The statement asserts that “*faculty members have obligations that derive from*

common membership in the community of scholars, including respecting and defending the free inquiry of associates and showing due respect for the opinions of others. They aspire to improve their effectiveness as teachers and scholars. They have the rights and obligations of all citizens, including the obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” Finally, respecting students as individuals is an “*ethical imperative*” regardless of cultural background, ethnicity, race, gender, religious belief, political ideology, disability, sexual preference, age, or socioeconomic status.

SELF EVALUATION

The Board of Trustees policy on academic freedom is specific and readily available to the public in print and on the District Web site (II.A-90). Information on Student Standards and Due Process Rights and Guidelines for Student Complaints and Grievances has been recently updated and is now accessible on the LAMC Web site and in hardcopy via the Student Services Office.

The last Faculty and Staff Survey, completed in fall 2011 (II.A-91), indicates that nearly 65% of the 158 respondents believe they have a clear understanding of college policies relating to academic freedom. The Student Survey conducted in 2012 shows that over 88% of the 3,219 students who responded agree or strongly agree that “*instructors distinguish between personal conviction and professionally accepted views in class*”; over 90% agree or strongly agree that “*instructors present data fairly and objectively.*” Finally, over 90% of students agree or strongly agree that “*the policies and penalties for cheating are provided and are followed.*”

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Los Angeles Mission College adopted a Code of Conduct statement in response to one of the 2007 ACCJC recommendations to the College. The statement was drafted at a campus-wide accreditation retreat, presented to the Academic Senate and College Council, revised by a task force, and approved with slight changes by the Academic Senate on December 6, 2007. The College Code of Conduct is posted on the College Council and Academic Senate Web sites. All shared governance committee charters stipulate that members must abide by the College Code of Conduct which states:

Those acting on behalf of the College have a responsibility to conduct themselves in a manner that will maintain civility, strengthen the public’s trust and confidence in the integrity of the institution, and take no actions incompatible with their obligations to the College. Those representing or acting on behalf of the College should promote:

- *Commitment to student success and student learning;*
- *Integrity by maintaining an ongoing dedication to honesty and responsibility;*
- *Trustworthiness by acting in a reliable and dependable manner;*
- *Fairness by treating others with impartiality;*
- *Respect by treating others with civility;*
- *Stewardship by exercising custodial responsibility for College property and resources;*
- *Compliance by following State and Federal laws and regulations and College policies related to their duties and responsibilities;*
- *Confidentiality by protecting the integrity and security of College information such as student records, employee files, and contract negotiation documents;*
- *Conflict resolution; and*
- *A climate of tolerance and trust conducive to the pursuit of College goals.*

The College also subscribes to an employee Code of Conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other code of conduct (II.A-92), and it is posted on the District Web site. The faculty's current code of ethics, published on the College's Web site, was adopted by the Academic Senate in 1999 (II.A-93).

Los Angeles Mission College is a non-sectarian institution and as a public community college, LAMC does not seek to instill specific beliefs or worldviews.

SELF EVALUATION

The College Code of Conduct and the Faculty Ethics Statement establish clear guidelines of behavior for faculty, staff, and administrators. This is reflected in the Fall 2011 Faculty and Staff Survey, in which 65 percent of respondents agreed or strongly agreed that Los Angeles Mission College provides high ethical standards for faculty, staff, and students.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Los Angeles Mission College does not offer curricula in foreign locations.

STANDARD II.A – EVIDENCE

Evidence documents can be found at: <http://www.lamission.edu/2013accreditation/IIA.aspx>

- II.A-1 Los Angeles Community College District Board of Trustees Minutes
October 17, 2012
- II.A-2 Los Angeles Mission College Assessment Retreat Agenda, February of 2012
- II.A-3 Fall 2011 Student ILO Survey
- II.A-4 Fall 2012 ILO Assessments
- IIA-5 Los Angeles Mission College Curriculum Committee Questionnaire for New
Academic Programs
Meeting minutes 4/26/11
Meeting minutes 5/3/11
- II.A-6 Criteria for the Development of Student Learning Outcomes
- II.A-7 LAMC First Year Faculty Academy
- II.A-8 LACCD Strategic Master Plan Initiative
- II.A-9 Regional Center of Excellence Report
- II.A-10 LAMC Substantive Change Proposal Approved by the ACCJC in 2012
- II.A-11 Moodle Web Information - LAMC
- II.A-12 Formalized Distance Learning Coordinator Responsibilities
- II.A-13 Online Course Approval Process
- II.A-14 AFT Contract, page 193
- II.A-15 Table of LAMC Evidence for WASC SLO Proficiency
- II.A-16 Fall 2011 LAMC Student Institutional Learning Outcome (ILO) Survey
- II.A-17 Spring 2012 LAMC Student Survey
- II.A-18 ASSIST Compilation of Articulation Data

- II.A-19 Los Angeles Mission College 2011-2012 Catalog
- II.A-20 Curriculum Policies and Procedures Manual
- II.A-21 Grade Distribution Data of Los Angeles Mission College Compared to District
- II.A-22 GPA of LAMC Students Transferring to CSU
- II.A-23 Strategic Enrollment Management Plan (2012-2015)
- II.A-24 Enrollment Management Rubric
- II.A-25 Refer to II.A-3
- II.A-26 Fall 2011 Exit Survey of Graduating Students
- II.A-27 Schedule Development Guideline document
Council of Instruction Meeting Minutes March 2012
- II.A-28 Disabled Students Program and Services (DSP&S) Department
- II.A-29 The LRC Online Quizzes and Face-to-Face Workshops
- II.A-30 The LRC's Science Success Center
- II.A-31 LAMC Academic Success Center
- II.A-32 Title V HSI Online Workshops
- II.A-33 Title V HSI PowerPoint Online Materials
- II.A-34 Online Academic Games
- II.A-35 Downloadable Online Quizzes: Quiz 1, Quiz 2, Quiz 3
- II.A-36 DE Procedures and Policies
- II.A-37 Substantive Change Proposal and Curriculum Proposal, page 53
- II.A-38 Substantive Change Proposal and Curriculum Proposal, page 53 and footnote 2
- II.A-39 Educational Planning Committee (EPC)

- II.A-40 EPC Membership
- II.A-41 EPC Meeting Schedules
- II.A-42 EPC Charter
- II.A-43 LAMC 2010-15 Educational Master Plan
- II.A-44 Program Review Documents
- II.A-45 Comprehensive Program Review
- II.A-46 Alignment of the Business AA degrees with Transfer Requirements
- II.A-47 Expansion of Music and Performing Arts Areas
- II.A-48 Updates of the Outdated Curriculum in Computer Science Information Technology
- II.A-49 Comprehensive Program Review Reports
- II.A-50 CTE Program Core Indicators
- II.A-51 Faculty Evaluation Form Professional Responsibilities Section
- II.A-52 LAMC Associate Degree Plan A/B Form
- II.A-53 Competency Requirements for Graduation with an Associate Degree
- II.A-54 ASO Club Handbook, Education Code Section 25425.5, page 10
- II.A-55 Board Rule 91103
- II.A-56 CCC Curriculum Inventory
- II.A-57 Board Rules: Chapter VI, Article II
- II.A-58 Career Technical Education Discipline Brochures
- II.A-59 Curriculum Revision
- II.A-60 Los Angeles Mission College Career Fair Brochures
- II.A-61 CTE Professional Development Opportunities

- II.A-62 Career Technical Education Articulation Agreements
- II.A-63 ServSafe Certification LAMC Data
- II.A-64 Administration of Justice Discipline Mock Interview Workshops
- II.A-65 Multimedia Program Workshops
- II.A-66 Career Technical Education Programs Comprehensive Program Review and Annual Unit Assessment
- II.A-67 Board Rule 6802
- II.A-68 LAMC Transfer Information
- II.A-69 Departmental Program Brochures for Art and Family and Consumers Studies
- II.A-70 Schedule of Classes Fall 2012
- II.A-71 Schedule of Classes Online (SOCO)
- II.A-72 LAMC Student Handbook 2011-2012
- II.A-73 LACCD Transfer Data
- II.A-74 LAMC Transfer Data
- II.A-75 LAMC Course Section Reductions Academic Affairs
- II.A-76 LAMC Transfer Admission Guarantee (TAG) agreements
- II.A-77 Advisory Handbook, Training Agenda
- II.A-78 Discipline Advisors Program (DAP)
- II.A-79 Board Rule 6803.10
- II.A-80 Los Angeles Mission College Program Viability Review
- II.A-81 Article 17, §A.2 AFT Faculty Guild Collective Bargaining Agreement
- II.A-82 Board Rule 6800

- II.A-83 Board Rule 15002 – Academic Freedom
- II.A-84 Board Rules 9803-9806
- II.A-85 District Information, LAMC Catalog
- II.A-86 Board Rule 9803.12
- II.A-87 Math and Speech Departments’ Statements on Syllabi
- II.A-88 AFT 2011-14 Contract, Article 4, p. 3
- II.A-89 Faculty Ethics Statement in 1998
- II.A-90 Board of Trustees Policy on Academic Freedom
- II.A-91 Los Angeles Mission College Fall 2011 Faculty Survey
- II.A-92 LACCD Board Rule 1204 Code of Conduct Chapter 1, Article II. 1204.13
- II.A-93 Code of Conduct Approved by LAMC Academic Senate