GLOSSARY

**Annual Mission Learning Report:** First published in fall 2014, the report serves to disseminate the College’s overall progress in improving student achievement and student learning at all levels through the outcomes cycles. The report is posted on both the SLO and Institutional Effectiveness websites.

**Articulation:** The College maintains articulation agreements with nine University of California (UC) campuses and 18 California State University (CSU) campuses and course-to-course agreements totaling over 1,360 Departments at 18 CSU campuses and six UC campuses. Additionally, the College has articulation agreements with many private and out-of-state colleges and universities.

**BPC:** See Budget and Planning Committee

**Budget and Planning Committee (BPC):** BPC is a shared governance committee whose purpose is to guide the College through the continual process of budget and strategic planning. The membership of BPC consists of one administrator from each of the College’s three units (Academic Affairs, Administrative Services, and Student Services), six faculty, two classified staff, one classified supervisor, and one student.

The development of procedures, policies, guidelines, timelines, and evaluation criteria for budget augmentations or reductions, the systematic prioritization of budget requests, and evaluations of past expenditures fall under BPC’s purview.

All requests for additional resources must be part of each department’s Program Review in order to be considered for funding. Prioritized resource requests from each College division are received and prioritized by BPC utilizing a value scored rubric. The rubric is reviewed annually for effectiveness and has been refined over the last three years.

**COR (Course Outline of Record):** See Curriculum

**Course Outline of Record (COR):** See Curriculum

**Curriculum:** The Curriculum Committee and the dean of Academic Affairs in charge of curriculum ensure the currency of all courses in accordance with Title 5 requirements and oversee, under the guidance of the Academic Senate, the curriculum approval and review processes. Furthermore, all academic deans monitor the revision and creation of degrees and certificates to ensure the currency and relevance of programs in accordance with the needs of transfer-bound and Career Technical Education students.

Course Outlines of Records (CORs) are developed by content expert faculty and revised according to timelines and review cycles consistent with the State Chancellor Office’s requirements. The Curriculum Committee, co-chaired by two faculty members and assisted by the dean of Academic Affairs in charge of curriculum, meets twice a month to undertake technical reviews of CORs; provide policy recommendations on general academic standards,
curricular matters, graduation, occupational certificate criteria, and transfer requirements; ensure the systematic inclusion of SLOs on all active CORs; and track submissions of courses, certificates, and degrees to the State Chancellor’s Office.

The curriculum process identifies faculty and student needs for Library material. All new and updated courses are expected to have a completed Library Addendum Form submitted to the Curriculum Committee as part of the Course Outline of Record (COR), available online through the Electronic Curriculum Development system (ECD). The form is designed to determine whether the current collection contains materials to support the course and allows for faculty to suggest print or electronic material for the Library to acquire. When funding for book purchases is available, Librarians rely on these forms to decide what resources to purchase.

The Electronic Curriculum Development System (ECD) is the online repository of CORs. The steps for the curriculum program approval process are clearly delineated in a flow chart on the College’s Curriculum website (http://www.lamission.edu/curriculum/program_process.aspx).

Faculty submitting new or revised CORs receive extensive training via a Curriculum Handbook, instructional videos, and detailed instructions posted on the Curriculum website (http://www.lamission.edu/curriculum/apply.aspx).

**Curriculum Committee:** See Curriculum

**DE:** See Distance Education

**Distance Education (DE):** The Distance Education Committee oversees all aspects of the College’s courses taught online and helps the College remain current on technology trends in the classroom.

To provide quality online education at the College, the DE Committee, with assistance from the Educational Planning Committee (EPC), maintains policies and guidelines on the effectiveness of its online classes (http://www.lamission.edu/de/). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, DE best practices for online educators, certification for online faculty, and restrictions on the allowable percentage of online instruction for faculty. Due to contractual changes, department chairs are now responsible for reviewing course shells for courses offered in their respective departments. In addition, the Curriculum Committee reviews all DE courses as part of the COR approval process.

The DE Committee regularly reviews the student success and retention rates of courses taught online and provides resources and ongoing training to online faculty. Although the success and retention rates of DE students do not quite match traditional courses, the rigorous oversight of the DE Committee has resulted in the success rate of the College’s DE students to be one of the highest among all California community colleges (as cited in http://www.ppic.org/content/pubs/report/R_514HJR.pdf). The relatively strong success rates of students in these classes may be attributable in part to the fact that all distance education (DE) courses are standardized through District regulations and the curriculum process at the College.
In August 2015, the DE Committee began a pilot study to transition from Etudes, the current Learning Management System, to Canvas (http://lamic-dld.pbworks.com/w/page/98566731/OEI-CANVAS).

The Distance Education Committee reviews its Three-Year Distance Education Plan on an annual basis to ensure that its four goals align with both the College’s and LACCD District Strategic plans (http://lamission.edu/de/dep.pdf).

**Eagle’s Nest:** The Eagle’s Nest is a faculty resource center that hosts workshops and provides resources to promote research-based pedagogical technologies and methods (http://libguides.lamission.edu/EaglesNestFacultyResources).

- The Eagle’s Nest provides instructional technology support to faculty and offers individual, hands-on training on the latest tools and equipment used in the classrooms. Lecture capture systems, smart room technology, student response systems, Web development, and online course management are some of the trainings that have been offered.
- The Eagle’s Nest also provides workshops on both instructional and administrative software used at the College, and researches new technologies that can improve the quality of instruction, whether delivered face-to-face or online.
- A number of workshops on outcomes assessments, Library guides, book clubs, and collaboration techniques have been offered at the center.

**Educational Master Plan (EMP):** The EMP is updated every five years by the Educational Planning Committee (EPC). The current plan (http://www.lamission.edu/eduplanning/LAMCEducationalMasterPlan2010-2015.pdf) expires in 2015 and the 2016-20 plan, aligned with the District’s and College’s Strategic Master plans, is being drafted. Consultants from “The ELS Group, LLC” submitted a report in spring 2015 recommending that the College eliminate/consolidate many of its plans.

**Educational Planning Committee (EPC):** EPC is a shared governance committee co-chaired by a faculty member and the Vice President of Academic Affairs and consists of 16 voting members selected from administrative, faculty, classified, and student ranks. The purpose of EPC is to guide the College through the continual process of strategic educational planning that includes a systematic cycle of evaluation, integrated planning, implementation, and reevaluation.

In addition, EPC formulates recommendations on issues related to the College’s progress and:

- Develops, updates, and oversees the implementation of the Educational Master Plan
- Oversees Program Review and SLO development in academic areas
- Integrates results of Program Review into the Educational Master Plan
- Oversees the College responses to any educationally-related accreditation recommendations
- Oversees the program viability review process* for educational programs
- Monitors the planning, implementation, and assessment of all academic areas including: credit, noncredit, specially funded programs, basic skills, and distance education
- Develops criteria for the prioritization for the allocation of instructional resources
• Prioritizes and makes recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
• Receives and prioritizes requests for Instructional Equipment funds and forwards recommendations to the Budget and Planning Committee.

EPC reports to and seeks input from College Council and the Academic Senate regarding educational matters and makes recommendations to the Budget and Planning Committee on resource allocations pertaining to educational programs and services. In addition, EPC helps to ensure the proper operations of the Educational Master Plan subcommittee; the Enrollment Management subcommittee; the Learning Outcomes and Assessment Committee; the Career Technical Education Act (CTEA) Committee; the Distance Education Committee; the Curriculum Committee; the Faculty Hiring Prioritization Committee; the Program Viability Review ad-hoc Committee; and the Essential Skills Committee.

http://www.lamission.edu/eduplanning/default.aspx

**EPC:** See Educational Planning Committee

**Faculty Hiring Prioritization:** Under the leadership of the Academic Senate, the College undergoes an annual process to determine the departments/disciplines that will be granted a new full-time faculty position. Academic departments submit their requests each September and justify their need for additional tenure-track faculty based on statistical data on student enrollment trends; growth data; number of courses, sections, and hours of instruction offered within the discipline; the proportion of adjunct versus full time instruction; and previous Program Review reports. The Faculty Hiring Prioritization Committee (FHPC) is composed of faculty from various disciplines; upon completion of its ranking, the Committee shares its findings with the Academic Senate and the College President (http://www.lamission.edu/facstaff/senate/facultyhiring.aspx).

**ILOs:** The College has formulated seven learning outcomes at the institutional level. These ILOs are: written and oral communication; information competency; problem solving; math competency/quantitative reasoning; aesthetic responsiveness; ethics and values; and global awareness (https://lamission.edu/slo/generaleducation.aspx).

The College assesses ILOs by a variety of means and has disaggregated data for five of the ILOs so far (https://lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf). The Learning Outcomes Assessment Committee (LOAC) is in the process of collecting, disaggregating, and analyzing authentic assessment data for each ILO individually as well.

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, the College’s seven ILOs were assessed in 2011 using a student survey. In 2012 through 2015, seven teams were formed to further assess student achievement of each 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. 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. Because ILOs are mapped to course SLOs, with each SLO linked to at least one ILO, the College has also been able to conduct ILO “roll-up” assessments for each ILO based on related course assessments. Roll-up assessments examine a representative sample of related course SLO assessments to determine student achievement of the ILO and the established benchmark. Groups assessing each ILO met to discuss the ILO assessment results, what has been learned from the assessments, and recommend improvements. Follow-up discussions, including plans for improvement and for subsequent assessments, take place at LOAC meetings.

Additionally, in fall 2014 the Los Angeles Community College District (LACCD) conducted a student survey pertaining to LAMC’s ILOs. LAMC’s OIE* reported the results and disaggregated the data by gender, ethnicity, age, income level, first generation status, and number of units completed (https://lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf). The results, conclusions, and recommendations from the assessment have been discussed in LOAC. The ILOs covered by the survey were:

- ILO #1: Written and Oral Communication
- ILO #2: Information Competency
- ILO #3: Problem Solving
- ILO #4: Math Competency (Quantitative Reasoning)
- ILO #7: Global Awareness

A total of 2,862 valid responses were received from students enrolled at LAMC in fall 2014. Overall, students reported to have attained the skills identified in the College’s ILOs. Female students rated their improvement higher than male students on all ILOs except math competency. Hispanic students, who comprise over three-quarters of the student population at the College, rated their improvement the highest among all ethnic groups. Overall, students who had completed more units reported more improvement than those with fewer units. In most cases, the number of units completed correlated with the degree of improvement.

**Institutional Learning Outcomes:** See ILOs

**Institution-Set Standards (ISSs):** In 2013, the College, motivated by federal and ACCJC guidelines, developed a set of standards for student achievement that are appropriate to its mission. The standards are: 1) successful course completion, 2) course retention, 3) persistence, 4) degree completion, 5) certificate completion, and 6) transfer.

The College engaged in extensive discussion to establish institution-set standards for student achievement based on evaluation and analysis of historical and current performance data on the six student achievement outcome measures (http://www.lamission.edu/irp/docs/Institution-Set_Standards_2013.pdf). After thorough discussion and analysis of gathered data, the Council of Instruction (COI) proposed standards that were then vetted through
EPC and the Academic Senate before receiving final approval from the College Council and President. These measures are also included in the performance outcome measures for Goals 1 and 3 of the College’s 2013-2018 Strategic Master Plan.

The College annually assesses the standards according to procedures set forth by the Research Advisory Task Force (RATF) and approved by the College Council and College President (http://www.lamission.edu/irp/ISS_Evaluation_Process.pdf).

The Program Review Online System was enhanced in spring 2014 to incorporate the ISSs for successful course completion and retention rates, and each discipline also receives data to evaluate the percentage of total college certificates and degrees it awards on an annual basis (in addition to the number of awards). In spring 2015, the following further enhancements were made to the Program Review Online System: 1) disciplines are now able to set their own standard(s) for successful course completion and/or retention rates as long as they provide a justification, grounded in evidence, for a different choice in standards; 2) disciplines/programs can now set standards for, and evaluate their performance on, other criteria pertinent to specific programs; and 3) CTE programs can now set standards for, and evaluate their performance on, job placement rates pertaining to specific certificates and degrees.

Information on the College’s progress in achieving its ISSs is published in the annual Mission Learning Report (https://lamission.edu/irp/docs/Mission_Learning_Report_Fall_2014.pdf). Additional information and data about the ISSs are also provided on the Office of Institutional Effectiveness website (http://www.lamission.edu/irp/effectiveness.aspx).

**ISSs:** See Institution-Set Standards

**Learning Outcomes Assessment Committee:** See LOAC

**LOAC:** The Learning Outcomes Assessment Committee (LOAC) provides direction and resources to support an ongoing, systematic process that clarifies and improves achievement of Institutional, Program, and course Learning Outcomes with specific emphasis on student success. LOAC works with faculty and staff to ensure the process of assessment is integrated and consistent across the College for course SLOs (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).

LOAC is sanctioned by the College Council and is a subcommittee of the Academic Senate. The committee works with the Student Support Services Committee and the Administrative Service units and reports to the Academic Senate.

LOAC is charged with the following:

- Guide and support faculty and staff in facilitating outcome assessment.
- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement on all levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.
• Work with administration to ensure that outcome assessment assignments are completed on time.
• Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them with outcome development and assessment.
• Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
• Maintain open and frequent communications about outcome development and assessment with various college groups including but not limited to the department chairs, academic deans, the Curriculum Committee, the Academic Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.
• Provide qualitative feedback on the overall learning outcome process.

http://lamission.edu/slo/loac/default.aspx

LOAC’s involvement with CORs occurs at the early stages of the curriculum development process: prior to review by the Curriculum Committee, new or revised CORs are submitted to the SLO Coordinator for feedback on the quality and relevance of SLOs. The Academic Senate provides the next level of oversight in matters relating to curriculum and learning outcomes.

**Mission Learning Report (MLR):** See Annual Mission Learning Report

**The Office of Institutional Effectiveness (OIE):** The OIE is responsible for conducting institutional research and developing information in support of institutional accountability, institutional assessment, unit assessment, planning, accreditation, and grant development. The OIE serves as the center for research and evaluation at the College and is actively involved in the implementation and continuous improvement of a comprehensive, systematic program of research, evaluation, and assessment of College processes and College effectiveness at all levels.

OIE provides data for the development of the College’s planning documents that drive decision-making, resource allocation, and student success goals. Student success data tracked include but are not limited to persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, and enrollment. In order to ensure the consistent alignment of the College’s programs and services with the College’s Mission, data are systematically utilized in Program Review as well as in the development and implementation of all College planning documents.

http://www.lamission.edu/irp/default.aspx

**OIE:** See Office of Institutional Effectiveness

**PLOs:** See SLOs/PLOs

**PROC:** See Program Review Oversight Committee

**Program Learning Outcomes:** See SLOs/PLOs
Program Review (PR): Program review is the primary instrument through which program-level evaluation and planning are conducted on campus. The College’s Program Review schedule includes both annual reports and in-depth “comprehensive” cycles, with the latter conducted every three years. Each program or unit completes a self-evaluation based on evidence, including student academic and/or unit performance, outcomes assessment, changes designed to improve student learning (based on prior years’ outcomes assessments), and curricular changes. This process maintains the currency and relevance of educational programs and informs enrollment management and resource allocation.

The institution assesses the accomplishment of its mission through its proprietary Program Review Online System and systematically evaluates the goals and objectives stated in the College's master planning documents. Each discipline receives data in Program Review on student enrollment, success, retention, and program completion, and data are disaggregated by demographic group, mode of delivery and time of day. The Program Review Online System was enhanced in spring 2014 and spring 2015 to also incorporate the College’s ISSs* (see Institution-Set Standards for more information). In addition, programs receive information about learning outcome assessments, faculty, efficiency, and curriculum. The data and information are analyzed by each discipline on an annual basis, and objectives and resource requests may be developed based on identified gaps and/or areas needing improvement. These program improvement objectives are linked to one or more of the College’s strategic goals and thereby to the College Mission.

Every three years, programs/units complete a more in-depth Comprehensive Program Review (CPR) and validation process. Academic disciplines must complete a three-year plan for improvement as part of their CPR. Upon completion, each program’s/unit’s performance and planning are discussed with the Educational Planning Committee (for academic disciplines) or Student Support Services Committee (for the student services division). Those committees then submit a formal response, including recommendations and commendations, to each program/unit. PROC* has been in discussions about a format/process for CPR in the Administrative Services division as well.

Program Review is the initial step in requesting the allocation of financial resources as well as the primary avenue whereby resource allocations are directly tied to planning. All new requests for funding (whether for educational programs, support services, or human, physical, technological, or other financial resources) must originate in Program Review and be tied to a Program Review objective. The budget requests made in program review are prioritized by the appropriate administrative division and are then reviewed by the relevant shared governance committee before being forwarded to the Budget and Planning Committee for final prioritization and recommendation to College Council.

Program Review Oversight Committee (PROC):
The purpose of PROC is to:

• Provide systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division.
• Oversee the annual and comprehensive Program Review processes to ensure the review process is evaluative and descriptive and to ensure the results of the Program Review are consistently linked to institutional planning processes.

• Determine the standard procedures and schedules of self-assessment and peer validation to ensure the Program Review process is consistent across programs and units of all divisions.

• Ensure there is a meaningful linkage between Program Review and the following: student achievement and learning outcomes, service area outcomes, college strategic master plan and resource allocation.

• Provide workshops to educate users on Program Review tools and processes as needed.

• Assign validation teams for all comprehensive Program Reviews.

• Review, update and revise the Program Review process as needed.

PROC is composed of 13 voting members, including the co-chairs of the Educational Planning Committee, the co-chairs of the Student Support Services Committee, the co-chairs of the Facilities and Planning Committee, the Dean of Institutional Effectiveness, and representation from classified, instructional technology, and department chairs’ ranks.

http://www.lamission.edu/facstaff/proc/

**Program Viability Committee:** See Program Viability Review Process

**Program Viability Review Process:** The program viability review process, established by the Academic Senate, outlines the procedures by which a new program is established, an existing program is modified or discontinued, or a department is reorganized. Program viability review is designed to ensure that the College’s instructional resources are used to integrate the College’s Mission, its Educational Master Plan, the needs of its students, and the requirements of the community it serves. For requests for program initiation, program modification/improvement, or departmental reorganization, EPC* will review the information/supporting documentation provided and make a recommendation to the Academic Senate President for one of two actions: 1) approval without further review or 2) referral for further review by the Academic Senate Program Viability Review Committee.

A viability review is mandatory for discontinuation of an existing program.

For requests that go to the Program Viability Review Committee, in determining the outcome the Committee produces a Viability Report for review by EPC* and presentation to the Academic Senate that must include the following: 1) a summary of the process used by the Committee to perform the viability review, 2) a review of all data consulted, 3) detailed recommendations for action, with a timeline, and 4) 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.

Once the viability review is completed, the recommendations are forwarded to the Academic Senate for approval. The Senate’s recommendation is then taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President.
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. In general, program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted.

https://www.laccd.edu/Board/Documents/BoardRules/Ch.VI-ArticleVIII.pdf


**Roll-up Assessments:** See SLOs/PLOs

**SGOC:** See Shared Governance Oversight Committee

**Shared Governance Oversight Committee (SGOC):** The SGOC oversees the functions of each of the shared governance committees to ensure the continual productivity of the shared governance process at Los Angeles Mission College.

SGOC is authorized by and reports directly to College Council and:
- Develops and implements evaluation procedures of each shared governance committee
- Facilitates self-evaluations and external evaluations of shared governance committees
- Provides a summative and comprehensive shared governance process evaluation to College Council
- Provides recommendations for improvement to each shared governance committee
- Monitors and oversees the membership of the shared governance committees
- Participates in planning College Council retreats and midyear Shared Governance Review and Planning and Review

**SLOs/PLOs:** The College evaluates and reports learning outcomes, which are updated by each instructor and department. Programs are assessed for currency, teaching and learning strategies, and student learning outcomes through the oversight of the Learning Outcomes Assessment Committee (LOAC)*. Currently, the College’s compliance with learning outcomes assessment is at 100 percent. All courses are placed on an established assessment cycle and the results are regularly reviewed by faculty (http://www.lamission.edu/slo/reports.aspx). Whenever deemed necessary, changes are made to SLO instruments or course curricula. To that end, departments review SLO/PLO assessments by virtue of semi-annual reports that are submitted to the SLO Coordinator and posted online.

Student learning outcomes are evaluated at least every three years, with 100 percent of active course SLOs having been previously assessed. Faculty and staff use the results of learning outcome assessments to make improvements and conduct follow-up assessments to “close the loop,” ensuring that assessments produce meaningful changes in support of student learning and the College Mission.
The College has established a thorough and comprehensive institutional procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates, and degrees. All course SLOs, program PLOs, certificates, and institutional outcomes (ILOs) are required to be assessed on a rotating three-year cycle; however, many instructors assess their courses at least every other year. This enables instructors and chairs to gain more up-to-date feedback on whether their implemented recommendations for improvement have been effective. The College has worked diligently to assess its course SLOs, its PLOs, its Service Area Outcomes (SAOs), and its Institutional Learning Outcomes and to have meaningful discussions about the results and plans for improvement. The SLO Online System is continually updated and modified to ensure better linkage between institutional, program, and course learning outcomes.

Many SLO assessments include recommendations for improvement. If a recommendation for improvement is made, the instructor is required to report the results of that improvement. As of December 26, 2015, 558 course SLOs have been assessed more than once and 660 follow-up reports have been filed, and thus have gone through a full assessment cycle of implementing changes and documenting improvements based on those changes.

As of December 2015 all programs, consisting of 212 Program Learning Outcomes, (PLOs), have been assessed, 38 of which more than once. The SLO Online System was augmented in fall 2014 with Program Learning Outcome screens, and faculty members are now able to link each program outcome to its supporting course SLOs and assessments. The rubric average from all the related SLO assessments is calculated and displayed to aid in the analysis of each PLO. This has enabled department chairs to do “roll-up” assessments based on the related course SLO assessments. In addition to the roll-up method, PLOs are assessed using surveys, interviews, and portfolios of students’ cumulative work. Cross-curriculum assessments have been examined to ensure meaningful results that focus on the program as a whole. The PLO Master Assessment Schedule is reviewed and updated every year, sustaining quality improvement.

**Student Learning Outcomes:** See SLOs/PLOs