

# LAMC Town Hall Meeting

March 18, 2014



# Welcome/ Purpose

- Spring Semester
- Accreditation Progress Report
- Student Learning
- Student Achievement
- Institutional Standards
- Strategic Planning
- Integrated Planning

# ACCJC Follow Up Report

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Madelline Hernandez

Michael Allen



# ASC

## Structure and Process

- ASC is a campus-wide committee of representatives from various constituent groups that oversees and manages all accreditation and ACCJC related matters.
- The ASC will serve as a resource to College Council and the Academic Senate to assist in reviewing, gathering and monitoring the college's efforts to meet or exceed the accreditation standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).



# ASC Membership

- Monte E. Perez, College President
- Daniel Villanueva, Vice President of Administrative Services, ASC Co-Chair
- Madelline Hernandez, Academic Senate designee, ASC Faculty Co-Chair
- Darlene Montes, One Classified (Unrepresented) Member, ASC Classified Co-Chair
- Michael Allen, Vice President of Academic Affairs, Accreditation Liaison Officer
- Pat Flood, Faculty Co-Chairs of 2012 Self-Evaluation Accreditation Report, SLO Coordinator
- Angela Echeverri, Ph. D., Faculty Co-Chairs of 2012 Self-Evaluation Accreditation Report
- Joe S. Ramirez, Vice President of Student Services
- Cathy Brinkman, Academic Affairs Associate Dean, Academic Teamsters 911 Representative
- Zoila Rodriguez-Doucette, Bookstore Manager, Staff Bargaining Unit: Supervisors & Managers Representative
- Leslie Milke, Health/Physical Education/Athletics Department Chair, Department Chair as appointed by COI
- Monica Moreno, Director of Child Development Center, AFT Faculty Guild designee
- James Armstrong, AFT Staff Guild designee
- Michael Griggs, ASO designee
- Sarah Master, Dean of Institutional Effectiveness
- Mary Lou Mendoza, Resource, Shared Governance Oversight Committee
- Dennis Schroeder, Resource, Director of Financial Aid

# Process

ASC met monthly throughout the summer and fall terms, and met weekly through the winter term to work with the writing teams and support completion of the follow-up report.

- a) Beginning in July of 2013, ASC assigned responsibility of each recommendation to the division Vice Presidents to establish writing teams.
- b) The writing teams met to establish action plans, oversee the progress of the recommendations and organize the initial writing of the draft report.
- c) The administrators, ASC Co-Chairs, ALO and writing teams collaborated to ensure that the action plans were monitored, updated and adhered to; processes updated as necessary, and data and evidence collected.
- d) Progress was presented and reviewed by the ASC at their monthly meetings.
- e) Evidence supporting each recommendation was gathered and posted on the website.
- f) The final report was compiled and edited by the Accreditation Co-Chairs, the ALO, and Dr. Mathew Lee.



# Process Continued

To keep the campus community informed about the status of the Follow-Up Report, the ASC reported to the Educational Planning Committee (EPC), Academic Senate and College Council.

The opportunity to review the final draft of the Follow-up Report for accuracy and evidence review was made available to the campus community, and minor changes were recommended and incorporated.



# Follow-Up Report Approval

- **January 8, 2014** -- The Los Angeles Community College District Vice Chancellor of Institutional Effectiveness coordinated a meeting between the BOT Institutional Effectiveness Committee taskforce and the College's ASC to review progress and provide support for the follow-up report process.
- **February 26, 2014** -- The BOT Institutional Effectiveness Committee heard a presentation from the College and recommended approval to the Board.
- **March 6, 2014** -- Academic Senate and College Council approved the Report.
- **March 12, 2014** – The BOT approved the final Accreditation Follow-Up Report.
- **March 13, 2014** – The Accreditation Follow-up Report was mailed to the Commission.

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# Organization of the Follow Up Report

- Notification of Los Angeles Mission College warning status with the ACCJC was communicated to the campus on July 9, 2013.
- As instructed in the Commission letter dated July 3, 2013, the Institutional Self-Evaluation Report, the External Evaluation Report, and Commission action letter was made available to signatories, the LACCD Board of Trustees, the district Chancellor, College staff and local community members through the college website.
- On July 10, the College President sent an email communication to faculty and staff informing them of the Commission action to issue warning.



# Follow Up Report





March 13, 2014

Dr. Barbara A. Beno  
Accreditation Commission for Community and Junior College  
Western Association of Schools and Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

Dear Dr. Beno:

Enclosed is the Los Angeles Mission College's Follow-Up Report as requested in the July 3, 2013 Commission Action Letter. Members of the college community focused their efforts on the issues cited in College Recommendations 1-14.

In response to Recommendation 1, the College has developed and instituted a formal process, utilizing its shared governance and decision-making processes, to review its mission statement annually and make revisions as necessary.

In response to Recommendation 2, the College has engaged in ongoing and thorough dialogue regarding student achievement, outcomes, data and expectations.

In response to Recommendation 3, the College has devoted significant resources to support the research, evaluation, and institutional effectiveness functions at the College.

In response to Recommendation 4, the College has developed a comprehensive Distance Education Plan (DEP) and has begun to implement its provisions, pending final approvals.

In response to Recommendation 5, the College has taken several steps to develop systematic and sustainable mechanisms that assess the relationship among student learning styles and needs, instructional delivery and pedagogical approaches, and student learning outcomes across the curriculum, and improve those outcomes.

In response to Recommendation 6, the College Council convened a retreat to review and update the College's strategic planning goals, which are aligned with the College's mission and the District's strategic planning goals.

In response to Recommendation 7, the College uses the Program Review process to assess the services delivered by the Division of Student Services.

In response to Recommendation 8, the College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition.

In response to Recommendation 9, Student Services is actively involved in Program Review and the creation and implementation of Service Area Outcomes (SAOs).

In response to Recommendation 10, the College has assessed how effective its collegiality efforts have been in promoting a collegial workplace which subscribes to, advocates, and demonstrates integrity in the treatment of all employees.

In response to Recommendation 11, the College integrates human resources planning into its institutional planning through the following established processes: (1) Program Review, (2) Faculty Hiring Prioritization, (3) Adjunct Hiring, (4) Administrator Hiring and (5) Classified Hiring.

In response to Recommendation 12, in the fall of 2013 the Vice President of Administrative Services and the Information Technology (IT) Manager conducted a campus wide technology assessment, determined the cost of maintaining and replacing the technology the College has acquired through grant funding, and developed a draft Technology Replacement Plan.

In response to Recommendation 13, corrective action for each of the three audit exceptions was implemented, to include established internal controls, prior to the June 30, 2013 Schedule of State Findings and Recommendations report by LACCD.

In response to Recommendation 14, an evaluation of the College's collegial governance and decision making processes, as well as the overall effectiveness of the current administrative structure, was conducted.

The evidence will be available in hard copy the day of the visit. The Follow-Up Report and supporting documentation is located on our college website <http://www.lamission.edu/asc/recommendations.aspx>.

Should you have any questions or concerns, please call me at (818) 364-7635.

Respectfully submitted,

Michael Allen, JD  
Vice President of Academic Affairs

# Student Learning

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Pat Flood

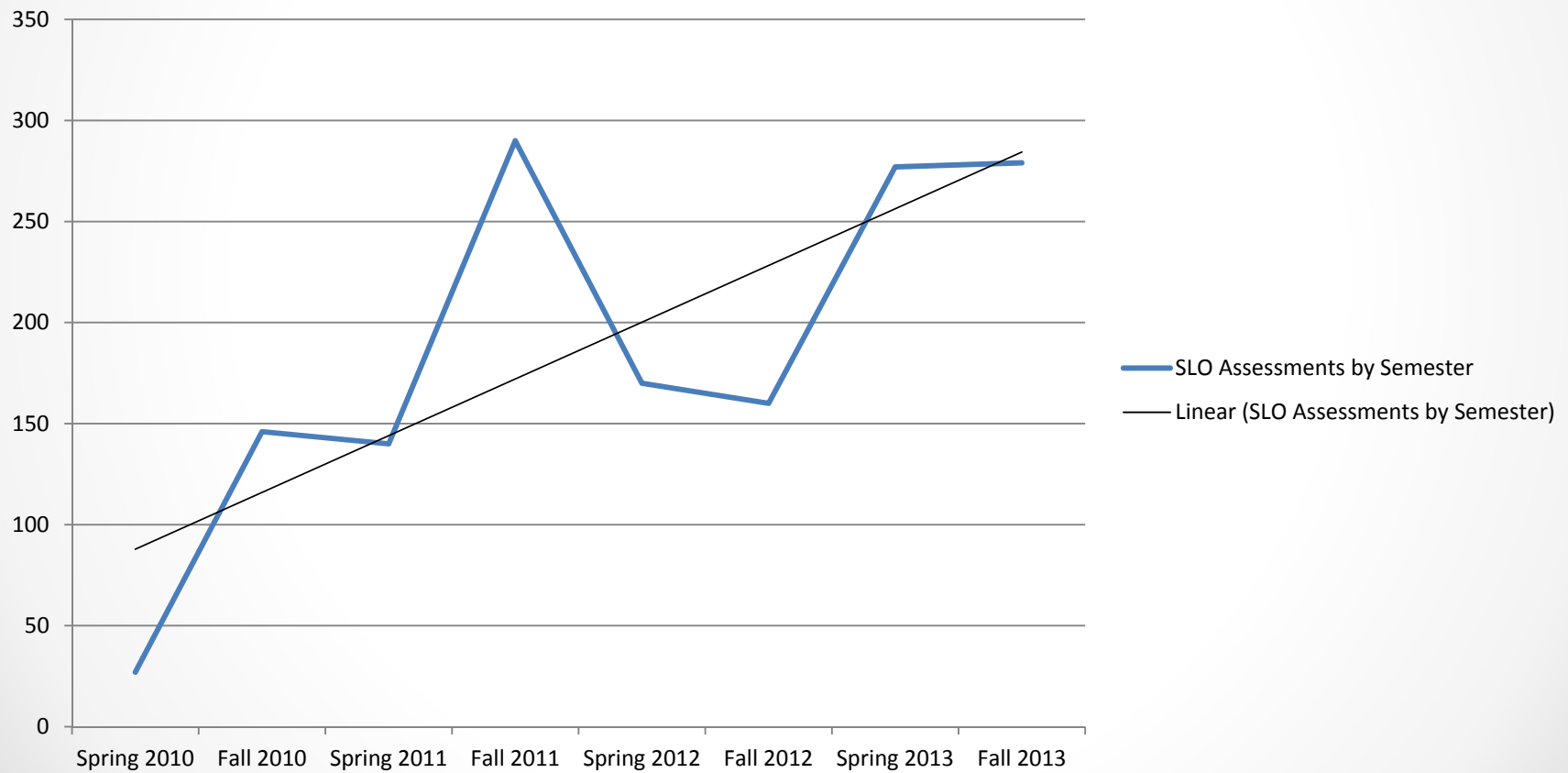


# SUMMARY OF SLO/PLO ASSESSMENT PROGRESS: 2010 – 2013

Year/Semester	SLO Assessments	PLO Assessments
Spring 2010	27	0
Fall 2010	146	1
Spring 2011	140	0
Fall 2011	290	15
Spring 2012	170	18
Fall 2012	160	35
Spring 2013	277	10
Fall 2013	279	29

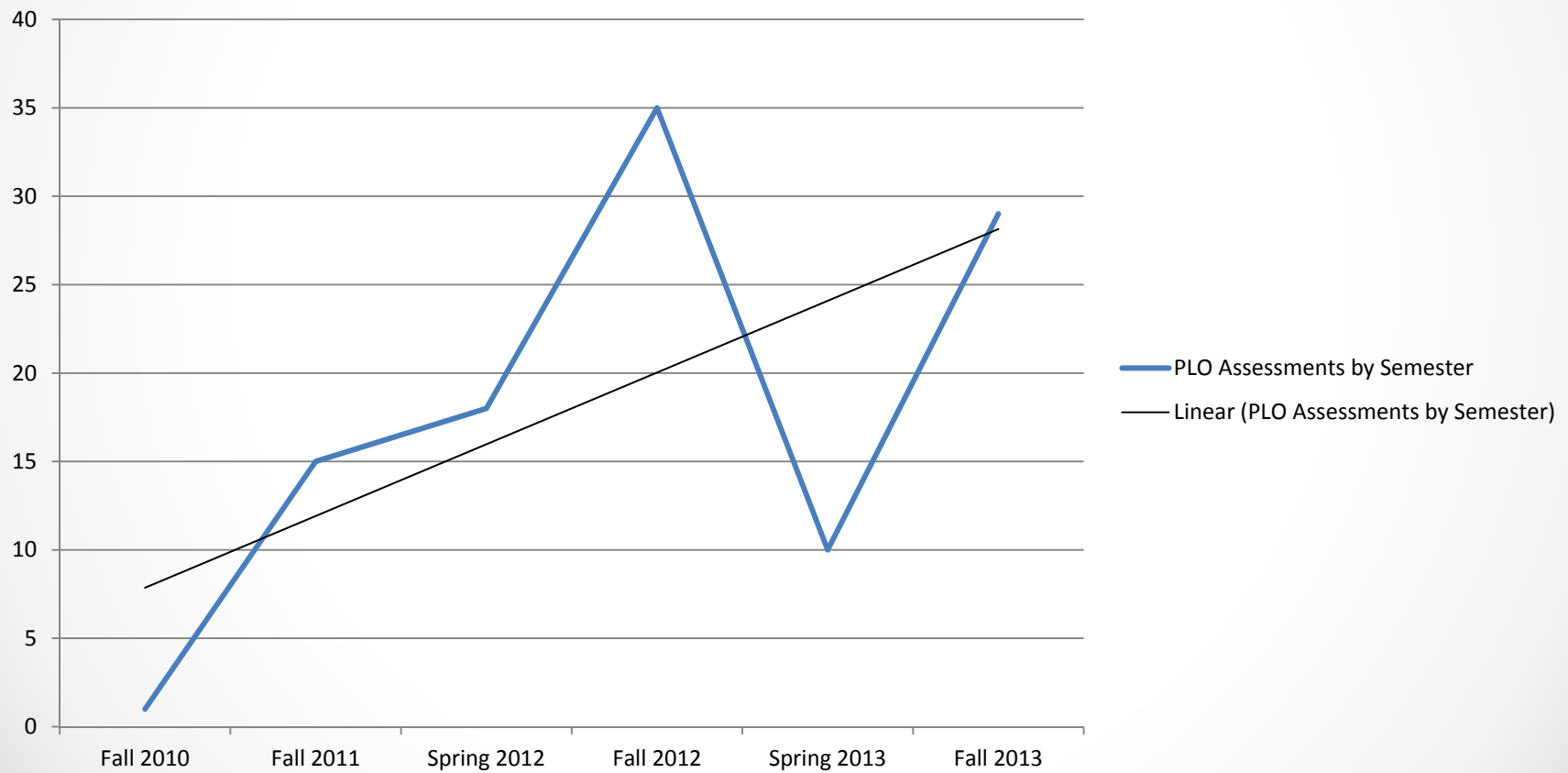
# SUMMARY OF SLO ASSESSMENT PROGRESS: 2010 – 2013

## SLO Assessments by Semester



# SUMMARY OF PLO ASSESSMENT PROGRESS: 2010 – 2013

## PLO Assessments by Semester



# Student Achievement



Sarah Master





# Institution-Set Standards for Student Achievement

- The Accrediting Commission for Community and Junior Colleges (ACCJC) defines a “standard” as:

*The level of performance set by the institution to meet educational quality and institutional effectiveness expectations.*

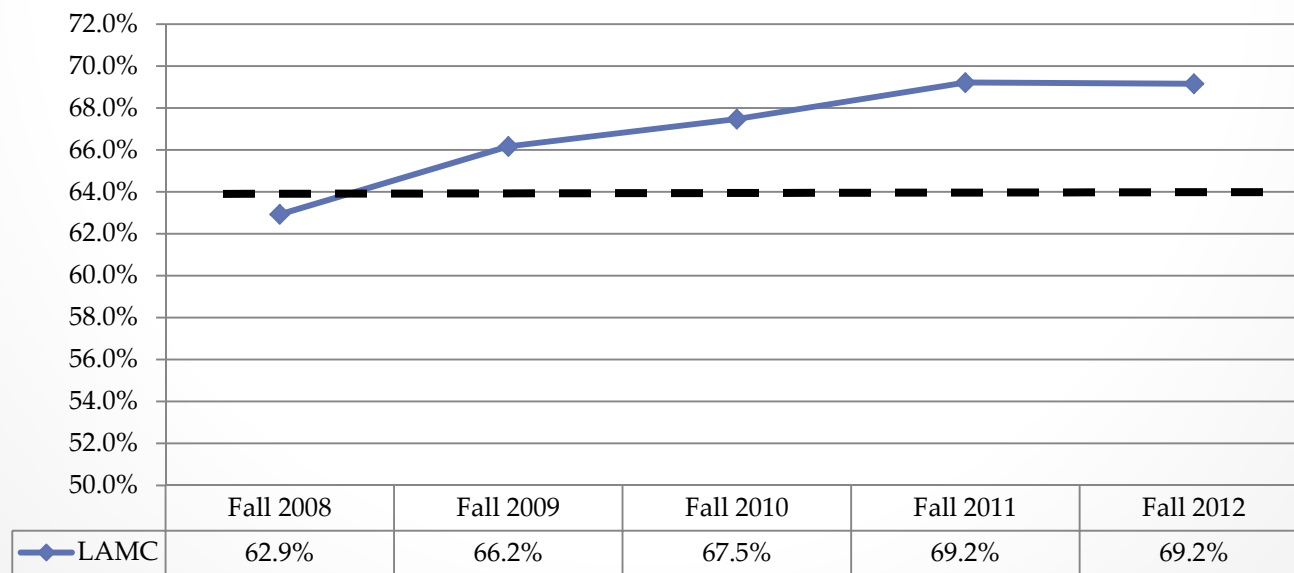
- In Fall 2013, the College set standards for six student achievement outcomes.



# 1. Successful Course Completion Rate

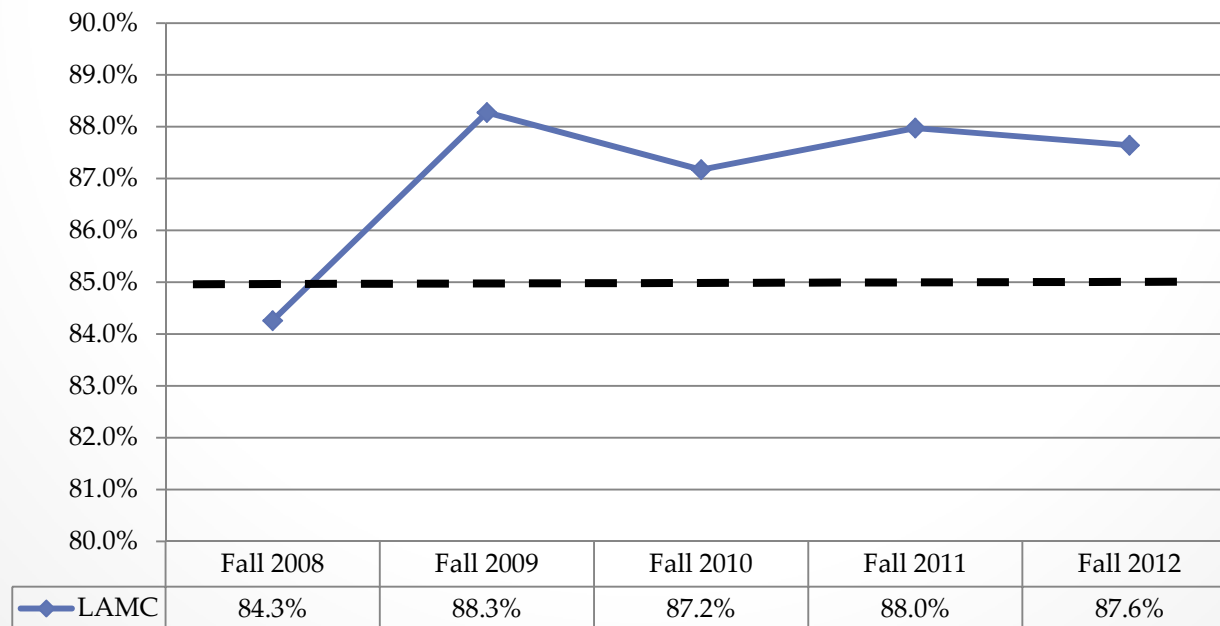
- Successful course completion rate equals the number of students who received a successful grade (A, B, C, or P) over the number of students who were enrolled in the course at census.
- Institution-Set Standard = 64% ( )

**Successful Course Completion Rate**



## 2. Course Retention Rate

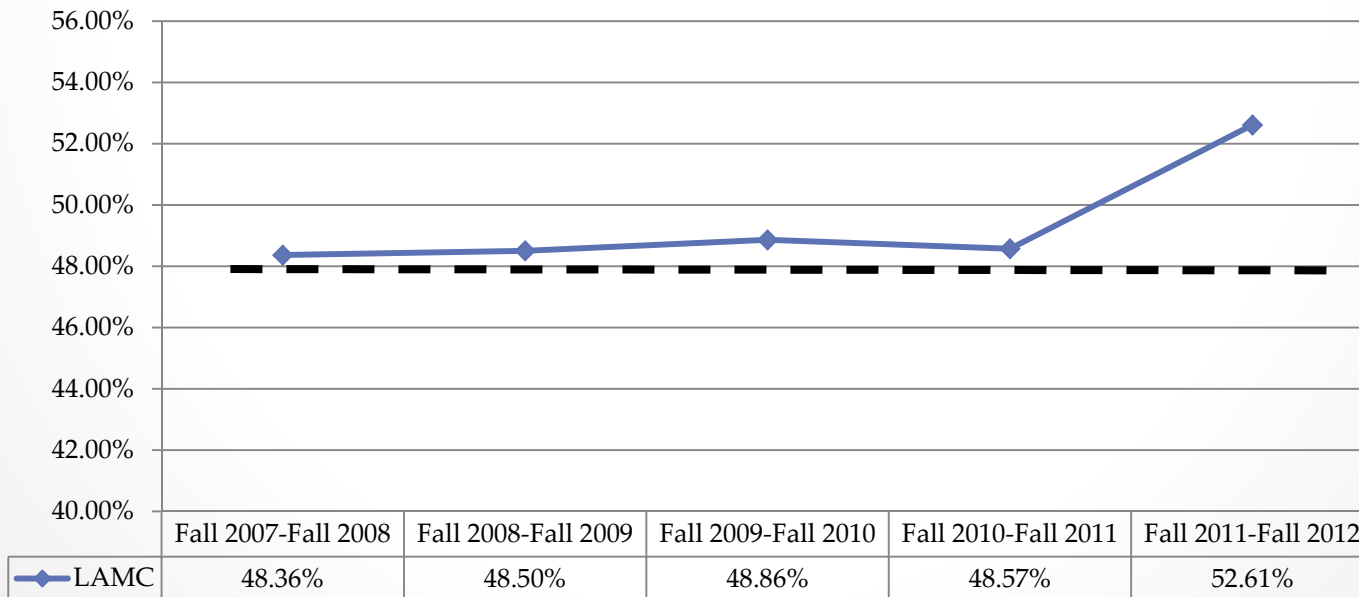
- Course retention rate equals the number of students who remained in the course after the no penalty drop date (i.e., did not drop the course) over the number of students who were enrolled in the course at census.
- **Institution-Set Standard = 85% ( )**  
**Course Retention Rate**



# 3. Persistence Rate

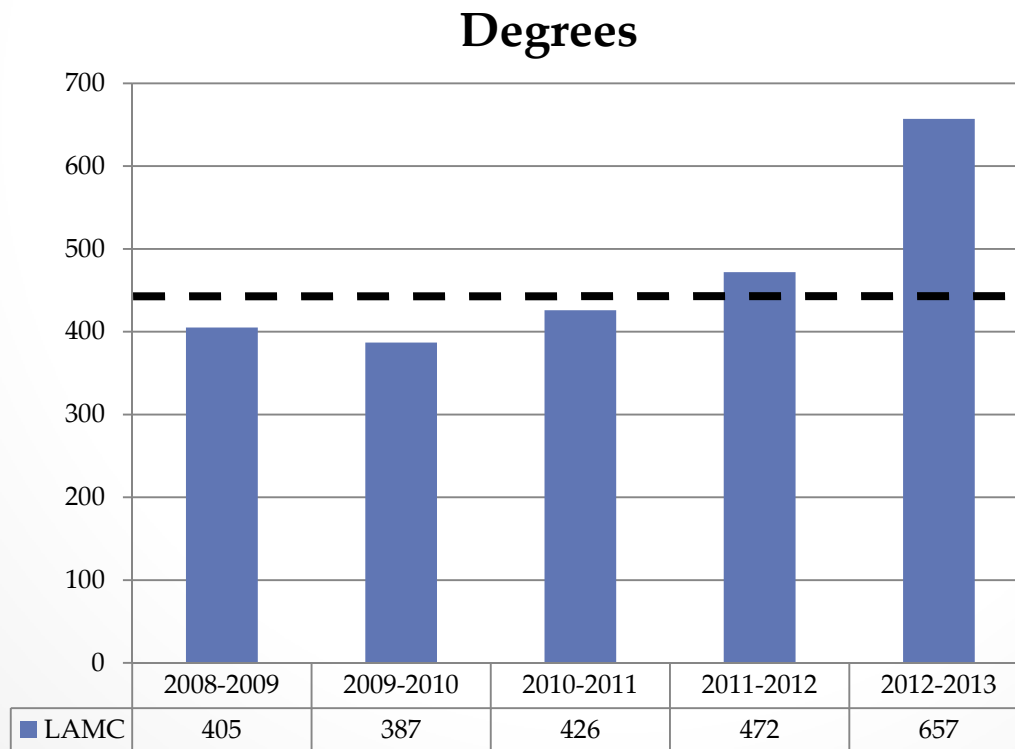
- Persistence rate equals the number of students who completed a course in the fall and enrolled in a course the following fall.
- **Institution-Set Standard = 48% (      )**

**Fall-to-Fall Persistence Rate**



## 4. Degree Completion

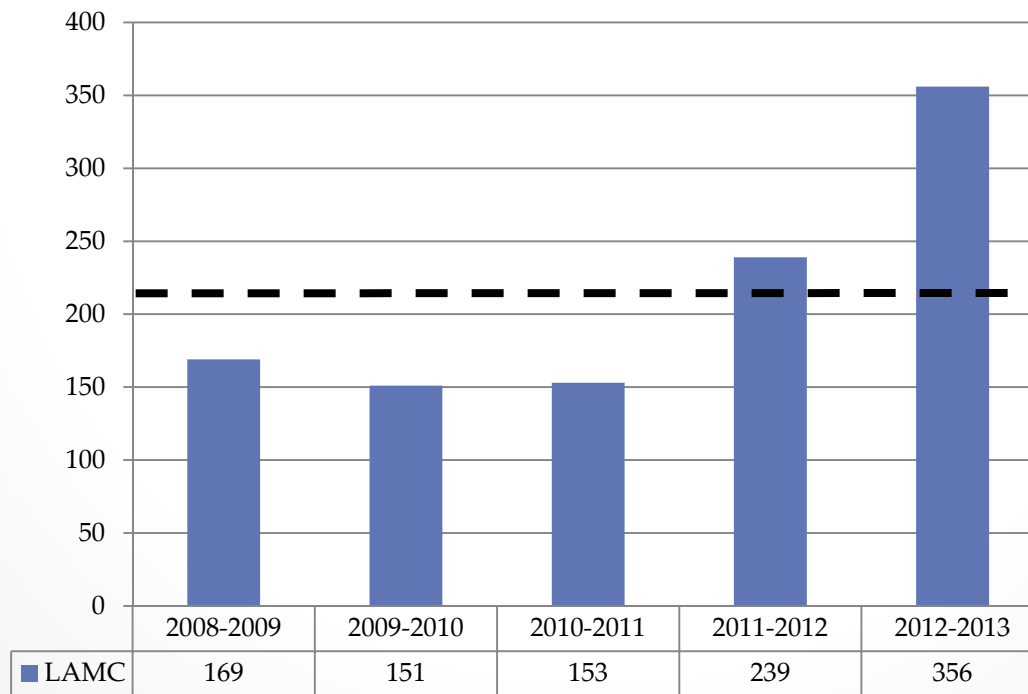
- Degree Completion numbers represent the number of degrees awarded to students in the given year.
- **Institution-Set Standard = 450 degrees (      )**



# 5. Certificate Completion

- Certificate Completion numbers represent the number of certificates awarded to students in the given year.
- **Institution-Set Standard = 214 certificates (      )**

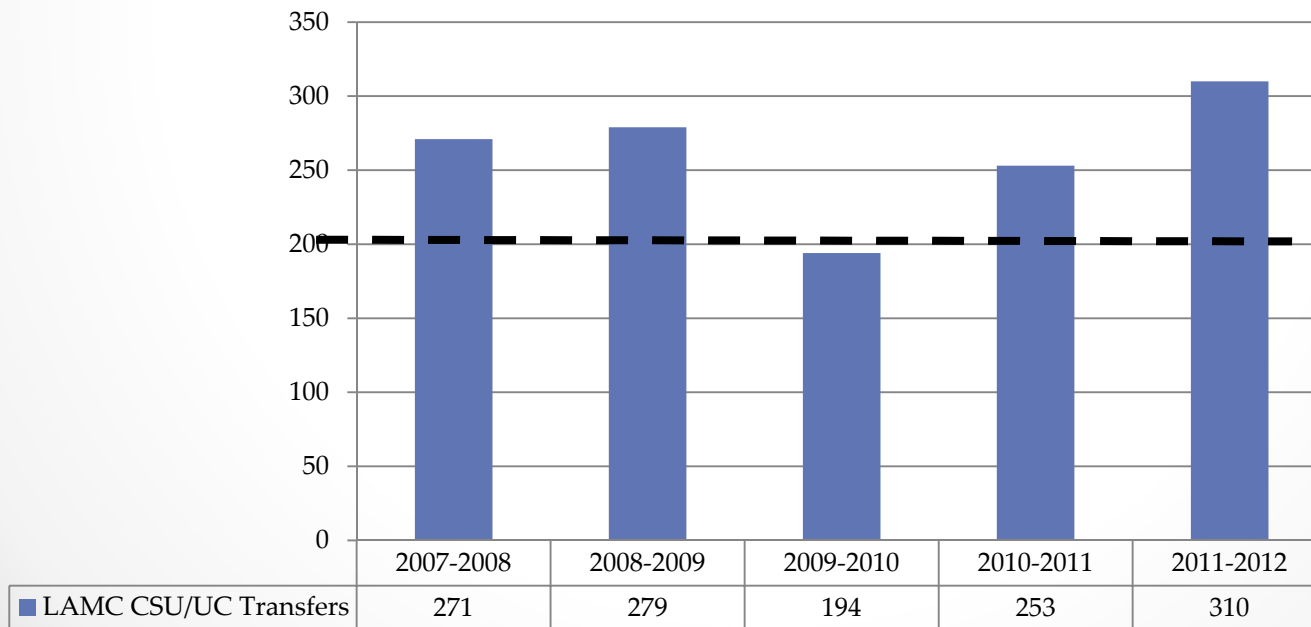
**Certificates**



## 6. Transfer

- **Student transfer** numbers represent the number of students who transferred to 4-year colleges/universities (CSUs/UCs) in the given year.
- **Institution-Set Standard = 205 transfers (      )**

**LAMC Transfers to 4-Year Institutions**



# Integrated Planning

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Monte E. Perez





**SPRING**

**Program Review**  
Annual Update  
3-Year  
Comprehensive  
Assessment & Re-  
Evaluation  
Identify Gaps  
Program Design  
Changes  
Resource  
Allocation  
Requests



**Mission Learning  
Report**  
Student Learning  
Outcomes  
Student  
Achievement  
Outcomes  
**Budget &  
Planning**  
Resource  
Allocation  
Recommendations



**LATE  
SPRING/SUMMER**

**College  
Council**  
Review of  
Mission  
Statement  
Strategic Plan  
Update



**FALL**

**Academic  
Affairs  
Administrative  
Services  
Student  
Services**  
Implementatio  
n  
Data Collection  
& Analysis  
(e.g., surveys)

**Analysis of Outcomes  
Results of  
Implementation**



# LAMC

## Mission and Strategic Plan



Danny Villanueva



# Mission Statement

*Los Angeles Mission College is committed to 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.*

\* This mission statement was approved by the LACCD Board of Trustees on October 17, 2012.

# 2013-2018 LAMC

## Strategic Master Plan Goals

**Goal 1:** Expand access to educational programs and services and prepare students for success.

**Goal 2:** Strengthen institutional effectiveness through a culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.

**Goal 3:** Improve quality of educational programs and services so as to increase students' success in attaining their educational goals.

**Goal 4:** Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.

**Goal 5:** Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.

**Goal 6:** Increase community engagement and expand business, community, and civic partnerships.

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# Questions and Answers

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