

LOS ANGELES MISSION COLLEGE

MIDTERM REPORT

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted by

Los Angeles Mission College
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March 15, 2020

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Certification of Midterm-Report

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Monte E. Perez, Ph.D.
President, Los Angeles Mission College
13356 Eldridge Avenue
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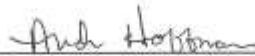
We certify that there was broad participation in the production of the 2020 Accreditation Midterm Report by the College community and that it accurately reflects the nature and substance of this institution.



Monte E. Perez, Ph.D., President, L.A. Mission College

2/18/2020

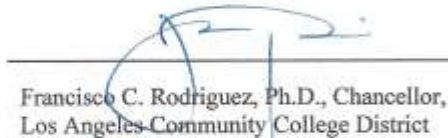
Date



Andra Hoffman, President, Board of Trustees,
Los Angeles Community College District

2/5/2020

Date



Francisco C. Rodriguez, Ph.D., Chancellor,
Los Angeles Community College District

2/5/20





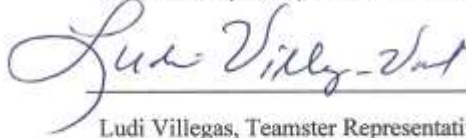





Date



Nicole Albo-Lopez, Ed.D., Vice President of Academic Affairs
Accreditation Liaison Officer

2/18/2020

Date

	<u>2/26/20</u>
Kelly William Enos, Accreditation Steering Committee Faculty Co-Chair	Date
	<u>3/2/20</u>
Daniel Villanueva, Vice-President of Administrative Services	Date
	<u>2-18-20</u>
Larry Resendez, Psy.D., Vice President of Student Services	Date
	<u>2/18/20</u>
Sarah Master, Ph.D., Dean of Institutional Effectiveness	Date
	<u>2/27/2020</u>
Ludi Villegas, Teamster Representative	Date
	<u>2/26/20</u>
Carole Akl, Academic Senate President	Date
	<u>2/18/20</u>
Vilma Bernal, Chapter President AFT Faculty Guild	Date
	<u>2/18/20</u>
Suzanne Mignosi, Chapter President AFT Staff Guild	Date
	<u>2/18/20</u>
Zoila Rodriguez-Doucette, Supervisory Employee Representative	Date
	<u>2/27/20</u>
Briana Garnica, President, Associated Student Organization	Date

Report Preparation

Los Angeles Mission College's Midterm Report of March 2020 responds to the recommendations of the accreditation team following their visit in spring 2016, as required by the Accrediting Commission for Community and Junior Colleges (ACCJC). The report also demonstrates the progress made in the Actionable Improvement Plans (AIP) and the two projects identified in the Quality Focus Essay (QFE).

The Vice President of Academic Affairs, and Faculty Co-Chair of the Accreditation Steering Committee (ASC) coordinated the completion of the mid-term report in collaboration with the ASC. The ASC serves as the primary committee for the development of the report, has broad representation from various constituent groups, with a high level of participation. The ASC met monthly during 2016, 2017, 2018, and 2019 to review and discuss the timeline for the completion of the report and to monitor progress on each recommendation, AIP, and the QFE projects.

Los Angeles Mission College is part of a multi-college district. While each college in the District has its own governance processes for addressing accreditation requirements, all colleges participate in addressing District accreditation recommendations and with ensuring that the District meets accreditation standards. The main venue for discussing accreditation issues at the District level is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, college faculty accreditation leads, a college president, and representatives from the Educational Services Center ([D0.1 Accreditation Committee Charge](#)). Following the comprehensive college site visits, the committee met to review the college and District recommendations and developed a plan for addressing each recommendation. The committee continued to convene to monitor progress of the plan, and drafted responses provided to the ACCJC as Follow-up Reports ([D0.2 ACCJC Reaffirmation Letter](#)).

Since the completion of the Follow-up Reports, District and college staff continue to review and address the recommendations for improvement. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval ([D0.3 DAC Agenda TBD](#)).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were incorporated into the individual college Midterm Reports.

In an effort to inform the campus community about the status of the Midterm Report progress, the ASC made monthly reports to the Educational Planning Committee, the Academic Senate,

and College Council. Additionally, the College President in collaboration with ASC leadership, held a Town Hall meeting on November 7, 2019 which outlined the progress to date. The opportunity to review the final draft of the Midterm Report for accuracy and evidence review was made available to the campus community during fall 2019. Minor changes were recommended and incorporated into the report. The final draft was approved by the Academic Senate on November 14, 2019 and College Council on November 21, 2019.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 ([D0.4 IESS Agenda](#)). The Board of Trustees reviewed and approved the report on February 5, 2020 ([D0.5 Board Agenda](#)). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence are posted on the College and District websites.

Plans Arising out of the Self-Evaluation Process

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Actionable Improvement Plan#1:

Beginning in spring 2016, the College will improve the integration of its planning processes and documents as described in the QFE. In addition, beginning in spring 2017, the Budget and Planning Committee will integrate assessment of the effectiveness of allocated resources by requiring all fund recipients to conduct and submit an evaluation of the efficacy of the expenditures in meeting the objectives of the program. This evaluative process will help close the loop on integrated planning.

Progress:

The College finalized the process of integrating budget requests with the integrated planning process. At the end of each fall semester, the Integrated Planning Committee (IPC) prioritizes the resource requests coming from the Shared Governance Committees for activities requiring funding from the general fund into a single list that will be sent to the Budget and Planning Committee.

Each spring, the Budget and Planning Committee will integrate the funding requests from IPC's prioritized list along with those resource requests from each division's program reviews that have been submitted by each division's Vice President into a single prioritized list for the College.

If funds are available, resource requests on the final, integrated prioritized list from Budget and Planning will receive funding in the upcoming fiscal year in the order that they appear on the list. This process is in its implementation phase and closing the loop activities are anticipated to take place during the 20/21 planning cycle ([PA1.1](#), [PA1.2](#), [PA1.3](#)).

Standard II.A: Instructional Programs

Actionable Improvement Plan#2:

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

Progress:

The Program Review Oversight Committee worked with the Dean over Career and Workforce Education to implement a new Career and Workforce Education screen within the program review module. The screen includes sections related to: advisory board/industry partnerships, program completions, licensure, job placement, labor market supply and demand data links, and total program cost models ([PA2.1](#), [PA2.2](#), [PA2.3](#)).

Standard II.C.: Student Support Services

Actionable Improvement Plan#3:

By fall 2016, student services, in collaboration with the DE committee and the Office of Institutional Effectiveness (OIE), will engage in further outcomes assessment to improve the quality of services provided in all modalities. (QFE)

Progress:

In fall 2018, the District surveyed students across the District and LAMC had a total of 474 respondents. LAMC's Office of Institutional Effectiveness extracted response data related to students only participating in DE sections. The following is a summary of the results:

- 97% of the colleges student support services and programs were satisfactory to at least 80% of the DE students
- 85% of students reported they were able to get the help or information they needed

- 72% of DE students reported they had to put forth quite a bit or very high effort to get the help or information they needed compared to 51% of students on-campus ([PA3.1](#), [PA3.2](#))

In spring 2019, the College surveyed 44 students who were taking online classes at Mission and asked them what their experience was like using eCounseling (online counseling). The following is a summary of the results:

- 64% said they were unaware the college offered online counseling
- 9% of students indicated they used eCounseling
- 60% rated their experience using eCounseling as poor
- 66% indicated it was difficult getting an appointment

When asked how the College can improve online counseling, most respondents indicated to make it more known to students ([PA3.3](#)).

Next steps

The survey results were reviewed in fall 2019 by the Student Support Services Committee and a retreat in spring 2020 will focus on designing interventions to improve student services, which include eCounseling.

Actionable Improvement Plan#4:

The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veteran's affairs.

Progress:

The College hired the following counseling faculty and classified staff:

1. EOP&S Counselor, start date 7/1/2016
2. International Students/Veterans Counselor, start date 7/1/2016
3. Career Center Counselor, start date 7/1/2016
4. STEM Counselor, start date 6/30/2016
5. Counseling Department, Articulation Officer, start date 1/4/2016
6. Counseling Department Office Assistant, start date 1/3/2017
7. Transfer Center Student Aid, start date 8/13/2018
8. Athletics/At Risk Counselor, start date 8/1/2019
9. Academic Counselor, start date 8/1/2019 ([PA4.1](#), [PA4.2](#), [PA4.3](#), [PA4.4](#))

It is anticipated that Full-Time Career Education and Adult Basic Education/Non-Credit Counselors will be hired to replace hourly counselors in these areas for the 2020-2021 Academic Year.

Actionable Improvement Plan#5:

The athletics program, in compliance with Title IX, will pursue additional opportunities for female student athletes to participate in intercollegiate athletics.

Progress:

The College added a Women's Cross-Country Team in fall 2016 and is continuing to pursue the process of reinstating women's soccer (lack of facilities). The Athletics department added the reinstatement request to their annual program review report in 2017, 2018, and 2019. In 2019, approval to add a women's basketball team was granted, and a tenure-track faculty member was hired. It is anticipated that the women's basketball team will kick off their season in fall 2020 ([PA5.1](#)).

Actionable Improvement Plan#6:

By fall 2016, student services, in collaboration with the SLO coordinator and OIE, will create and implement training to improve the design, implementation, and assessment of SAOs. (QFE)

Progress:

As indicated in the Student Services Project of the Quality Focus Essay, Student Services is continually involved in training to improve the design, implementation and assessment of SAOs. The Learning Outcomes Assessment Committee has played a critical role in assisting student services in this area. The committee's role is to provide direction and resources to support an ongoing, systematic process that clarifies and improves achievement of institutional, program and course learning outcomes with a specific emphasis on student success. The committee includes among its members the SLO Coordinator and Dean of Institutional Effectiveness (OIE). All Student Service areas completed presentation of their SAOs to the committee and received feedback on how to improve.

Student Services representatives also attend the annual Student Learning Outcomes (SLO) Summit where best practices are discussed in creating and assessing learning outcomes ([PA6.1](#), [PA6.2](#), [PA6.3](#), [PA6.4](#), [PA6.5](#)).

Standard III.A.: Human Resources

Actionable Improvement Plan#7:

Despite EASY (Evaluation Alert System), some classified employee evaluations have been conducted on irregular cycles. Furthermore, the recent hiring of a large number of deans has created a backlog in administrative performance review. The College will work more closely with its Personnel Office to identify and close gaps in performance evaluations.

Progress:

This Actionable Improvement Plan was addressed in the 2017 Follow-Up Report regarding LACCD District recommendation 2:

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

Following the site visit, the Human Resources Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel (classified and academic employees) as the system of record for evaluations. In addition, the system has been updated to include the ability to upload evaluations ([D2.1 Evaluation Alert System User 3.0 Manual](#); [D2.2 LACCD EASY enhancements release - 3.0](#)). The digitizing of evaluation forms ensures that all official records agree and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations received and provide reports to managers to assist in completing evaluations ([D2.3 Evaluation Report](#)). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1st, 2017 moving forward. This process will capture all evaluations as they are due.

Standard III.C: Technology Resources

Actionable Improvement Plan#8:

The use of data collected from various surveys could be improved upon. By spring 2016, the technology committee will develop a process, using collected data, to better assess the technology-related needs of the College. This process will in turn inform the revision of the TMP and the Technology Replacement Plan.

Progress:

See College Recommendation 7.

Actionable Improvement Plan#9:

By fall 2016, the technology committee will have developed a comprehensive Disaster Recovery Plan for major outages and large-scale catastrophes.

Progress:

This Actionable Improvement Plan was addressed in the 2017 Follow-Up Report regarding LACCD District recommendation 4:

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments ([D4.1 District Technology Assessment Summary](#), [D4.2 CCCCIO Assessment](#)), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14th, 2017 ([D4.3 LACCD College](#)

[and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on July 24, 2017 ([D4.4 Administrative Regulation](#)).

While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs ([D4.5 FMPOC 40J Technology Update](#)) and the development of a Strategic Execution Plan ([D4.6 Strategic Execution Plan Timeline](#)) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that were used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups ([D4.7 Backup Plan Update Presentation and Timeline](#)). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems ([D4.8 Backup Strategy](#)).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District contracted with a consultant to conduct an evaluation of current IT policies and processes at the college and district level ([D4.9 LACCD IT Infrastructure and Organization Assessment](#)). The evaluation included final recommendations for the use of offsite cloud or physical back-ups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers ([D4.10 Server Standards](#)). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency.

Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations,

and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.

Actionable Improvement Plan#10:

By spring 2016, the technology committee will have updated the TMP. The committee will also continue to revise the Technology Replacement Plan on an annual basis.

Progress:

See College Recommendation 7.

Actionable Improvement Plan#11:

The Information Technology Services unit (ITS) will base future training calendars on additional feedback from faculty and staff on the types of technology and training they find most useful.

Progress:

In fall 2017, IT staff received feedback from faculty and staff via surveys and focus group data that additional training was needed for the new SIS system. IT worked with the Faculty Learning Center to schedule training workshops to assist faculty and staff with the new SIS system in addition to District conducted training ([PA11.1](#), [PA11.2](#), [PA11.3](#)).

In fall 2018, the College adopted a professional development online training program membership with Innovative Educators. The training program topics including:

- Campus Safety & Security
- Student Success
- Institutional Effectiveness
- Student Populations
- Teaching and Learning
- Technology and Online Learning

Standard III.D: Financial Resources

Actionable Improvement Plan#12:

A quarterly report of all funds to the executive team will make College finances more transparent.

Progress:

Campus leadership (President and Vice Presidents) gather quarterly financial information and meet with District leadership to review the financial status/health of the College. Information from the quarterly meetings is shared with the Budget and Planning Committee and College Council ([PA12.1](#), [PA12.2](#)).

Standard IV.A: Decision-Making Roles and Processes

Actionable Improvement Plan#13:

The College and Associated Student Organization (ASO) will survey students and conduct focus groups to identify specific activities that will enhance student leaders' participation in shared governance.

Progress:

Student focus groups were conducted during the months of September and October in 2017. Each focus group consisted of 5 to 8 students. Participants were asked to suggest ways to increase student participation in shared governance committees and processes on campus. Each group generated approximately 100 ideas per session. Suggestions were analyzed and several were eliminated for redundancy ([PA13.1](#), [PA13.2](#), [PA13.3](#), [PA13.4](#), [PA13.5](#)).

The suggestions were brought to the Accreditation Steering Committee in February, 2018 for review. Committee members recommended the following to be implemented:

1. Educate students on the importance of shared governance
2. Promote how to serve on a committee
3. Photos of students in shared governance committees posted on school website
4. Post photos of students in shared governance committees around campus
5. Priority access to student services ex: admissions, financial aid, counseling, etc.
6. Advertise the benefits of student governance
7. Certificate of appreciation/participation (mentioned several times)
8. Workshops on shared governance

9. Recognition on ASO or college website including picture, biography and what that student is doing to improve the campus

The recommendations from ASC were then sent to the Associated Students Organization where they voted to approve each of the recommendations ([PA13.6](#)). The recommendations were brought back to ASC where the committee voted to approve one of the recommendations to be the first to move forward, specifically #7. The ASC recommended to award a certificate to each student serving on a shared governance committee if they attend 80% of committee meetings. Each shared governance committee sends the name of their student representative to the Shared Governance Oversight Committee who would then issue the certificate ([PA13.7](#)).

The recommendations from ASC were then approved by the Shared Governance Oversight Committee and College Council. In May 2019, the first students were awarded certificates for their participation in shared governance meetings and processes.

In spring 2019, the College also updated the Shared Governance Handbook for all governance committees and in collaboration with ASO, created a Student Handbook on shared governance. Additionally, the Shared Governance Oversight Committee recommended that the College award a \$300 student scholarship to each student who successfully completes one academic year of service on a shared governance committee. College Council approved this recommendation ([PA13.8](#)).

Students play an active role in many areas of the College's decision-making processes. For example, in early 2019, the College reviewed its student complaint system and asked representatives from the Associated Students Organization (ASO) to help test it. Eleven students tested the system and reported several problems and challenges to the Accreditation Steering Committee and Student Support Services Committee. As a result, the Accreditation Steering Committee began addressing the issues over spring and summer 2019. Final changes were completed in fall 2019 ([PA13.9](#)).

Response to Team Recommendations for Improvement

This Midterm Report addresses the three recommendations made in spring 2016 to improve effectiveness at Los Angeles Mission College. Material included herein represents all work performed, to date, to address these recommendations.

COLLEGE RECOMMENDATION 1

In order to increase effectiveness, the team recommends the College simplify the planning documentation and procedures as delineated in the Quality Focus Essay. (I.A.2, I.B.9, III.D.2, ER 19)

PROGRESS IN ADDRESSING THE RECOMMENDATION

During spring 2016, the College established an Integrated Planning Committee (IPC) to oversee the realignment of college planning. The Integrated Planning Committee is a campus-wide committee with representation from various constituent groups that is responsible for improving the integration of the College's plans and carrying out the tasks outlined in the College's 2016 Accreditation Self Evaluation Report Quality Focus Essay, Action Project One: Integrated Planning.

The committee created a charter, which was approved by College Council on June 16, 2016. As part of its charter, the committee began holding meetings to define and clarify the Committee's charge and to review the timeline for the completion of an Integrated Planning Model ([CR1.1](#)), ([CR1.2](#)), ([CR1.3](#)), ([CR1.4](#)), ([CR1.5](#)), ([CR1.6](#)), ([CR1.7](#)), ([CR1.8](#)).

Based on goals set in the Quality Focus Essay, the College provided training opportunities in planning for several IPC members ([CR1.9](#)), ([CR1.10](#)), ([CR1.11](#)).

In 2015, the ELS Consultant Group provided recommendations on the planning process to the campus. As such, after the establishment of IPC in 2016, efforts were taken to align the activities and objectives in each of the four existing master plans (Educational Master Plan, Student Support Services Master Plan, Technology Master Plan, and Facilities Master Plan) with the College's Strategic Master Plan (SMP) goals. Each of the activities listed in the plans had to be linked to one of the SMP's six goals ([CR1.12](#)), ([CR1.13](#)).

The second phase involved the linkage of the auxiliary plans (Strategic Enrollment Management, Distance Education, Basic Skills, and Equity) with the Strategic Master Plan. A master chart delineating all the activities in various plans was compiled and reviewed during a planning retreat on May 19, 2017. During the retreat, representatives from all four units of the College (Academic Affairs, Student Services, Administrative Services, and Office of the President) met and activities outlined in various plans were reviewed, redundancies eliminated, and goals were streamlined to indicate the responsibility of units toward the fulfillment of each. In addition to realigning existing College priorities, the group outlined supplemental activities consistent with the College's overall vision that would be incorporated in the development of a new comprehensive plan. Areas of responsibility, timelines, lead personnel and budgeting considerations were proposed for each activity ([CR1.14](#)), ([CR1.15](#)).

LAMC's New Integrated Planning Model

In 2018, the District updated the District Strategic Plan and IPC decided to review the process created in 2016 in an effort to ensure alignment with the District's new plan. Based on this, a

new integrated planning model was developed to simplify and streamline the College's planning documentation and procedures. The new model aligns LAMC's *Integrated* SMP with the District Strategic Plan and the State Chancellor's Office plans and initiatives, and it additionally incorporates substantial feedback from the campus community and committees. Under the new model, instead of maintaining separate master planning documents, the goals/objectives are completely integrated and are housed within the SMP. Each shared governance planning committee is responsible for creating annual activities to support goal/objective attainment of the Integrated SMP ([CR1.16](#)), ([CR1.17](#)).

The revision cycle for the Integrated SMP is now scheduled so that each time the District creates a new District Strategic Plan (DSP), LAMC updates/recreates its SMP the following year to be in alignment with the new DSP goals and objectives. This process involves looking at data and seeking input from committees, the campus community, and the public in order to tailor the SMP to LAMC's specific needs and community. The process and timeline for the cyclical collection and integration of input into the creation/updating of the LAMC Integrated SMP is developed in IPC.

Starting in 2019, LAMC's Integrated SMP will incorporate/replace the College's old master planning documents (e.g., the Educational Master Plan, Student Services Plan, etc.) via the following process:

- The shared governance planning committees that previously oversaw each of the College's master planning documents will annually review/update/create activities designed to achieve the LAMC Integrated SMP goals and objectives.
- Activities should be S.M.A.R.T.(Specific, Measurable, Achievable, Relation) and should align with /support SMP goals and objectives.
- Committees submit their activity lists to IPC for review and prioritization of budget requests. The list of activities from each committee will be included as appendices in the LAMC Integrated SMP, and they will be reviewed/updated annually.

Budget Integration

By the start of each spring semester, IPC will prioritize the resource requests coming from the shared governance planning committees (for the activities that require funding from the General fund) into a single list that will be sent to the Budget and Planning Committee. In the spring semester, the Budget and Planning Committee will integrate the funding requests from IPC's prioritized list along with those resource requests from each division's program reviews that have been submitted by the Vice Presidents into a single prioritized list for the College. If funds are available, resource requests on the final, integrated prioritized list from Budget and Planning will receive funding in the upcoming fiscal year in the order that they appear on the list ([CR1.18](#)).

During fall 2019, the shared governance committees launched their first round of activity planning. Approved activities will populate the Integrated SMP, be reviewed annually for progress, and updated as necessary. In spring 2020, Integrated SMP activities requiring funding will be prioritized and forwarded to the Budget and Planning committee for resource allocation consideration.

Next Steps

The College is on schedule with completing the tasks as outlined in the QFE timeline for Action Project #1, Integrated Planning and developing a new Strategic Master Plan.

Conclusions

The College has met this recommendation.

COLLEGE RECOMMENDATION 5

In order to increase effectiveness, the team recommends that the College develop a process for reviewing instructional department websites to ensure that information on those sites is clear, accurate, and consistent with College policies and procedures. (I.C.1)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has taken several steps to ensure that a process for updating, reviewing and maintaining discipline websites was developed. The Information Technology Services unit (ITS), along with the Technology Committee and members of Academic Affairs, met several times to discuss the means by which the information would be updated ([CR5.1](#)).

The first phase was an immediate review of the instructional department websites. As a result of the review, the Technology Committee implemented changes to improve the appearance of the discipline websites and establish a uniform template ([CR5.2](#)). The College webpage listing of disciplines was updated, and a template for each discipline webpage was developed ([CR5.3](#)). The template ensures that the opening page for each discipline consistently displays the class schedule information for the current session, faculty contact information, and specific navigation links to include: Schedule of Classes; Courses & Programs; Official Discipline Homepage; and Career Technical Education (CTE) Information (where applicable). The opening page automatically displays information for the current semester that is obtained directly from the district's student information system (SIS), while the Courses & Programs link directs students to the Catalog page pertaining to the discipline ([CR5.4](#)), ([CR5.5](#)).

The second phase was a review of current processes for updating the webpage information. ITS and Academic Affairs staff met to discuss the timeline for catalog update and concluded that ITS could be added to the annual publication timeline to allow ITS to manually update the Courses & Programs link for each discipline. Additionally, in March 2017, a checkbox was added to all

Academic disciplines' annual program review documentation to indicate that their specific unit's webpage had been reviewed and updated during that program review cycle ([CR5.6](#)).

In fall 2017, the College implemented a new student information system (SIS), PeopleSoft. Since being implemented, ITS reviewed the current processes and adjusted them based on system automation capabilities.

The College has also taken steps to update Career Education (CE) discipline websites. In early 2018, CE faculty worked with the Career and Education office to create an approval process for updating all CE websites. Faculty then worked with administrative staff in updating their websites to ensure that information on those sites was clear, accurate, and consistent with College policies and procedures ([CR5.7](#)).

In spring 2018, ITS began converting college websites to Kentico which allowed respective departments/committees to update their pages and also allows them to update information on their sites on the fly. Going forward, periodic reminders will be sent to responsible parties to review their webpages, and webpages will be scanned for old content that may need to be removed or updated.

In spring 2019, the College hired a firm to conduct an Enrollment Pain Point audit, looking at the enrollment onboarding process for students prior to the first day of class. A secret shopper visited the campus and noted the College sometimes used industry-specific jargon that may be confusing to new students, especially first-generation college attendees. The firm recommended the College undertake a Jargon Reduction Audit of its websites to eliminate any academic jargon that might be confusing and replace it with simplified translations ([CR5.8](#)).

The College has fully resolved this recommendation through the creation of the web template for the disciplines and a process for regular review and update of websites. The College has linked discipline schedule and course and program information to its publications to ensure accuracy and consistency. Processes will be reviewed annually by Academic Affairs, and changes/enhancements will be made as necessary with the upcoming integration of the SIS and new curriculum system.

Conclusions

The College has met this recommendation.

COLLEGE RECOMMENDATION 7

In order to increase effectiveness, the team recommends that Los Angeles Mission College follow through on its Actionable Improvement Plan to better assess the technology-related needs of the college by collecting data from users and analyzing the data to inform the revision of the Strategic Master Plan and the Technology Replacement Plan. (III.C.1)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has developed a process for determining technology-related needs based on user data. Findings from this process will aid in updating the Technology Master Plan (TMP) and the Technology Replacement Plan (TRP)

In early 2016, the Technology Committee met and discussed the current process for collecting and analyzing user data ([CR7.1](#)), ([CR7.2](#)). The most recent survey at that time was from fall 2015. The committee determined that a review of technology needs would be necessary after completion of any College survey to identify specific comments and concerns related to technology.

One of the items identified in the 2015 survey indicated that students had a difficult time navigating the College website, in particular from mobile devices. A plan for a major redesign of the website was agreed upon in February 2016 and brought to College Council later that month ([CR7.3](#)). The Technology Master Plan was updated to include this plan. The College had hired a graphic designer in November 2015 who would be able to contribute to the redesign, and in July, 2016 the College hired a new Web Designer whose main, initial focus would be the website redesign. One of the main requirements in the redesign was to implement a ‘responsive design’ website that would be mobile-friendly. The new homepage was released in December 2016. The group continues to solicit feedback from students and staff on ways to further improve the navigation of the College’s website.

Further review of the 2015 survey data indicated that some responses were vague and difficult to translate into specific technology needs ([CR7.4](#)). In fall 2016, the Committee determined that a focus group be conducted, using questions derived from the collected survey data. A student focus group and a separate staff/faculty focus group were conducted in January 2017 ([CR7.5](#)), ([CR7.6](#)). The participants in the student focus group identified themselves as current students and users of technology.

Students in the focus group were asked a series of questions regarding the website, technology used in communicating to students, technology-related changes that could be made to online classes, and technology-related changes that would help meet their learning needs. The students' responses were organized according to whether they pertained to the *website*, *social media*, or *general* recommendations. Several useful suggestions from the focus group included:

- Improving the search engine
- Better access to counseling resources
- Designing a readily available, accurate campus map
- Student email access should be more prominent
- Mobile phone app should be available to facilitate communication, and provide a calendar of events ([CR7.7](#)).

Another useful aspect of the focus group was the revelation that many students do like the course management systems already used by campus instructors such as Canvas, and MyMathLab. Their responses indicated that they would like to see an improvement such as a support system for login problems into Canvas in addition to tutorials that would aide students in using it.

In February 2017, the findings of the focus groups were shared with the Technology Committee. The committee agreed that the use of focus groups should be included as part of the process after any College survey that includes questions related to technology ([CR7.8](#)). This way, focus group results can be reviewed in tandem with survey data to create recommendations for consideration when updating Strategic Master Plan activities and the Technology Replacement Plan.

Conclusions

The College has met this recommendation.

District Recommendation 5 (Improvement): In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification ([D5.1 SRP Board Approval](#); [D5.2 SRP Overview](#)). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office ([D5.3 Classified Staffing Request](#); [D5.4 Academic Staffing Request](#)). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval ([D5.5 Sample Staffing Reviews](#)). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems ([D5.6 IT Evaluation Approval](#)). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system ([D5.7 IT Evaluation Summary](#)). Based on this recommendation, the District has created plans to adopt a new business enterprise system ([D5.8 IT Evaluation Board Report](#)). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

District Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District ([D7.1 OPEB Funding History](#)). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of \$113,340,000 ([D7.2 OPEB Asset Statement](#)). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

District Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: “What changes should be made in committee composition, function, or charge to enhance its effectiveness?” Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. ([D9.1 Sample Committee Evaluation](#)). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representatives of each constituent group ([D9.2 Survey Report](#); [D9.3 Survey Overall Results](#)). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in ([D9.4 Public Forum Responses](#)). The DSP was also brought to the SAC, each college’s participatory governance committee, and the District Academic Senate for approval ([D9.5 Final Board Presentation](#)). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor’s Directive 70 ([D9.6 Chancellor’s Directive 70](#); [D9.7 Example Regulation Sign-Off](#)). Following the consultation process, each policy is noticed in the board meeting prior to approval ([D9.8 Board Agenda Sample Item S.1](#)). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

District Recommendation 12 (Improvement): In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes ([D12.1 Evidence of Posting](#)), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance ([D12.2 Governance Survey Summary](#)). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees ([D12.3 IESS March 2019 Agenda](#)) and for full Board meetings in April 2019 ([D12.4 Board Agenda April 2019](#)). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 ([D12.5 Sample Posting](#); [D12.6 Senate Agenda](#)), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal ([D12.7 Web Redesign RFP](#)). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

ACCJC Midterm Report Data Reporting Form (for reports due through Spring 2020)

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional-Set Standard	64.0%	64.0%	64.0%
Stretch Goal	67.0%	67.0%	67.0%
Actual Performance	64.9%	64.9%	66.5%
Difference between Standard and Performance	+0.9%	+0.9%	+2.5%
Difference between Goal and Performance	-2.1%	-2.1%	-0.5%

Analysis of the data:

The College's institution-set standard (ISS) for successful course completion is 64%. The College exceeded the standard in all three years reported and is on track to reach our stretch goal by 2022, the date set for the goal.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional-Set Standard	385	385	450
Stretch Goal	n/a	n/a	661
Actual Performance	463	551	585
Difference between Standard and Performance	+78	+166	+135
Difference between Goal and Performance	n/a	n/a	-76

*all degree completion data are unduplicated head count

Analysis of the data:

For this metric, the College uses the unduplicated number of students who received a degree. The College exceeded the standard in all three years reported. The stretch goal for this metric (a 20% increase) was set during the 2017-2018 academic year, to be achieved by 2022. Based on the growth trend, the College is on track to meet this goal.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional-Set Standard	350	350	435
Stretch Goal	n/a	n/a	594
Actual Performance	437	495	646
Difference between Standard and Performance	+87	+145	+211
Difference between Goal and Performance	n/a	n/a	+52

Analysis of the data:

For this metric, the College uses the unduplicated number of students who received a Chancellor's Office-approved certificate (regardless of the number of units required). The College exceeded the standard in all three years reported. The stretch goal for this metric (a 20% increase) was set during the 2017-2018 academic year, to be achieved by 2022. The College has already exceeded this stretch goal and will be discussing setting an even higher stretch goal given its recent significant growth in success in this area.

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institutional-Set Standard	250	350	380
Stretch Goal	n/a	n/a	555
Actual Performance	420	415	408
Difference between Standard and Performance	+170	+65	+28
Difference between Goal and Performance	n/a	n/a	-147

Analysis of the data:

For this metric, the College uses the total number of students who transferred to California State University (CSU) and University of California (UC) System schools. The College exceeded the standard in all three years reported. The College's performance on this metric has been fairly stable over the past several years. The stretch goal for this metric (a 35% increase) was set during the 2017-2018 academic year, to be achieved by 2022. Since the stretch goal for this

metric is more ambitious than those set for the other indicators, and because transfer rates are affected by policies at the receiving institutions (such as impaction, or not accepting spring transfers, etc.), the College understands that we may not achieve the stretch goal by 2022.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	340	356	366
Number of Courses Assessed	189	214	233
Number of Programs	100	98	108
Number of Programs Assessed	29	27	38
Number of Institutional Outcomes	7	7	7
Number of Institutional Outcomes Assessed	2	2	2

Analysis of the data:

The College follows three-year assessment cycles, such that all courses, programs, and institutional learning outcomes (ILOs) are scheduled to be assessed at least once every three years. All of the College's active courses, programs, and ILOs are on-track with their assessment cycles. The numbers reported above are the number of courses, programs, and ILOs *during the year reported only*. Because assessments are conducted on a three-year cycle, only about one-third of the total number of active courses, programs, and ILOs are assessed each year.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Certified Nurse Assistant	90%	100%	100%	98.1%	+10%	+10%	+8.1%	100%	0%	0%	-1.9%

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

*For each year, job placement rate data is only displayed for programs that had 10 or more students completing certificates or CTE degrees that year (otherwise “n/a” is displayed). The College set Stretch Goals to be 3 percentage points higher than the last reported job placement rate (Y1 or Y2) for each program.

Program Name	Institution Set Standard	Actual Performance*			Difference			Stretch Goal*	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Accounting	69.7%	n/a	n/a	90.0%	n/a	n/a	+20.3%	n/a	n/a	n/a	n/a
Administration of Justice	69.7%	83.8%	86.5%	83.7%	+14.1%	+16.8%	+14.0%	89.5%	-5.7%	-3.0%	-5.8%
Business Administration	69.7%	n/a	n/a	71.4%	n/a	n/a	+1.7%	n/a	n/a	n/a	n/a
Child Development/Early Care and Education	69.7%	86.9%	73.7%	77.2%	+17.2%	+4.0%	+7.5%	76.7%	+10.2%	-3.0%	+0.5%
Culinary Arts	69.7%	72.4%	n/a	77.5%	+2.7%	n/a	+7.8%	75.4%	-3.0%	n/a	+2.1%
Digital Media	69.7%	75.0%	n/a	n/a	+5.3%	n/a	n/a	78.0%	-3.0%	n/a	n/a
Health Occupations	69.7%	n/a	n/a	85.2%	n/a	n/a	+15.5%	n/a	n/a	n/a	n/a
Health Professions, Transfer Core Curriculum	69.7%	65.5%	83.3%	82.5%	-4.2%	+13.6%	+12.8%	86.3%	-20.8%	-3.0%	-3.8%
Office Technology/Office Computer Applications	69.7%	75.0%	n/a	54.8%	+5.3%	n/a	-14.9%	78.0%	-3.0%	n/a	-23.2%
Paralegal	69.7%	73.2%	87.5%	68.2%	+3.5%	+17.8%	-1.5%	90.5%	-17.3%	-3.0%	-22.3%
Preschool Age Children	69.7%	70.0%	n/a	80.0%	+0.3%	n/a	+10.3%	73.0%	-3.0%	n/a	+7.0%
Restaurant and Food Services and Management	69.7%	84.2%	91.7%	n/a	+14.5%	+22.0%	n/a	94.7%	-10.5%	-3.0%	n/a

Fiscal Outcomes

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	2018-19	2017-18	2016-17
Revenue	707,656,356	683,499,572	648,918,659
Expenditures	683,830,788	667,618,279	666,175,726
Expenditures for Salaries and Benefits	574,207,897	566,876,508	557,491,315
Surplus/Deficit	23,825,568	15,881,293	(17,257,067)
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.4%	2.3%	(2.7%)
Reserve (Primary Reserve Ratio)	21.6%	18.8%	17.0%

Analysis of the data:

The above trend shows the Reserve has steadily increased for the past 3 fiscal years.

Other Post-Employment Benefits

	2018-19	2017-18	2016-17
Actuarial Accrued Liability (AAL) for OPEB	696,537,302	690,480,715	733,358,891
Funded Ratio (Actuarial Value of Plan Assets/AAL)	16.3%	14.3%	11.4%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	35,413,966	35,453,915	28,346,435

Analysis of the data:

Although the AAL is actuarially determined with myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	2018-19	2017-18	2016-17
Actual Full-Time Equivalent Enrollment (FTES)	98,139	100,045	107,984

Analysis of the data:

During the transition to Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-18 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately \$20 million of additional revenue due to the SCFF calculation.

Financial Aid

	2016	2015	2014
USDE Official Cohort Student Loan Default Rate (FSLD - 3-year rate)	12%	14%	14%

Analysis of the data:

The above trend shows the Default Rate is improving for the past 3 years. Districtwide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

Report on the Outcomes of the Quality Focus Projects

Action Project One: Integrated Planning

Progress

College Recommendation 1 is identical to this Action Project. See Recommendation 1 for progress.

Action Project Two: Transforming Student Services to Achieve Student Success

Progress:

Assessments: The Student Services Division continues to train and conduct assessments in Service Area Outcomes (SAOs), ([QFE2.1](#)), ([QFE2.2](#)), ([QFE2.3](#)), ([QFE2.4](#)), ([QFE2.5](#)), ([QFE2.6](#)), ([QFE2.7](#)), ([QFE2.8](#)), ([QFE2.9](#)), ([QFE2.10](#)), ([QFE2.11](#)), ([QFE2.12](#)), ([QFE2.13](#)), ([QFE2.14](#)), ([QFE2.15](#)), ([QFE2.16](#)), ([QFE2.17](#)). As indicated in the 2017 Follow-Up Report, representatives from eight areas of Student Services attended focus group training workshops in February of 2017 facilitated by faculty. The training focused on ways to conduct student focus groups, data analysis, and assess the effectiveness of planned improvements. Six units then conducted their own student focus groups to assess their SAOs. Each Student Service area presented their SAO outcome data to the Learning Outcomes Assessment Committee and received feedback on how to improve.

For example, the 2017 LAMC Student Survey indicated 47 percent of the 2017 Student Survey respondents claimed a high or moderate level of satisfaction with the unit's services, falling short of the 60 percent benchmark. The DSPS Office investigated this gap in service by conducting a student focus group on 3/7/2018. The group consisted of five students, the majority of which identified themselves as recipients of DSP&S services. The group was asked to suggest ways to improve customer service in the DSP&S area. The group generated approximately 34 ideas and/or suggestions for improvement. Suggestions were analyzed and some were eliminated for redundancy. DSPS then included the results in their Comprehensive Program Review cycle for 2018/2019 and identified customer service as one of their 3-year goals ([QFE2.18](#)), ([QFE2.19](#)).

Leadership

As indicated in our 2017 Follow-Up Report, the College continues to promote leadership skills and staff development. In 2017 and 2018, two Deans from Student Services and one faculty

member from the Counseling Department were selected to attend the Leadership Program at the National Community College Hispanic Council (NCCHC), an affiliate of the American Association of Community Colleges (AACC). After completing the program, the three graduates then created a workshop for other staff members in Student Services focusing on passing on the skills they learned in the program. The workshop series was titled “Foundations of Leadership” and included three areas. The first workshop focused on an overview of leadership skills. The second workshop focused on communication and conflict management. Eleven staff members attended both workshops and were given a certificate of completion. In addition, each attendee was asked to complete a Leadership Action Plan and workshop exit survey ([QFE2.20](#)), ([QFE2.21](#)).

The Action Plan called for attendees to complete a worksheet and identify what skills they had learned and what could be applied in their areas of concern. Attendees would then be interviewed in spring 2019 as to their progress. Exit surveys indicated attendees liked the workshops but needed more time. In summer 2019 several attendees reported they had implemented some of the leadership techniques in their work areas, specifically the improvement of communication ([QFE2.22](#)), ([QFE2.23](#)).

After the Leadership Workshop series, an After-Action Review was held during a Student Services retreat where presenters in the workshop discussed what went well and what could be improved. Based on our experience with the Leadership workshop, discussions began to expand the leadership workshops to other areas of the college. In March 2019, the annual college survey was sent out to faculty and staff and included a question about what employees would like to see in a leadership program ([QFE2.24](#)). Respondents reported they would like to see a variety of leadership topics covered in future workshops including:

- Planning and conducting effective meetings
- Leading teams
- Evaluating employees
- Leadership soft skills
- Conflict management

Leadership is also being discussed at Student Services Manager meetings (8-30-18) and Spring into Spring Flex day ([QFE2.25](#)).

Student Services Support Committee

Leadership in the Student Support Services Committee has improved as well. In October 2018 the College appointed a new Vice President of Student Services. The Vice President of Student Services co-chairs the Student Support Services Committee along with a faculty co-chair. At the same time, a new faculty co-chair was appointed to the committee along with a Dean from Academic Affairs as part of an on-going collaboration between the two divisions. Improvements began immediately. Committee member vacancies were filled, meetings met quorum, the committee’s charter was updated and new tools were developed and implemented to work on

Program Reviews ([QFE2.26](#)). Standing agenda items on SSSC meetings are reports from other committees such as SEAS, Guided Pathways and the Student Services monthly manager’s meeting. The SSSC website was updated as well making it more user friendly.

In summer 2019, members of the SSSC conducted seven employee focus groups to identify the strengths and challenges/weaknesses within the Student Services division, as well as identify how Student Services areas interact with each other and how information flows from one area to the other. The groups were established based on the key areas LAMC students interact with and separated by unit within the Student Services Division. Each group was comprised of faculty and classified staff, along with some Career Guidance Counselor Assistants (CGCAs) and a few student workers assigned to that particular unit or area ([QFE2.27](#)), ([QFE2.28](#)), ([QFE2.29](#)), ([QFE2.30](#)), ([QFE2.31](#)), ([QFE2.32](#)). Participation was mandatory, as requested by the Vice-President of Student Services, for all fulltime employees, up to 8-10 individuals. The number of participants in each group averaged 8, with a total of 53 participants overall (see Table A). Confidentiality was integral to encourage candid responses from participants; therefore, administrators did not participate and individual names and positions/titles were not included in the final report.

TABLE A

FOCUS GROUPS	# PARTICIPANTS
<i>1. Admissions & Records</i>	8
<i>2. Counseling (including Career and Transfer Center)</i>	9
<i>3. DSPS</i>	4
<i>4. EOPS</i>	8
<i>5. Financial Aid</i>	9
<i>6. Outreach</i>	9
<i>7. Veterans, 3SP and Trio</i>	6
<i>TOTAL</i>	53

Each group was asked to respond systematically, about each of the other units within the Student Services Division, based on the following two (2) brainstorming questions:

- A. What are the weaknesses when working with other units of Student Services?*
- B. What are the strengths when working with other units of Student Services?*

All feedback and information were evaluated and themes/commonalities were identified for each unit, as well as across the division. A report was completed and shared with campus leadership for review and to identify next steps. The Focus Group Report was shared with each of the areas in Student Services. Each area was asked to create an action plan to address the challenges and weaknesses identified during the sessions and report out to the SSSC for updates on their progress. Part of the Action Plan called for participants to complete a Standout Strengths Inventory which looked at individuals' strengths when interacting with other employees in the division ([QFE2.33](#)), ([QFE2.34](#)).

Bond measure for new building

The LACCD Board of Trustees approved funding for the new Student Services Building and awarded the contract on May 8, 2019. The current schedule calls for construction to begin in the third quarter of 2021 ([QFE2.35](#)).

APPENDIX-LIST OF EVIDENCE

[D0.1 Accreditation Committee Charger](#)

[D0.2 ACCJC Reaffirmation Letter](#)

[D0.3 DAC Agenda TBD](#)

[D0.4 IESS Agenda](#)

[D0.5 Board Agenda](#)

ACTIONABLE IMPROVEMENT PLAN #1

[PA1.1 Integrated Planning Committee minutes 10/22/2018](#)

[PA1.2 Integrated Planning Committee minutes 11/26/2018](#)

[PA1.3 Budget and Planning Committee minutes 10/3/2017](#)

ACTIONABLE IMPROVEMENT PLAN #2

[PA2.1 College Council minutes 3/15/2018](#)

[PA2.2 ASC minutes 11/9/2017](#)

[PA2.3 Program Review screen sample](#)

ACTIONABLE IMPROVEMENT PLAN #3

[PA3.1 Fall 2018 Student Survey](#)

[PA3.2 Fall 2018 Student Survey results](#)

[PA3.3 Spring 2019 eCounseling survey results](#)

ACTIONABLE IMPROVEMENT PLAN #4

[PA4.1 Counselor hire](#)

[PA4.2 Counselor hire](#)

[PA4.3 Athletics Counselor hire notice](#)

[PA4.4 List of Counselor hires](#)

ACTIONABLE IMPROVEMENT PLAN #5

[PA5.1 Weekly Mission Announcement 2016](#)

ACTIONABLE IMPROVEMENT PLAN #6

[PA6.1 Learning Outcomes Assessment Committee minutes 9/27/2017](#)

[PA6.2 Learning Outcomes Assessment Committee minutes 10/24/2018](#)

[PA6.3 Learning Outcomes Assessment Committee minutes 11/28/2018](#)

[PA6.4 SLO Summit sign-in sheet 2017](#)

[PA6.5 SLO Summit sign-in sheet 2019](#)

ACTIONABLE IMPROVEMENT PLAN #7

[PA7.1 D2.1 Evaluation Alert System User 3.0 Manual](#)

[PA7.2 D2.2 LACCD EASY enhancements release - 3.0](#)

[PA7.3 D2.3 Evaluation Report](#)

ACTIONABLE IMPROVEMENT PLAN #8

See evidence under Recommendation 7.

ACTIONABLE IMPROVEMENT PLAN #9

PA9.1 [D4.1 District Technology Assessment Summary](#)

PA9.2 [D4.2 CCCCIO Assessment](#)

PA9.3 [D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures](#)

PA9.4 [D4.4 Administrative Regulation](#)

PA9.5 [D4.5 FMPOC 40J Technology Update](#)

PA9.6 [D4.6 Strategic Execution Plan Timeline](#)

PA9.7 [D4.7 Backup Plan Update Presentation and Timeline](#)

PA9.8 [D4.8 Backup Strategy](#)

PA9.9 [D4.9 LACCD IT Infrastructure and Organization Assessment](#)

PA9.10 [D4.10 Server Standards](#)

ACTIONABLE IMPROVEMENT PLAN #10

See College Recommendation 7

ACTIONABLE IMPROVEMENT PLAN #11

PA11.1 [Technology Committee minutes 10/26/2017](#)

PA11.2 [Technology Committee minutes 5/25/2017](#)

PA11.3 [ASC Committee minutes 11/9/2017](#)

ACTIONABLE IMPROVEMENT PLAN #12

PA12.1 [Budget and Planning Committee minutes 10/2/2018](#)

PA12.2 [Budget and Planning Committee minutes 10/1/2019](#)

ACTIONABLE IMPROVEMENT PLAN #13

- PA13.1 [Focus group results 9/29/2017](#)
- PA13.2 [Focus group results 10/9/2017](#)
- PA13.3 [Focus group results 10/20/2017](#)
- PA13.4 [Student focus group report](#)
- PA13.5 [Accreditation Steering Committee minutes 11/9/2017](#)
- PA13.6 [Associated Students Organization email 6/12/2018](#)
- PA13.7 [Accreditation Steering Committee minutes 9/13/2018](#)
- PA13.8 [College Council minutes 5/16/2019](#)
- PA13.9 [Accreditation Steering Committee minutes 4/11/2019](#)

COLLEGE RECOMMENDATION 1

- CR1.1 IPC Charter www.lamission.edu/IPC
- CR1.2 [IPC minutes 5/17/2016](#)
- CR1.3 [IPC minutes 10/6/2016](#)
- CR1.4 [IPC minutes 10/25/2016](#)
- CR1.5 IPC website www.lamission.edu/IPC
- CR1.6 [College Council Agenda 6/16/2016](#)
- CR1.7 [College Council minutes 6/16/2016](#)
- CR1.8 [College Council minutes- 8/26/2016](#)
- CR1.9 [RP Group confirmation email- 11/28/2016](#)
- CR1.10 [RP Group confirmation email- 10/21/2016](#)
- CR1.11 [3CSN workshop 3/3/2017](#)
- CR1.12 [ELS Report](#)
- CR1.13 [IPC minutes 4/24/2017](#)
- CR1.14 [College Council minutes 6/15/2017](#)

CR1.15 [College Council minutes 8/25/2017](#)

CR1.16 [Integrated Planning Committee minutes 10/22/2018](#)

CR1.17 [Integrated Planning Committee minutes 6/25/2018](#)

CR1.18 [Integrated Planning Committee minutes 11/26/2018](#)

COLLEGE RECOMMENDATION 5

CR5.1 [April 8, 2016 email](#)

CR5.2 [Technology Committee minutes 4/28/2016](#)

CR5.3 www.lamission.edu/students/disciplines

CR5.4 [Discipline website screenshot](#)

CR5.5 [Discipline website screenshot](#)

CR5.6 [Screenshot of discipline Program Review screen](#)

CR5.7 [Career Education Committee minutes 3/27/2018](#)

CR5.8 [Secret Shopper Report](#)

COLLEGE RECOMMENDATION 7

CR7.1 [Technology Committee minutes 6/9/2016](#)

CR7.2 [Technology Committee minutes 9/29/2016](#)

CR7.3 [Technology Committee minutes 9/29/2016](#)

CR7.4 [Technology Committee minutes 11/3/2016](#)

CR7.5 [Focus group picture](#)

CR7.6 [Focus group picture](#)

CR7.7 [Student/Faculty Focus Group results](#)

CR7.8 [Technology Committee minutes 3/30/17](#)

District Recommendation 5

[D5.1 SRP Board Approval](#)

[D5.2 SRP Overview](#)

[D5.3 Classified Staffing Request](#)

[D5.4 Academic Staffing Request](#)

[D5.5 Sample Staffing Reviews](#)

[D5.6 IT Evaluation Approval](#)

[D5.7 IT Evaluation Summary](#)

[D5.8 IT Evaluation Board Report](#)

District Recommendation 7

[D7.1 OPEB Funding History](#)

[D7.2 OPEB Asset Statement](#)

District Recommendation 9

[D9.1 Sample Committee Evaluation](#)

[D9.2 Survey Report](#)

[D9.3 Survey Overall Results](#)

[D9.4 Public Forum Responses](#)

[D9.5 Final Board Presentation](#)

[D9.6 Chancellor's Directive 70](#)

[D9.7 Example Regulation Sign-Off](#)

[D9.8 Board Agenda Sample Item S.1](#)

District Recommendation 12

[D12.1 Evidence of Posting](#)

[D12.2 Governance Survey Summary](#)

[D12.3 IESS March 2019 Agenda](#)

[D12.4 Board Agenda April 2019](#)

[D12.5 Sample Posting](#)

[D12.6 Senate Agenda](#)

[D12.7 Web Redesign RFP](#)

ACTION PROJECT ONE: Integrated Planning

See College Recommendation 1

ACTION PROJECT TWO: Transforming Student Services to Achieve Student Success

QFE2.1 [SSSC Committee Report 11/14/2017](#)

QFE2.2 [SSSC Committee College Council Report 3/15/2018](#)

QFE2.3 [SSSC Committee College Council Report 4/18/2018](#)

QFE2.4 [SSSC Committee College Council Report 5/8/2018](#)

QFE2.5 [SSSC Committee minutes 4/11/2017](#)

QFE2.6 [College Council minutes 1/18/2018](#)

QFE2.7 [College Council minutes 3/15/2018](#)

QFE2.8 [College Council minutes 4/19/2018](#)

QFE2.9 [College Council minutes 5/17/2018](#)

QFE2.10 [Educational Planning Committee minutes 3/5/2018](#)

QFE2.11 [Educational Planning Committee minutes 4/9/2018](#)

QFE2.12 [Educational Planning Committee minutes 12/4/2018](#)

QFE2.13 [LOAC minutes 11/29/2017](#)

QFE2.14 [LOAC minutes 2/28/2018](#)

QFE2.15 [LOAC minutes 3/28/2018](#)

- QFE2.16 [Academic Senate minutes 3/1/2018](#)
- QFE2.17 [Shared Governance Committee meeting minutes 2/14/2017](#)
- QFE2.18 [DSPS Student Focus Group sign-in page](#)
- QFE2.19 [DSPS Student Focus Group results](#)
- QFE2.20 [Leadership Workshop sign-in sheet](#)
- QFE2.21 [Leadership Action Plan](#)
- QFE2.22 [Example of submitted Action Plan](#)
- QFE2.23 [Example of submitted Action Plan](#)
- QFE2.24 [Spring 2019 Campus Survey question results on Leadership workshops](#)
- QFE2.25 [Spring-to-Spring event](#)
- QFE2.26 [College Council minutes 1/17/2019](#)
- QFE2.27 [TRIO, 3SP, Vet Focus group sign-in sheet](#)
- QFE2.28 [EOPS Focus group sign-in sheet](#)
- QFE2.29 [Admissions and Records Focus group sign-in sheet](#)
- QFE2.30 [Counseling Focus group sign-in sheet](#)
- QFE2.31 [Financial Aid Focus group sign-in sheet](#)
- QFE2.32 [DSPS Focus group sign-in sheet](#)
- QFE2.33 [SSSC committee minutes 12/5/2019](#)
- QFE2.34 [SSSC committee minutes 1/23/2020](#)
- QFE2.35 [Student Services Building update 5/2019](#)