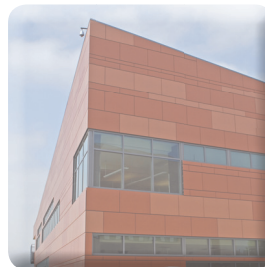# ACCJC Follow-Up Report

**LOS ANGELES MISSION COLLEGE**

MARCH **2014**

LAMC:
*Building for
the Future*

# ACCJC Follow-Up Report

*Submitted by*

**LOS ANGELES MISSION COLLEGE**

13356 Eldridge Avenue
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To

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

March 15, 2014

# TABLE OF CONTENTS

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# Certification of Follow-Up Report

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

FROM:      Monte E. Perez, PhD
           President, Los Angeles Mission College
           13356 Eldridge Avenue
           Sylmar, CA 91342

We certify that there was broad participation in the production of the 2014 Accreditation Follow-Up Report by the College community and accurately reflects the nature and substance of this institution.

_____          3/12/14
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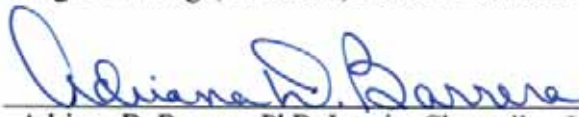
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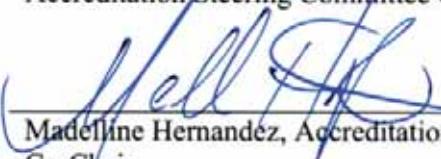
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# ORGANIZATION OF THE FOLLOW-UP REPORT

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.

Los Angeles Mission College began its preparation on this Follow-Up Report immediately following receipt of the Commission action letter. The College commissioned a Professional Services Contract to retain assistance from Matthew Lee, Ph.D., Special Projects Consultant for Higher Education, for the 2013-14 academic year. Dr. Lee provided a gap analysis and worked with various campus committees to assist with response to the fourteen recommendations.

The Vice President of Academic Affairs, who serves as Accreditation Liaison Officer (ALO), was designated as the coordinator for this Follow-Up Report, along with the Accreditation Steering Committee (ASC) Co-Chairs: Administrative Co-Chair Daniel Villanueva, Faculty Co-Chair Madelline Hernandez and Classified Co-Chair Darlene Montes. The ASC has broad representation, strong participation and served as the primary committee for development of the document. The Committee met monthly throughout the summer and fall of 2013 to review and discuss the timeline and progress of each recommendation.

Beginning in July of 2013, the Accreditation Steering Committee assigned responsibility of each recommendation to the division Vice Presidents to establish writing teams with representation from faculty, staff, and administration. The writing teams met during the summer, fall and winter terms to establish action plans, oversee the progress of the recommendations and organize the initial writing of the draft report. 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. Progress of the action plans and draft reports were presented and reviewed by the ASC at their monthly meetings. As writing drafts were reviewed and updated, they were made available on the campus share drive. In addition, evidence supporting each recommendation was gathered and posted on the website. The final report was compiled and edited by the Accreditation Co-Chairs, the ALO, and Dr. Mathew Lee.

To keep the campus community informed about the status of the Follow-Up Report process, the Accreditation Steering Committee made monthly reports to the Educational Planning Committee, 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.

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

## COLLEGE RECOMMENDATION 1

To meet the Standards, the team recommends the college develop and institute a formal process utilizing its established governance and decision making processes for reviewing its mission on a regular basis and making revisions as necessary (I.A.3).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

Los Angeles Mission College (LAMC) recognizes the central importance of having a living mission statement that drives strategic planning and enhances institutional effectiveness. The mission statement also serves to unify faculty, staff and students in achieving institutional goals and promoting student learning. The College has now 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 previous years, the College's mission statement was reviewed as part of the annual College Council Retreat (1.1). Since the accreditation visit in March 2013, the College has instituted a formal process to ensure that the mission statement is reviewed by the appropriate shared governance groups. The *Process for Review of the Mission Statement* was developed by College Council at the annual College Council Retreat, which took place on August 20, 2013 and was continued on September 6, 2013 (1.2). During fall 2013, the shared-governance Budget and Planning, Educational Planning, and Student Support Services Committees, as well as Academic Senate, AFT Faculty Guild, and AFT Staff Guild, reviewed the College Council's recommendation, and approved the *Process* (1.3, 1.4). At its December 19, 2013 meeting, the College Council made its final recommendation, which the President approved (1.5, 1.6, 1.7).

During fall 2013, the College conducted a review of the current mission statement in accord with the new *Process* developed by the Council and then under consideration by the other bodies listed above (1.8). The shared-governance Budget and Planning, Educational Planning, and Student Support Services Committees reviewed the mission statement and made recommendations to College Council to retain or update the current statement, and changes were recommended only by the Student Support Services Committee (1.9). At the December 2013 meeting, College Council reviewed the feedback from all groups and recommended that the current mission statement be retained (1.10). The President approved this action, thereby completing the cycle of mission review (1.11)

College Council evaluated the *Process for Review of the Mission Statement* as applied during fall 2013 at its winter retreat (1.12). College Council deemed the process somewhat cumbersome, and modified it to streamline the review, approval and vetting. College Council also revised the timeline so that review of the mission statement will take place during the

spring term beginning in spring 2015, to allow for any changes to be approved in time to ensure the statement continues to drive strategic planning, is included in the next year's catalog, and is disseminated campus wide.  The revised process is as follows (1.13):

1.  The divisional shared-governance committees (Budget and Planning Committee, Educational Planning Committee, Student Support Services Committee) and ASO review the mission statement and make suggestions for any changes.

2.  The results of their reviews and suggested changes are forwarded to College Council.

3.  College Council receives and considers all comments and suggestions and formulates a recommendation for any changes to the mission statement.

4.  College Council forwards the recommended mission statement to the divisional shared governance committees, ASO, Academic Senate, AFT Faculty Guild and AFT Staff Guild for review and comment.

5.  College Council receives and considers all comments and suggestions, formulates a final recommendation for approval of any changes to the mission statement, and forwards it to the President.

6.  The President considers the College Council's recommendation and takes action to approve the recommended changes to the mission statement or to retain the existing mission statement.

7.  A Town Hall is scheduled to publicize campus wide the action on the mission statement.

8.  College Council re-evaluates the process for review of the mission statement and makes any necessary changes for improvement, which will be implemented in the next annual cycle.

The President approved the College Council's revisions, thereby completing the evaluation of the *Process* (1.14).


**Conclusion**

The College has fully resolved this recommendation with the development and implementation of a formal, systematic, sustainable process utilizing its established shared governance and decision-making processes for annual review of the mission statement (I.A.3).

# LIST OF EVIDENCE

**College Recommendation 1**

1.1 College Council Retreat Agendas and Minutes
8/26/2009 – Agenda, Minutes
8/27/2010 – Agenda, Minutes
10/12/2012 – Agenda, Minutes

1.2 College Council Retreat Agendas and Minutes
8/20/2013 – Agenda, Minutes
9/6/2013 – Agenda, Minutes

1.3 Shared Governance Committees Minutes
Budget and Planning – 9/5/2013
Educational Planning – 9/16/2013
Student Support Services – 10/8/2013

1.4 Academic Senate Minutes – 12/5/2013

1.5 College Council Agenda and Minutes – 12/19/2013

1.6 College President Approval of the *Process for Review of the Mission Statement*

1.7 *Process for Review of the Mission Statement*

1.8 LAMC Mission Statement

1.9 Shared Governance Committees Minutes
Budget and Planning – 10/3/2013
Educational Planning – 9/16/2013
Student Support Services – 9/10/2013

1.10 Refer to 1.5

1.11 College President Approval of the Mission Statement

1.12 College Council Retreat Agenda and Minutes – 2/4/2014

1.13 REVISED *Process for Review of the Mission Statement – (Refer to 1.12, page 2)*

1.14 College President Approval of the REVISED *Process for Review of the Mission Statement*

## COLLEGE RECOMMENDATION 2

To meet the Standards, the team recommends the college assess the achievement and learning outcomes for each of the past five years by programs and the college, set standards for student success including student achievement and student learning, accelerate its efforts to assess outcomes in all courses, programs, degrees and certificates and assess how findings have led to improved student learning and the achievement of the college mission, and widely distribute the results so they may be used as the basis for all constituent groups to engage in self-reflective dialog about the continuous improvement of student learning and institutional processes (I.B, II.A, II.B, I.B.2, I.B.6, II.A.1.c, II.A.2, ER 10).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

**Student Achievement Outcomes Assessment and Standards**

LAMC has engaged in ongoing and thorough dialogue regarding student achievement outcomes, data and expectations.  In accordance with ACCJC requirements and US Department of Education regulations, the College has set standards for student achievement as required in the following areas: (1) successful course completion rate, (2) fall-to-fall retention rate, (3) number or percentage of degree completions, (4) number or percentage of certificate completions, and (5) number or percentage of transfers.  LAMC has also decided to set a standard for course retention, because it is an achievement measure that is typically considered along with course success at the institution.

The College has assessed these student achievement outcomes at the program and college level for each of the past five years.  Discussion on the development of institution-set standards for these student achievement measures was initiated in the July 15, 2013 meeting of the Research and Evaluation Theme Team (2.1).  The Team had been established by the Accreditation Steering Committee (ASC) in its meeting on May 22, 2013 to address the College's needs for sustainable research and evaluation systems that support an evidence-based collegial culture (2.2).  Team members decided that the Dean of Institutional Effectiveness would compile and analyze the data for the College's performance on the six student achievement outcomes for each of the past five years for the College as a whole, and also by program (discipline) where applicable.  To ensure sufficient input and discussion from appropriate campus constituencies, these data would then be evaluated and discussed by the Council of Instruction (COI) and, based on its analysis, COI would propose performance standards to the Educational Planning Committee (EPC).  EPC would then have the opportunity to discuss the standards further and to refine them.  It was also decided that the standards recommended by EPC would then be presented to the Academic Senate and College Council for approval.

The process as outlined was followed in the fall 2013 semester. COI members were provided with the specified data, and evaluated the data at their meeting on November 6, 2013 (2.3, 2.4). As a basis for the standards, the COI considered and discussed five-year trend, five-year minimum, five-year average, 95 percent of the five-year average, the program-level data, and the Los Angeles Community College District (LACCD) overall performance (where available) for each measure. The Dean of Institutional Effectiveness led the COI members in a discussion to determine what a reasonable and acceptable standard would be for each outcome at the college level. Members learned that ACCJC defines a standard as the level of performance set by the institution to meet educational quality and institutional effectiveness expectations, and thus that each standard serves as a point at which the college evaluates whether it is meeting the expected level of achievement. COI agreed upon proposed institution-set standards at this November 6, 2013 meeting. As part of the discussion, the College's current and prior levels of performance were evaluated in relation to the proposed standards. Members noted that the College was currently exceeding the standards in all cases and was therefore meeting educational quality and institutional effectiveness expectations for these student achievement outcomes.

The proposed standards were next forwarded to EPC (2.5). They were discussed and reviewed starting in the November 18, 2013 EPC meeting, and continuing in the meeting on December 2, 2013 (2.6). At that meeting, EPC recommended that the proposed standards be forwarded without any changes to the Academic Senate for approval. The Dean of Institutional Effectiveness presented the proposed standards to the Academic Senate at their December 5, 2013 meeting, and the Academic Senate approved them at that meeting (2.7). The institution-set standards received final approval from the College Council on December 19, 2013 and from the President (2.8, 2.9).

The following is a summary of the past five years of data at the college level for each of the six student achievement outcomes, along with the approved institution-set standards:

1. Institution-set standard for <u>successful course completion rate</u>:

<u>Successful course completion rate</u> equals the number of students who receive a successful grade (A, B, C, or P) over the number of students who were enrolled in the course at census.

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 62.9% | 66.2% | 67.5% | 69.2% | 69.2% | **64.0%** |

2. Institution-set standard for <u>course retention rate</u> (the extra achievement outcome included by LAMC):

<u>Course retention rate</u> equals the number of students who remain 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.

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------------------|
| 84.3% | 88.3% | 87.2% | 88.0% | 87.6% | **85.0%** |

3. Institution-set standard for <u>persistence rate</u>:

<u>Persistence rate</u> equals the number of students who completed a course in the fall and enrolled in a course the following fall.

| Fall 2007-Fall 2008 | Fall 2008-Fall 2009 | Fall 2009-Fall 2010 | Fall 2010-Fall 2011 | Fall 2011-Fall 2012 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------------------|
| 48.4% | 48.5% | 48.9% | 48.6% | 52.6% | **48.0%** |

4. Institution-set standard for number of <u>student degree completions</u>:

| 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------------------|
| 405 | 387 | 426 | 472 | 657 | **450** |

5. Institution-set standard for number of <u>student certificate completions</u>:

| 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------------------|
| 169 | 151 | 153 | 239 | 356 | **214** |

6. Institution-set standard for number of <u>student transfers to 4-year colleges/universities</u>:

| 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | **Approved Standard** |
|-----------|-----------|-----------|-----------|-----------|-----------------------|
| 271 | 279 | 194 | 253 | 310 | **205** |

To determine areas of effective performance and areas in which improvement is needed going forward, the College has developed mechanisms to evaluate itself against these standards of satisfactory performance at the program and institutional levels, through the existing planning and program review self-evaluation processes.

At the program level, starting with the annual Program Review cycle in spring 2014, disciplines will be asked to evaluate their performance in relation to the standards for successful course completion rate and course retention rate. With respect to the

standards for certificate and degree completions in Program Review, the Program Review Oversight Committee (PROC; the PROC is discussed in more detail in the response to Recommendation 6) has initiated discussion of the application of these standards at the program level, and it will issue a recommendation to EPC by the end of spring 2014 for implementation in spring 2015 (2.10, 2.11). In the meantime, for spring 2014 program reviews, each discipline will receive data to evaluate the percentage of total college certificates and degrees that it has awarded each year, in addition to the data always provided for program review on the number of certificates and degrees awarded annually by discipline. Disciplines will be asked to discuss their performance on all these measures, and in areas that they identify as needing improvement, they will be asked to develop and implement strategies and/or interventions that will result in improvements in the applicable achievement outcomes. Then, in the following year's program review, they will be asked to assess the effectiveness of those strategies and interventions, in part by analyzing the discipline's most recent performance on the student achievement outcomes compared to the prior year's performance and to the standards.

At the institutional level, the Dean of Institutional Effectiveness, with the assistance of an external consultant, has drafted a process for annually evaluating the College's performance on the student achievement outcomes relative to the institution-set standards, and for regularly revisiting the standards and revising them as appropriate. The Research Advisory Task Force (formerly called the Research and Evaluation Theme Team – see Recommendation 3 for a discussion of this change) recommended approval of this process at its meeting of February 25, 2014 (2.12).

**Student Achievement Standards and Strategic Planning**

In addition, the six student achievement outcomes have been incorporated as performance measures in the College's 2013-18 Strategic Master Plan, which was approved by the College Council on February 4, 2014, and performance on these measures will be reviewed annually as part of the College Council's review of the Strategic Master Plan (2.13, 2.14). The College's performance in relation to the standards will also be discussed in the annual Mission Learning Report (see Mission Learning Report section below).

In fall 2013, the College recognized the need to refine its strategic goals in order to assess its quality and effectiveness better, to gauge improvements in student achievement and learning, and to evaluate achievement of the College's mission. Thus, two priorities of the College Council's two-part annual planning retreat on August 20 and September 6, 2013 were to revise the LAMC Strategic Plan goals (1) to emphasize student success explicitly (to align more directly with the College's mission statement), and (2) to make them measurable.

As a basis for discussions at the retreat, the LACCD's Interim Vice Chancellor of Educational Programs and Institutional Effectiveness presented the Los Angeles Community College District Strategic Plan for 2012-17 on August 20, 2013 (2.15a-d). The District

Strategic Plan (DSP) contains measurable goals/objectives that were established by the District Strategic Planning Committee in 2011-12 and approved by the LACCD Board of Trustees in February 2013. LAMC's Dean of Institutional Effectiveness followed the DSP presentation with a report on the alignment of LAMC's 2012-13 (i.e., prior year) Strategic Plan goals with the DSP goals. This report also included presentation and discussion of LAMC's performance on each of the DSP student success measures for which data were available (2.16a-c). The data spanned the last three years (where available), so that College Council could analyze trends, as well as the College's current standing on each measure in relation to past performance. The measures included the following:

- Percentage of eligible students receiving financial aid
- Percentage of new students completing assessment in English and math
- Percentage of new students successfully completing at least one English class and one math class in their first year
- Persistence (fall-to-spring and fall-to-fall)
- Self-report measures of active learning/project learning, student engagement in and out of class, self-efficacy/self-directed learning, and whether/how technology is being used to improve student learning and engagement
- Percentage of new student cohort completing 30 and 60 units within three and six years
- Percentage of new student cohort completing English 101 and Math 125 (or above) within three and six years (these are the levels of English and math required for graduation)
- Completion rate (certificate, degree, and/or transfer) within three and six years

After reviewing and discussing the data, College Council members split into groups representing each of the shared governance committees to work on revising LAMC's strategic goals to improve alignment with their own committees' planning objectives, with the DSP goals, and with the College mission by incorporating student success into the goal language where appropriate (2.17a-b). The results of this committee work were compiled by the college President and Dean of Institutional Effectiveness and discussed at the second part of the retreat on September 6, 2013 (2.17c). The result was a revised set of College strategic goals, focused on student success, that align with the College mission, the 2012-17 DSP, and the other College plans (2.18). The revised LAMC Strategic Plan goals are as follows:

**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.

The College's annual planning and effectiveness report to the LACCD Board of Trustees in fall 2013 included a presentation by the College President, Vice President of Academic Affairs, and Dean of Institutional Effectiveness to the LACCD Board of Trustees Institutional Effectiveness and Student Success Committee on the alignment of these new goals with the DSP goals (2.19a-b). The presentation also included discussion of the College's performance on each DSP student success measure compared to overall LACCD performance, the College's plans for improvement on each measure, and the expected level and timeframe of that improvement. It was based in part on feedback from College Council members and on the discussions at the retreat. In future presentations, the College will report on the success of its improvement plans as measured by increases in the College's performance on the DSP measures and by attainment of the improvement goals the College has established for itself on these measures.

Following the September 6, 2013 College Council retreat, each of the shared governance committees was tasked with developing measurable objectives and associated performance measures for the strategic goals pertaining to each committee's focus (2.20, 2.21). The committees decided to incorporate the DSP metrics where appropriate, particularly in the area of student success, both because they are sound and because the College is accountable for them in the DSP and the College's annual planning and effectiveness report to the LACCD Board of Trustees.

The recommended objectives and performance measures for LAMC's Strategic Master Plan emanating from each of the shared governance committees were synthesized in a final set of objectives and measures by the Dean of Institutional Effectiveness (2.22). This set was discussed, revised, and finalized at the February 4, 2014 College Council planning retreat (2.23). This step completed the creation of the 2013-18 LAMC Strategic Master Plan.

Each year the data pertaining to all the established performance measures, including the six student achievement outcomes, will be reviewed at the fall College Council retreat, with the expectation that improvements will be seen from year to year. For the student success measures that are incorporated from the DSP, the performance benchmarks will be the most recent year of data that was presented at the fall 2013 College Council retreat. If performance is found to fall short of improvement expectations for any of the performance measures, College Council will direct the committee(s) responsible (as assigned in the 2013-18 LAMC Strategic Master Plan) to strengthen and/or formulate new activities and/or

planning objectives to address the identified deficiencies.  Progress on these measures, and on the goals and objectives intended to improve results on them, will then be reevaluated at the next College Council retreat to ensure that improvements have resulted from these actions and to consider further courses of action and/or strengthening of efforts for areas showing little or no improvement.  Many of the student success measures from the Strategic Master Plan will also be included in the Mission Learning Report (see Mission Learning Report section below).

Three of the College's six strategic goals are directly aligned with the College's mission statement (2.24).  Goals 1 and 3 explicitly address student success, which is the primary focus of the mission statement.  In addition, Goal 1 aligns with the mission's requirement for accessible learning opportunities, and Goal 3 aligns with the mission's call for providing learning opportunities of high quality and ensuring that students are successful in attaining their educational goals.  Goal 6 aligns with the mission's emphasis on the College's improvement of the communities it serves.  Because of this alignment, using data to measure progress on the objectives under goals 1, 3, and 6 will allow the College also to draw conclusions about the degree to which it is achieving its mission.  Furthermore, annual discussions of this data at the retreat and in the respective shared governance committees represent systematic opportunities for further deep dialogue about student learning and achievement, and about ways to continually improve these outcomes.

**Assessment of Student Learning Outcomes**

LAMC received ACCJC's evaluation of its March 2013 College Status Report on SLO Implementation in November of 2013 (2.25a-b).  The average overall score across all colleges that submitted reports was 3.44.  LAMC's report exceeded that level with an average score of 4.08. (2.26).  The evidence in support of LAMC's report, which was based on the 2007-12 SLO/SAO assessment data, was submitted along with the report and also is available to the public on the appropriate LAMC websites (e.g., http://www.lamission.edu/slo/reports.aspx).

**Benchmarks for Learning Outcomes Achievement and Follow-up**

Benchmarks (LAMC's institution-set standards for student learning success) for all course and program updates and new courses and programs have been added to the SLO section of the Course Outline of Record (COR) in the Electronic Curriculum Development (ECD) system.  In addition, benchmarks for every learning outcome on all levels have now been added to the SLO online system.  After discussion of this topic, the Learning Outcomes and Assessment Committee (LOAC; see below) decided that it was reasonable to set the standard for performance on course SLOs initially at 70 percent (2.27a).  LOAC also decided that the 70 percent benchmark was appropriate for achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).

Another improvement made to the SLO online system has been the addition of follow-up information on previous assessments.  The system provides a summary of the previously submitted planned modifications and improvements for ease of reference, and textboxes for entry of information about (1) implementation of those previous modifications/improvements and (2) whether the improvements have led to improved student learning (2.27b).  (See the SLOs and Program Review section below for use of this information in program review.)

**Outcome Assessment Cycle and Master Plan for Assessment**

LAMC learning outcomes are required to be assessed at least once every three years; however, a continuous cycle of assessment is expected.  To clarify the assessment schedule, a Three-Year Assessment Plan for Course SLOs (CSLOs) was emailed to all department chairs in fall 2013. (See chart below.)  Following this planned cycle of assessment, if a course has more than three SLOs, more than one SLO at a time enters the cycle, so that all SLOs are assessed, changes and improvements are discussed and implemented, and all SLOs are reassessed within a three-year time frame; then the cycle begins again (2.28).

Also in fall 2013, a Master Schedule for SLO Assessments (2.29) specifying the semester in which each assessment for every course SLO commences for the next six years (two three-year cycles) was created and emailed to all chairs and applicable administrators.  This Master Schedule includes over 1,200 courses.  This information assisted the chairs and faculty in preparing their program reviews, which required them to confirm a semester and year for the next assessment for all course outcomes.  SLOs not yet assessed are scheduled to be assessed in spring 2014 if the course is offered. As assessments are completed, the Master Schedule of Assessment is updated.  Service Area Outcomes, PLOs, and ILOs are scheduled to be added to the Master Schedule by the end of spring 2014.

| 3-YEAR ASSESSMENT PLAN FOR COURSE SLOs (SLOs) | | | | | | |
|---|---|---|---|---|---|---|
| | **Fall 2013** | **Spring 2014** | **Fall 2014** | **Spring 2015** | **Fall 2015** | **Spring 2016** |
| **SLO #1** | Assess, report findings, and discuss | Implement recommended changes and improvements | Reassess to determine effect on student achievement of SLOs | Discussion of further modifications as a result of assessments | | |
| **SLO #2** | | Assess, report findings, and discuss | Implement recommended changes and improvements | Reassess to determine effect on student achievement of SLOs | Discussion of further modifications as a result of assessments | |
| **SLO #3** | | | Assess, report findings, and discuss | Implement recommended changes and improvements | Reassess to determine effect on student achievement of SLOs | Discussion of further modifications as a result of assessments |

**The SLO Approval Process**

Initial approval of SLOs in a course due for formal review is done by the SLO Coordinator before a Course Outline of Record (COR) is vetted through the Technical Review Committee. After Technical Review, the COR is returned to the originator for any necessary modifications. Once these changes are made, the Chair of the Curriculum Committee places the COR on the Curriculum Agenda for further discussion by the full Curriculum Committee, which usually meets twice a month during the regular academic year. If a number of changes still need to be made (more than what can be completed during the Curriculum Committee meeting), the COR is tabled until all issues are addressed and the COR, including the SLOs, is resubmitted for review. When the list of CORs is approved by the Curriculum Committee, it is submitted to the Academic Senate for approval, after which it is forwarded to the President for final approval before being sent to the District Office (2.30a, 2.30b).

The process for updating existing SLOs between six-year curriculum reviews has been discussed at LOAC meetings and in the Curriculum Committee (2.31). As a result, an expedited process for adding an addendum to the Course Outline of Record will enable faculty and chairs to update the SLOs and benchmarks as necessary, submit the addendum to the Curriculum Committee for approval, and implement the update in timely fashion (2.32). This new process will ensure that all course syllabi have SLOs consistent with the corresponding CORs. The implementation of this new process will commence in spring 2014.

**SLOs and Program Review**

After evaluation of last year's Program Review process, several additions were made to this year's annual Program Review online format to improve the integration of Student Learning Outcomes assessments in the academic and student services areas. (See Recommendation 9 for student services outcomes assessment and program review.) In the SLO and Assessment Update section for instructional programs, all SLOs are listed by discipline in a tabular format with the number of assessments for each. At the foot of this table are the count and proportion of courses with all SLOs assessed (Ex: 14/23 or 61%) and of courses with at least one SLO assessed (Ex: 19/23 or 83%); these figures, which are updated annually, make it easier to compare the progress of assessments across programs. Chairs also are asked to confirm the semester and year of the next scheduled assessment. Links to the Master Schedule of Assessments and the 3-Year Assessment Plan for Course SLOs (see previous page) are also included for ease of reference (2.33).

In the 2013-14 Program Review, chairs were also asked to respond in textboxes to the questions listed below:

1. Describe the status of the SLO assessment in this discipline.
2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year. (A link to an Excel spreadsheet of SLO assessments

with resource requests or modifications 11/20/2013 was included in the template to facilitate access to available data, and a similar tool will be provided each year.)

3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning?  Are any further changes scheduled (2.34).

The responses to these questions comprise an important component of the three-year comprehensive program reviews.  They assisted the chairs in preparing their fall 2013 end-of-the-semester SLO Summary Assessment reports (2.35) and will make it easier for administrators and the SLO Coordinators to monitor the progress of Student Learning Outcome assessment for each discipline/department.  Any supplemental evidence files relevant to these questions can now also be uploaded.

## Status of Assessments, Reporting, and Improvements

LAMC has tracked course SLO assessment data for the last seven years.  From 2007 to 2012, the record of which courses had defined SLOs and methods of assessment, the number of courses assessed, and which courses had implemented improvements as a result was kept by the SLO Coordinator on Excel spreadsheets organized by department and discipline.  Every six months a summary of the results was presented to the Academic Senate, Educational Planning Committee, Council of Instruction, and College Council (2.36).  The following chart summarizes this historical information:

| Comparison of SLO Progress – May 2007 to March 2012 | | | | | | |
|---|---|---|---|---|---|---|
| | May-07 | Jan-08 | Jan-09 | Jan-10 | Mar-11 | Mar-12 |
| Defined SLOs | 25% | 51% | 71% | 89% | 92% | 99% |
| Defined Assessments | 22% | 50% | 66% | 89% | 90% | 98% |
| Evaluation of Assessments | 0.20% | 15% | 36% | 45% | 63% | 78% |
| Changes Implemented | 0.20% | 9% | 29% | 40% | 47% | 59% |

The Excel spreadsheets for May 2007 to March 2012 on which this table is based are posted on the SLO website at http://www.lamission.edu/slo/reports.aspx.  In addition, department chairs' Semester Summary SLO/PLO Assessment reports, which have been submitted for the past four semesters (2011-13), are posted on the SLO website (2.37a).

After two years of development, in fall of 2010 LAMC transitioned to an online SLO system. The online system was developed to give faculty and chairs an easily accessible repository for their assessment work, to make it easier for department members to discuss results and improvements, and to facilitate centralized reporting of progress in outcomes cycles. However, it took faculty and chairs several semesters before they became comfortable with the new system, and many of its planned centralized reporting features are only now coming into production.

In early 2014, this system was enhanced to provide more accurate documentation of progress in the outcomes cycle.  For example, LAMC had reported in the spring 2013 ACCJC Annual Report that 100% of programs had ongoing assessment of PLOs.  That figure was based on the information available at that time, much of which was anecdotal and relied on reports of assessments that had not been entered in the online system.  Using the improved reporting features of that system, and including only those assessments documented therein, the College has arrived at an authoritative figure of 60% (2.37b).  Department chairs have been directed to enter all their PLO assessments in the system as soon as possible.  Henceforth, LAMC will rely on the figures reported from the online system in its reporting to ACCJC.

On February 27, 2014, LAMC's Web Architect summarized LAMC's progress to date in SLO and PLO assessments documented in the online system:

| Year/Semester | SLO Assessments | PLO Assessments |
|---|---|---|
| Spring 2010 | 27 | |
| 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 |

## PLO Assessments by Semester
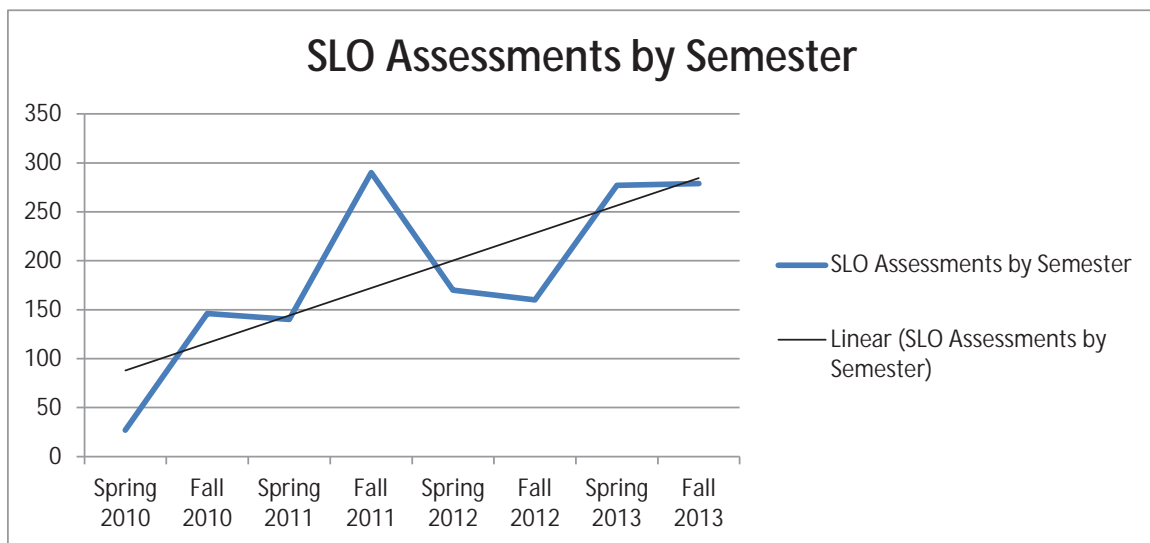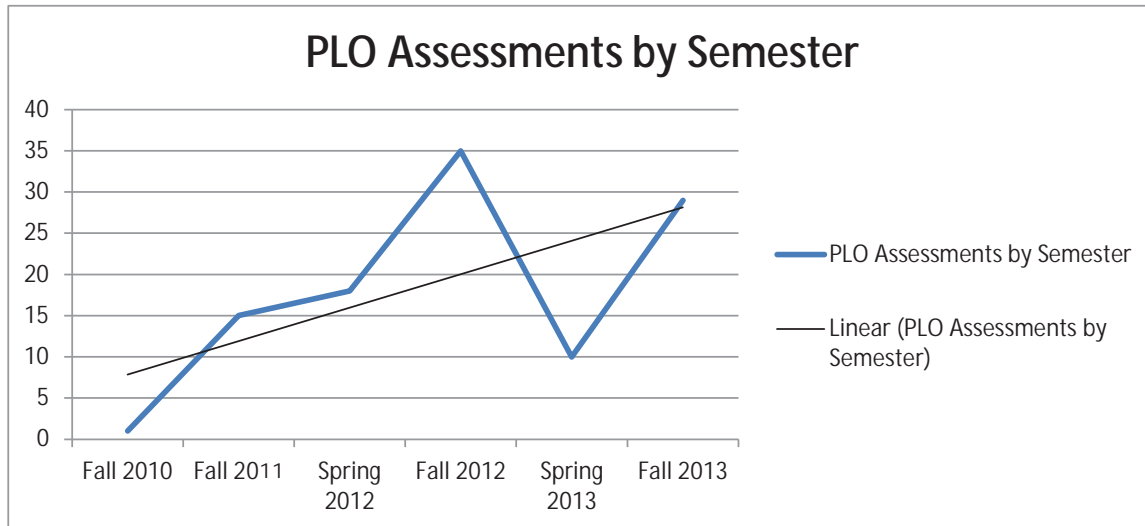
Overall, these data demonstrate that the LAMC, after the brief reduction in progress associated with work on the College's self-study has accelerated the pace of its assessments.

All the changes described in the sections above have helped to improve LAMC's efforts to assess outcomes more effectively in all courses and to assess how those findings have led to improved student learning. Improvements based on assessments have improved the quality of learning at LAMC; they have assisted students in preparing to transfer and for successful careers in the workplace; they have also improved students' basic skills and encouraged them to become critical thinkers. The College's progress since the accreditation evaluation team's March 2013 visit is evident in the Summary Report of SLOs and PLOs assessed during the past year using the online SLO system (2.39); the online program reviews completed in November 2013; and the Department Chairs' Summary Assessment reports submitted to the SLO Coordinator in June 2013 and January 2014 (2.40).

With each passing semester, the Chairs' Summary Assessment reports have become more thorough, with more extensive information and documentation about the changes that have been implemented and improvements that have resulted (2.41). More importantly, the departmental discussions of the assessments and improvements based on the results and follow-up assessments have been extensive.

The findings from this past year's semester reports indicate considerable thought and discussion about what has been learned and what changes need to be made to ensure that more students achieve the desired learning outcomes (2.42). Some of the key findings that emerged are as follows:

- Faculty members are more often preparing and distributing rubrics and examples in advance of the evaluation of assignments to make expectations clearer.
- Areas of weakness in student performance are being focused on more in presentations of the course material, practice sheets are being distributed, and assignments are being revised.

- Supplemental resources have been added and faculty are more often using Etudes as an online platform to distribute information and to keep students better informed as to how they are doing in the course.

- Increased use of peer reviews of assignments before submitting them for grading, along with additional use of group discussions, video clips, and online resources, have further strengthened student understanding of concepts being assessed.

- Support services at the college are being used more widely, especially tutoring centers such as the Learning Resource Center, Math Center, Student Success Center, and the Child Development Resource Center.

- CTE courses are being modified due to changes in industry demand.

- Child Development and other disciplines have begun offering hybrid classes and adding new classes.

- How-to-video tutorials and PowerPoints are being used more often in classroom instruction, and have also been added to department websites, from which students may download them to improve their learning (for example, the Life Science Department web page).

- Student tutors have been hired to help with the understanding and application of principles in Accounting, Administration of Justice, Law, Computer Applications and Office Technologies, Math, and Child Development.

- Changes in course content and emphasis have resulted from the assessments; for example, in Accounting, financial statements have been emphasized as a critical competency for completing the course.

- More authentic assessments have been developed to replace traditional means of assessment and to obtain more meaningful results; for example, Administration of Justice developed a crime lab where they can set up mock crime scenes for students; Personal Development has developed an educational plan project.

- Additional critical thinking and ethics content has been embedded in a number of courses (for example, Law, History, and Philosophy).

- Assessment workshops for all full-time and adjunct faculty to discuss SLOs, assessments, and review progress to date have been added, resulting in increased faculty collaboration.

- Faculty members are collaborating with Learning Resource Center staff to create online interactive tutorials as well as workshops targeted at specific courses.

- Several disciplines, including ESL, Life Sciences, Culinary Arts, Political Science, and Psychology, have rewritten their course-level SLOs to reflect more appropriately the program and the course outlines.

- Prerequisites are being added where appropriate; for example, since all Anthropology SLO assessments indicated that writing and researching papers needed to be improved, English 28/ESL 8 is being added as a prerequisite for all Anthropology courses.

- Exams are being revised to include clearer formatting and more explicit instructions, to minimize the chance of errors due to misinterpretation of the questions.

- Lab manual exercises are being modified; for example, in Biology a new laboratory exercise addressing how to read a primary research article is being added.

- New texts have been selected based on SLO assessment results.

- More essay exams (rather than multiple choice/TF exams) and in-class group exercises are being used.

- Service learning for students is receiving greater emphasis through new internships in non-profit agencies (for example, Sociology and Administration of Justice).

The Math Department serves as a useful illustration of the depth of analysis and reflection in which departments and disciplines may engage as they evaluate SLO assessment results. Math applies a sequence of corrective actions for substandard performance on SLOs, depending on how the average rubric score compares with the established course benchmark:

If performance falls under the 70% benchmark, the SLO must be reassessed and other actions taken based on the criteria below during the following semester:

1. If between 55% and 69% (Moderate): The SLO measure will be reviewed and modified if needed. Additionally, the course coordinator may provide more homework questions and additional online resources related to the topic assessed, and communicate any changes to all faculty.

2. If between 40% and 54% (Poor): In addition to action described in (1), the course evaluation committee will review the course outline, including the topics and timeline, and make appropriate changes. The textbook and courseware may also be reviewed and appropriate changes made.

3. If below 40% (Critical): In addition to actions described in (1) and (2), the department will undertake a curriculum review of the course and any prerequisite courses. Changes may be made in these courses to ensure the continuity of the curriculum and learning expectations. Meetings with faculty may be scheduled to advise them of any changes and provide training as necessary (2.43).

**Program and Institutional Learning Outcomes**

It is clear that faculty members at LAMC have been actively involved in assessing their course SLOs and implementing changes to improve student learning. In addition, faculty members in many departments have assessed their Program Learning Outcomes (PLOs), often using standalone metrics of their own design (2.44). However, a more systematic and comprehensive approach to assessing PLOs is needed. Since the evaluation team's visit, the College has recognized the need to focus more heavily on assessing institutional learning outcomes (ILOs) and to develop a more systematic approach in this area. To meet these needs, the SLO Coordinators and the Dean of Institutional Effectiveness have initiated development of an online system to conduct and report on roll-up assessments of both PLOs and ILOs based on student performance on course SLOs. The development and implementation of the system include the following steps:

- PLOs in the online SLO system have historically been mapped to the courses, but not the course SLOs, that support them. In early February 2014, at the request of the SLO Coordinators, the IT department added a feature to the online system that facilitates mapping PLOs to the course SLOs that contribute to them. The SLO Coordinators then asked all department chairs, most of whom maintain PLO-to-course-SLO matrices in their own offices, to complete that online mapping by February 19, 2014 (2.45).

- Also in early February 2014, the SLO Coordinators and Dean of Institutional Effectiveness met with IT staff to confirm the feasibility of an online roll-up assessment (2.46) with the following features:

  - Calculation of the proportion of those students whose performance has been assessed on all course SLOs mapped to each PLO, who achieved the level designated as "acceptable" or above. The result is then compared with the program-set standard for the proportion of students meeting each PLO, which is typically 70 percent at present.

  - Calculation of the proportion of those students whose performance has been assessed on all course SLOs mapped to each ILO, who achieved the level designated as "acceptable" or above. The result is then compared with the institution-set standard for the proportion of students meeting each ILO, which is typically 70 percent at present.

- The IT department is scheduled to complete development, testing, and implementation of this system by the end of March 2014.

- Training in the use of the system is scheduled for early fall 2014; the target date for full implementation is October 1, 2014.

Thus, by the time the fall 2014 course SLO assessments are completed, the College will be able to produce and widely distribute reports demonstrating the extent of student achievement of each PLO and each ILO, and engage in self-reflective dialogue about improvement of those results for the College as a whole.

**Dissemination and Dialogue**

Assessment results are shared through regular reports to the Academic Senate, Educational Planning Committee, Council of Instruction, Student Support Services Committee, and the Learning Outcomes Assessment Committee (LOAC), as well as through the SLO website (2.47, 2.48, 2.49).

The Learning Outcomes Assessment Committee (LOAC) is charged with the following tasks:
- Guide and support faculty and staff in facilitating outcome assessment.
- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement at the institutional, program, degree/certificate, and course levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.

- Work with administration to ensure that outcome assessment assignments are completed on time.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist with outcome development and assessment.
- Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
- Maintain open and frequent communications about outcome development and assessment with various college groups, including but not limited to the Department Chairs, Academic Division Deans, Curriculum Committee, Academic Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.
- Provide qualitative feedback on the Learning Outcome process.

The Learning Outcomes Assessment Committee met six times during the fall semester (2.50). Every instructional department except one has sent at least one representative to the meetings. In addition, members representing Student Services and Administrative Services are present to ensure a broader-based discussion. Members serve as SLO/SAO ambassadors for their respective areas and provide a vital communication link with others in their departments and service areas. The following are some of the highlights of the Committee's discussions to date:

- Membership
- Charter
- Reporting structure
- SLO and assessment best practices
- The meaning of authentic assessment
- Establishment of benchmarks and standards for student success in all areas
- Methods of interpreting assessment data so as to identify and implement changes that will result in improvements
- Methods of implementing changes
- Sample assessments and rubrics
- Linkage of resource allocation requests to the outcomes assessment process
- Student awareness of learning outcomes
- Department Chairs' semester SLO/PLO summary reports
- Assessment of the effectiveness of the SLO/SAO process

Self-reflective dialogue on continuous improvement of learning and the associated institutional processes since the evaluation team's visit has included participation by all constituent groups. In addition to the LOAC meetings, several venues involving a large number of campus community members this past fall further contributed to this dialogue:

1. Fall 2013 Flex Day – The SLO Coordinator gave a PowerPoint presentation summarizing the areas that required institutional focus this year with respect to learning outcomes assessment. Department meetings that same day followed up on the points

presented and departments made assessment plans for the semester (2.51, 2.52, 2.53, 2.54).

2. <u>Deep Dialogue Discussions</u> – In order to begin more focused discussions about how well LAMC students are learning, the College's overall effectiveness in helping students learn, and what can be done better, in the fall of 2013, the Vice President of Academic Affairs scheduled a series of "Deep Dialogue Discussions" with all full-time faculty members. Seventy-one percent of the full-time faculty members participated in 90-minute sessions, during which they were asked to share with their colleagues some of the assessments each used in their courses. A secretary from Academic Affairs took notes on each session so that the Vice President could focus on facilitating the discussions. For each session, a brief agenda was distributed, along with materials that had been gathered at the District Academic Senate Summit. A web-based tool for assisting with developing authentic assessments and an article entitled "The Myth of Learning Styles" were provided to those who attended. (Also see Recommendation 5.) At the end of each session, the Vice President requested that the group appoint a "leader" whose responsibility it became to schedule future meetings with each of his/her cohorts. Some groups planned to meet during fall 2013 to continue their outcomes assessment discussions and to learn from each other. Other groups will hold follow-up meetings in spring 2014. At each session, the Vice President expressed the expectation that the cohorts will meet at least once per term to increase the campus' expertise and enhance the art of teaching and learning at LAMC. The Vice President of Academic Affairs will hold similar follow-up "Deep Dialogue Discussions" biennially (2.55).

3. <u>The District Academic Senate Summit</u> held on September 20 emphasized accreditation and SLO assessment. Seventeen LAMC faculty members and administrators attended. Presentations were made on "Authentic Assessments," "Getting to Sustainability in SLOs," and "Effective Assessment Practices across LACCD" (2.56).

The Flex Day, Deep Dialogue Discussions, and District Academic Senate Summit were all important events, but the single most significant opportunity for dissemination of outcomes information and dialogue about assessment results was LAMC's first Annual SLO Summit (2.57, 2.58, 2.59). It was specifically designed to promote dialogue and to further assess how outcomes assessment findings for courses, programs, degrees, and certificates have led to improved student learning and how assessments have enhanced the quality of education in support of the College mission. The other purposes of the Summit were to improve pedagogy, curriculum, and approaches to teaching and learning; to improve the institution's overall effectiveness; and to lay the foundation for the additional "Deep Dialogue Discussions" about assessment and improvement that would follow. The expected outcomes for the SLO Summit were as follows:

- Facilitate faculty dialogue about learning outcomes and provide faculty with tools to enhance their discussions with students about outcomes.
- Share with other faculty and staff authentic assessments, what has been learned from them, and how the results have been used to improve student learning.

- Analyze course assessment results and assess at least one Program Learning Outcome (PLO).

Eighty-eight faculty, administrators, and Student Services and Administrative Services staff attended the Summit (2.60). Activities for the all-day event included the following:

- Presentations were given about SLO development and assessment best practices, promoting SLO and assessment faculty dialogue, SLO awareness in the classroom, and best practices for encouraging student and faculty dialogue about SLOs and assessment (2.61, 2.62).
- Another presentation covered what authentic assessment is, examples of LAMC authentic assessments, and the process for evaluating the results (2.63).
- These presentations were followed by interdisciplinary discussion breakouts in which administrators, faculty, and staff from Instruction, Student Services and Administrative Services areas shared authentic assessments they had done in their areas (2.64).

Based on the post-summit evaluation, many participants found the interdisciplinary breakouts to be the most valuable part of the Summit (2.65).

The afternoon session of the SLO Summit consisted of a Program Learning Outcomes Assessment activity in which each discipline or department worked on reviewing previous assessments, discussing what had been learned from the assessments, and developing plans of action for improvement based on the assessment results. In addition, plans were made for completing assessment of any other PLOs that had not yet been assessed. As one department chair stated in an email to her faculty, "The best part of the day was the discussion we had within our English group. We were able to

- Examine and refine our Program Learning Outcomes (PLOs).
- Match our PLOs with our course SLOs and map those matches on our PLO program matrix.
- Check our rubrics for each SLO to make sure that there is also assessment of the corresponding PLOs.
- Discuss our SLO assessment calendar.
- Decide where to go from here (2.66).

At the end of the Summit, participants were requested to complete an evaluation of the day. Sixty-eight participants completed the evaluation (2.67). The vast majority of the participants rated every part of the event very positively. In response to an open-ended question about the most interesting, valuable, and/or useful aspects of the Summit, comments emphasized the value of sharing ideas with others both within disciplines and across interdisciplinary groups; the value of dialogue with peers was stressed numerous times. In response to the question asking what other activities should be included in future SLO Summits, the following comment summarized well the general tenor of the answers: "More opportunities like this to discuss student learning, engagement, and to share what we are

all doing in support of student learning outcomes." The College has scheduled the second annual LAMC SLO Summit for October 10, 2014.

**Mission Learning Report**

In consultation with the Office of Institutional Effectiveness, the LOAC has begun developing a system for preparing and effectively disseminating an annual report on LAMC's overall progress in improving student learning and achievement at all levels – a Mission Learning Report (MLR). The MLR will summarize the College's performance in comparison with all institution-set standards for student achievement. It will also summarize the results of learning outcomes assessment at course, program, and institutional levels; all improvements planned on the basis of those results; resources allocated and improvements actually implemented during the following year; and subsequent reevaluations of performance. At the institutional level, it will include the contributions of Student Services and Administrative Services through progress on their SAOs. LOAC is scheduled to complete its initial outline of the Mission Learning Report by the end of spring 2014, and the full Report by September 2014 (2.68).

The MLR will be reviewed annually by the College's shared governance and other committees (e.g., LOAC and the College Council), and these committees, after engaging in reflective dialogue about the student learning and achievement information it contains, will incorporate substantive consideration of that information into their deliberations on updating the college plans and processes for which they are responsible. This consideration will involve updating at least one goal and its accompanying measurable objectives in each applicable plan to focus explicitly on facilitating improvements in student achievement and/or student learning. The College Council will monitor overall progress in improving student outcomes at LAMC and will help coordinate work on the major plans to ensure that improvement activities complement each other.

**Next Steps**
- The process for annually evaluating the College's performance on the student achievement outcomes relative to the institution-set standards, and for regularly revisiting the standards and revising them as appropriate, that was adopted by the Research Advisory Task Force (2.69) will be forwarded to College Council for approval on March 20, 2014.
- An addendum will be added to the present Course Outline of Record to enable faculty and chairs to more easily update their SLOs.
- A spring assessment retreat will be held on May 2, 2014.
- The College will implement the comprehensive and systematic roll-up assessment of PLOs and ILOs by October 1, 2014.

- The Learning Outcomes and Assessment Committee will complete its initial outline of the Mission Learning Report by the end of spring 2014 and present the full report to the Academic Senate and College Council for approval by September 2014.
- The fall 2014 College Council Retreat's deliberations on updating the LAMC Strategic Plan goals will include review, discussion, and possible action related to LAMC's performance compared with the standards for student achievement and student learning, and LAMC's performance on the applicable DSP measures.
- The second annual LAMC SLO Summit will be held on October 10, 2014.

**Conclusion**

LAMC has partially resolved Recommendation 2. The College has assessed the student achievement and learning outcomes for the past five years and set standards of achievement and student learning. In addition, these standards have been integrated into the College's existing planning and program review self-evaluation processes (II.A, II.A.2). Furthermore, the College has a revised set of strategic goals that align with the College mission and the District's goals, are focused on student success, and are measurable so that advancements in student learning and institutional processes can be tracked, evaluated, and continuously improved (I.B.2). The online program review system has been modified to improve the integration of SLO assessments. More detailed information on improvements and resource requests as a result of assessments has been added to both online systems (I.B). Faculty and staff have accelerated their learning outcome assessments, are using the results to make improvements, and are conducting follow-up assessments to "close the loop" and ensure that the assessments are producing meaningful changes in support of student learning and the college mission (II.A.a.1.c, ER10). A master assessment schedule has been prepared for all course outcomes and by the end of spring 2014, a master assessment schedule will also be prepared for PLOs, ILOs, and Service Area Outcomes (II.B). Standards for student success in learning (benchmarks) have been added for each course SLO, PLO, and ILO on the online SLO system, and additional improvements will be implemented in spring 2014 to provide more easily the up-to-date data needed for college and ACCJC reports (I.B, ER10). The College now has systems in place by which to use data to regularly evaluate student achievement, student learning, and institutional processes, and to engage in self-reflective dialogue about the continuous improvement of these outcomes and processes (I.B, I.B.2, I.B.6), and will have fully resolved Recommendation 2 by the end of fall 2014.

# LIST OF EVIDENCE

**College Recommendation 2**

2.1 Accreditation Steering Committee Research and Evaluation Theme Team Minutes – 7/15/2013

2.2 Accreditation Steering Committee Minutes – 5/22/2013, page 4

2.3 Institution-Set Standards Data Summary

2.4 Council of Instruction Minutes – 11/6/2013

2.5 Institution-Set Standards for EPC Review

2.6 EPC Minutes – 11/18/2013 and 12/2/2013

2.7 Academic Senate Minutes – 12/05/2013 and Institution-Set Standards for Academic Senate Approval

2.8 College Council Minutes – 12/19/2013, page 4 under "Academic Senate"

2.9 President's Approval of Institution-Set Standards

2.10 PROC Minutes – 1/23/2014, section 4

2.11 Program Review Enhancement List – 2/2014

2.12 Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement and RATF Minutes – 2/25/2014

2.13 2013-18 LAMC Strategic Master Plan

2.14 College Council Minutes – 2/4/2014

2.15a College Council Retreat Summary – 8/20/2013, page 2 and Attachment A

2.15b College Council Retreat Minutes – 8/20/2013, page 3

2.15c 2012-17 District Strategic Plan Presentation

2.15d 2012-17 District Strategic Plan Handout

2.16a College Council Retreat Summary – 8/20/2013, page 3 and Attachment A

2.16b College Council Retreat Minutes – 8/20/2013, page 3

2.16c LAMC College Council Retreat Presentation by Dean of Institutional Effectiveness

2.17a College Council Retreat Summary – 8/20/2013, page 3

2.17b College Council Retreat Minutes – 8/20/2013, page 4

2.17c College Council Retreat Summary – 9/6/2013, pages 2-3

2.18 LAMC Revised Goals Alignment with DSP Goals

2.42   Refer to 2.41

2.43   Math Department Chair's Summary SLO/PLO Assessment Report

2.44   SLO Website - http://www.lamission.edu/slo/reports.aspx

2.45   Email to Department Chairs Regarding Online Mapping

2.46   Mockup of Design Concept Used at 2/6/2014 Meeting; Roll-Up Assessment

2.47   LOAC Minutes – 12/3/2013, page 2

2.48   SLO Website - http://www.lamission.edu/slo

2.49   SLO Assessment Results Reports to Academic Senate, Educational Planning Committee, Council of Instruction, Student Support Services Committee

2.50   LOAC Minutes and Meeting Materials – Fall 2013

2.51   Fall Flex Day Agenda – 8/22/2013

2.52   SLO Fall 2013 Flex Day PowerPoint

2.53   Sample Department Meeting Minutes

2.54   Department Chairs' Fall 2013 Assessment Reports (see 2.41) - http://www.lamission.edu/slo/reports.aspx

2.55   Deep Dialogue Discussions – Fall 2013: Agenda, Summary, Participant List, Sign-In Sheets

2.56   DAS Agenda – 9/20/2013

2.57   SLO Summit Agenda – 10/11/2013

2.58   SLO Summit PowerPoint – 10/11/2013

2.59   SLO Summit Materials Packet – 10/11/2013

2.60   Summit Attendance List – 10/11/2013

2.61   Refer to 2.58

2.62   Refer to 2.57

2.63   Refer to 2.59

2.64   Sample of Assessments Discussed

2.65   Evaluation of 2013 SLO Summit

2.66   English Department Outcomes Assessment Summary

2.67   Refer to 2.65

2.68   LOAC Minutes – 2/19/2014

2.69   Refer to 2.12

## COLLEGE RECOMMENDATION 3

To meet the Standards, the team recommends the college develop and implement a comprehensive program of research and evaluation to support the assessment of student, program and institutional learning outcomes, and program review; support ongoing engagement in a collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; and support collection and analyses of data related to the needs and goals of its diverse student populations (I.A.1, I.B.1, I.B.2, I.B.6, II.A.1.a, II.A.1.c, II.A.2, II.A.2.d, II.A.2.f).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

The College is committed to an evidence-based planning structure and to continuous quality improvement in student learning and in planning, resource allocation, and shared governance processes. The College has devoted significant resources to support the research, evaluation, and institutional effectiveness functions at the College. After years of sharing responsibility for the Information Technology unit, followed by approximately two years of interim management, the Office of Institutional Effectiveness (OIE) has now been reorganized as a separate office, devoted exclusively to research, evaluation, and institutional effectiveness. It is led by a permanent, full-time Dean of Institutional Effectiveness, who started work in May 2013 and reports to the Vice President of Academic Affairs (3.1, 3.2, 3.3). In fall 2013 the Dean received part-time, temporary research and analysis assistance from a research analyst at one of the other LACCD colleges while the request for a permanent research analyst position was awaiting approval from the District Office. In fall 2013 the College received approval from the District Office to add that position to the organizational chart, and on January 15, 2014, a full-time research analyst joined the OIE (3.4, 3.5, 3.6).

**Primary Functions and Activities of the Comprehensive Research and Evaluation Program**

The OIE serves as the center for research and evaluation at the College, and it has been actively involved in the development and implementation of a comprehensive, systematic program of research and evaluation to support the assessment of college processes and college effectiveness at all levels. Since May 2013 the Dean of Institutional Effectiveness has undertaken the following primary functions and activities:

- Developing and implementing a formal research calendar, which includes all cyclical production projects, as well as recurring patterns of ad hoc research and data requests (3.7).
- Fulfilling research and data requests from college administration, faculty, and staff, and from the District Office, in areas including, but not limited to, student characteristics, student success/achievement, student preparedness, enrollment management, course demand, budget planning, faculty load and assignments, faculty

performance, basic skills reporting, California Community College Chancellor's Office data submissions, Federal reporting requirements, and specialized program review data requests (e.g., 3.8, 3.9, 3.10, 3.11, 3.12).

- Providing college leadership with daily student headcount and enrollment reports (3.13).

- Supporting assessment of and dialogue about student achievement and learning outcomes at all levels by:

  – Compiling and analyzing historical and current performance data on student achievement outcome measures for the College as a whole and also by program, and leading the campus in discussing the implications of these data and in establishing institution-set standards for student achievement based on that evaluation. The OIE will conduct an analysis of these data and lead the campus in further discussion of them on an annual basis (3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22; also see Recommendation 2 for further discussion of this process).

  – Presenting LAMC's available performance data on the 2012-17 LACCD District Strategic Plan (DSP) student success measures, and leading College Council members in a discussion of the meaning of these data at the fall 2013 College Council retreat. The presentation and discussion at the retreat will recur on an annual basis (3.23, 3.24, 3.25).

  – Along with the College's President and Vice President of Academic Affairs, preparing and presenting a report to the LACCD Board of Trustees (BOT) Institutional Effectiveness and Student Success Committee regarding LAMC's performance on the DSP student success outcome measures. This annual report includes discussion of plans for improvement in the outcome measures and the amount of expected improvement on each of the measures (3.26, 3.27).

  – Leading College Council members in a discussion to develop the 2013-2018 LAMC Strategic Master Plan at the fall 2013 and spring 2014 College Council retreats, which involved revising the College's strategic goals to explicitly emphasize student success in alignment with the College mission and to make the goals measurable, and then finalizing measurable objectives and associated performance measures for the revised strategic goals. The data pertaining to the College's performance on these measures will be examined and discussed annually at the College Council retreat (3.28, 3.29, 3.30, 3.31, 3.32; also see Recommendation 2 for further discussion of this process).

  – Serving as a member and resource on the Learning Outcomes Assessment Committee (LOAC) (3.33).

  – Serving as a resource at LAMC's first annual SLO Summit, held October 11, 2013 (3.34, 3.35).

  – Working with the SLO Coordinators and the IT manager and staff to develop enhancements to the SLO online system (which have since been implemented), to include a component for re-evaluation of the improvements in student learning arising from interventions based on SLO assessment results (3.36).

- – Assisting with the methodology for incorporating SLO and service area outcome (SAO) assessment results, and coverage of improvements in student learning and the services provided to students based on those results, within the online Program Review system (3.37, 3.38, 3.39).

  - – Initiating development of an appropriate methodology for rolling up course-level SLO assessments to assess program learning outcomes (PLOs) and institutional learning outcomes (ILOs) (see Recommendation 2 for further discussion of this methodology and refer to evidence 2.46).

- • Providing direct support for the Program Review process by:

  - – Helping to develop enhancements to the online Program Review process and system in fall 2013 as a member of the Educational Planning Committee's taskforce charged with doing so. The Dean also assisted in writing a report on the resulting enhancements that was reviewed by College Council (3.40, 3.41).

  - – Along with the Information Technology Director, providing training sessions on the online Program Review system for users of the system in all three divisions of the College (Academic Affairs, Student Services, and Administrative Services) (3.42, 3.43).

  - – Providing a reference document, emailed to all department chairs, containing useful tips for analyzing the datasets provided to them in their Program Review screens in the online Program Review system (3.44).

  - – Providing direct assistance to individuals as they completed their Program Reviews, for example, by answering questions about how to analyze and evaluate specific data and how to formulate program objectives based on data, and by providing additional data (i.e., beyond what is already provided in the online Program Review system) (3.45, 3.46).

  - – Serving as co-chair of the Program Review Oversight Committee (PROC), which was constituted in fall 2013 and meets on a monthly basis, and serving as the voting member from the PROC on College Council (The PROC is discussed in more detail in the response to Recommendation 6.) (3.47, 3.48, 3.49).

- • Collecting and analyzing data on student needs, goals, and learning styles by:

  - – Designing, launching, and analyzing the results of the fall 2013 LAMC Faculty/ Staff Survey that was completed by 133 LAMC faculty and staff members. Included in this project, which will recur annually, was a content analysis by the new research analyst of open-ended remarks made by survey respondents (3.50, 3.51, 3.52).

  - – Designing, launching, and analyzing the results of the fall 2013 LAMC Student Survey that was completed by 954 LAMC students. This project, too, will recur annually, and included a content analysis by the new research analyst of open-ended remarks made by student respondents. Themes of student needs identified in this analysis include needs related to financial challenges, family and job obligations, and campus life/activities, and learning and service needs, such as the need for more tutoring and counseling services, better college preparation,

increased course offerings (including online, evening, and weekend courses), and extended hours for student services (3.53, 3.54, 3.55).

- Assisting with the design and administration of a survey on the assessment and application of student learning differences to help the College adopt and later apply a working definition of "student learning styles and needs."  The survey was sent out to all full-time and adjunct faculty members on February 5, 2014, and analysis of the responses is currently underway (3.56, 3.57).  (See also the response to Recommendation 5.)

• Assisting users in the use of data from the College's Office of Institutional Effectiveness website (http://www.lamission.edu/irp/default.aspx), which includes access to interactive, run-time customizeable data reports in the following areas:

- Selected student characteristics over time (3.58).

- Student success rates and grade distribution for the College as a whole, and by selected discipline/course, over time (3.59).

- Degrees and certificates by gender and ethnicity for the College as a whole, and by selected program, over time (3.60).

- Two enrollment management tools: the Enrollment Reporting System for detailed analysis of daily enrollment trends at the program and institutional levels, and a section status report for information at the section level (3.61).

- A comparative analysis of instructional productivity measures (e.g., FTES, FTEF, census enrollment, average class size, etc.) at the program level over time (3.62).

Furthermore, the OIE actively works with campus constituencies launching interventions, providing training, workshops, and/or other services so that the impact of those interventions can be assessed and improved.  For example, in fall 2013 the Dean of Institutional Effectiveness helped develop assessments to provide meaningful and useful data for improving the following:

• The LAMC fall Kickoff event for new and returning students that was offered for the first time on August 21, 2013 (3.63, 3.64).

• The transfer fair and workshops offered by the Transfer Center (3.65).

• The website compliance training offered by the Disabled Students Programs and Services Office (3.66).

• The workshops provided by the Counseling Department regarding the services they provide (3.67).

• The SLO Summit for faculty, staff, and administrators (3.68).

• The College Council planning retreat (3.69, 3.70).

• The services provided by all the Student Services offices and programs on campus, through the development of a point-of-service survey to be used by all Student Services units (3.71).

The OIE also works with Career-Technical Education (CTE) programs in the development of industry surveys to assess the demand for specific CTE programs and training in the College's service area (e.g., Culinary Arts) (3.72). The OIE also assists with the collection and interpretation of student outcome data for interventions in which improvements in student success are expected. For example, OIE has helped evaluate the success/ retention/ persistence rates for students participating in Achieving the Dream English and math interventions compared to those not involved in the interventions. This information was shared and discussed at the fall 2013 College Council retreat (3.73). The OIE has also evaluated the success/retention/persistence rates of students attending the LAMC fall 2013 Kickoff event compared to students who did not attend the event (3.74). By providing support for such analyses, the OIE helps the various campus constituencies determine whether specific interventions had the desired effect and how they can be improved in the future.

**Other Elements of the Comprehensive Program of Research and Evaluation**

While the OIE is the core of the College's comprehensive program of research and evaluation, it is not the only element. In addition, three principal committees – the Research Advisory Task Force (RATF), Learning Outcomes Assessment Committee (LOAC), and the Program Review Oversight Committee (PROC) – all contribute to the comprehensive program of research and evaluation through oversight and consultation in their respective areas.

Research Advisory Task Force (RATF)

In late spring 2013, the Accreditation Steering Committee (ASC) established a subcommittee called the "Research and Evaluation Theme Team" to help address the College's needs in this area by promoting sustainable practices and systems that support an evidence-based collegial culture (3.75). This team, chaired by the Dean of Institutional Effectiveness, met five times during summer and fall of 2013, and accomplished the following:

- Formulation of the charter and membership of the Program Review Oversight Committee (PROC), which received College Council approval on July 18, 2013 (3.76, 3.77, 3.78).

- Development and initiation of the process to establish institution-set standards for student achievement outcomes, as required by the ACCJC and US Department of Education (3.79). Please also see Recommendation 2 for further discussion of this process.

- Development of a system by which the OIE assigns priorities to research requests and projects, approved by College Council and the President (3.80, 3.81, 3.82, 3.83).

- Identification of a preliminary list of campus training needs in the development, application, and interpretation of data, particularly though not exclusively for participants in the program review and outcomes assessment processes (3.84, 3.85, 3.86).

At its meeting on October 8, 2013, the group discussed its charge and recommended that it henceforth be called the Research Advisory Task Force (RATF), and report directly to College Council (the primary shared governance body on campus), rather than the Accreditation Steering Committee (3.87). This change was approved by the College Council and the President (3.88, 3.89). Tasks of the RATF scheduled for completion in spring 2014 include the following:

- Recommend specific improvements in the data that OIE collects and provides for program review and other major planning and evaluation processes (such as the outcomes cycle), in light of the increasing need for data disaggregated in multiple ways to illuminate diverse student needs.

- Recommend additional concrete improvements in OIE support of ongoing, robust, and pervasive dialogue about the continuous improvement of student learning and institutional processes. (For example, one item of discussion has been a series of periodic research briefs, reports, or newsletters to inform the campus community about research resources and findings, to further promote development of a culture of evidence and campus wide dialogue about institutional effectiveness and student learning.) (3.90, 3.91, 3.92).

Learning Outcomes Assessment Committee (LOAC) and Program Review Oversight Committee (PROC)

Beginning in the fall of 2013, the College established two new committees:

- The Learning Outcomes Assessment Committee (LOAC) to oversee and support the assessment of course, program, and institutional learning outcomes (3.93).

- The Program Review Oversight Committee (PROC) to oversee and support the assessment of the program review process (3.94).

A main purpose of both these committees is to assess the effectiveness of institutional processes in their respective areas and to develop and implement recommendations that will lead to improvements in those processes. The establishment of these committees has institutionalized two additional broadly representative forums for ongoing engagement in collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The Dean of OIE serves actively as both a member and a crucial information resource for both these committees, and she serves as co-chair of the PROC and as the voting representative from PROC on College Council. (See the Recommendation 2 section for detailed coverage of the LOAC, and the Recommendation 6 section for detailed coverage of the PROC.)

**Promotion of and Participation in Dialogue**

Beyond the Dean's participation in the RATF, LOAC, and PROC, the OIE also helps promote dialogue campus wide regarding data, research, and the continuous improvement of student learning and institutional processes through the Dean's service on numerous other campus committees, as either a voting or a resource member. These committees include:

- Educational Planning Committee (EPC)
- College Council
- President's Cabinet
- President's Council
- Accreditation Steering Committee (ASC)
- Council of Instruction
- Chairs and Deans Committee
- Essential Skills/Achieving the Dream Committee
- Strategic Enrollment Management Committee

The Dean of Institutional Effectiveness is also a member of three District committees related to research, planning, and student success: the District Research Committee (DRC), the District Planning and Accreditation Committee (DPAC), and the District Student Success Initiative/Basic Skills Committee. Through the Dean's participation on these District wide committees, she is able to engage in dialogue with colleagues and leaders from across the District on these topics and bring this information back to LAMC's campus to share and discuss.

As noted in the discussion of primary functions and activities above, the Dean has also facilitated broader dialogue about continuous improvement through her engagement of various campus constituencies in the following discussions:

- Discussions of student achievement outcomes data, and the process of establishing institution-set standards for student achievement based on the evaluation of these data
- Discussion of the data pertaining to LAMC's performance on the 2012-2017 LACCD District Strategic Plan (DSP) student success measures
- Discussions to develop the 2013-18 LAMC Strategic Master Plan at the fall 2013 and spring 2014 College Council retreats, which involved revising the College's strategic goals to emphasize student success explicitly and to make them measurable, and then finalizing measurable objectives and associated performance measures for the revised strategic goals (3.95).

See also the discussion of RATF, LOAC, and PROC above.

**Assessment and Improvement of the Comprehensive Research and Evaluation Program**

The College has put processes in place to assess and improve the effectiveness of its comprehensive research and evaluation program. These processes include:

- Annual, systematic self-evaluation and improvement of the reorganized OIE through the Program Review process, beginning with the spring 2014 assessment cycle. The recommended improvements arising from the OIE's spring 2014 program review will be implemented in 2014-15 (3.96).

- Feedback gathered from the RATF regarding the following functions (see also Research Advisory Task Force above):

  – Suggested improvements in the data that OIE should collect and provide for major planning and evaluation processes

  – Suggested improvements in OIE support of ongoing, robust, and pervasive dialogue about the continuous improvement of student learning and institutional processes

- Annual, systematic self-evaluation and improvement of the effectiveness of the PROC and LOAC committees through the committee self-evaluation process, beginning in spring 2014 (3.97).

- Analysis of items in the faculty/staff campus wide survey regarding data and planning. Four items included in the fall 2013 LAMC Faculty/Staff Survey specifically addressed this subject, with the following results:

  – The majority of respondents agreed or strongly agreed with the statements "The College provides data that is relevant for effective program decision-making in my area" (60.5%) and "Institutional planning results in on-going, self-reflective continuous improvement" (63.6%). However, the relatively high proportion of respondents selecting "Neither Agree nor Disagree" to these statements (28% for both items) suggests that the campus community as a whole is not yet adequately informed about resources for data-informed decision-making and the effectiveness of institutional planning processes at the College. The work of the RATF will be valuable in identifying useful improvements in these areas (3.98, 3.99).

  – Two open-ended items on the survey asked faculty and staff for "Comments/ suggestions regarding data that, if provided to you, would be useful to you in determining ways that you/your unit could more effectively serve students," and for "Other comments/suggestions regarding institutional effectiveness and/ or planning at LAMC" (3.100, 3.101, 3.102). Content analysis of the comments revealed that respondents would like more of the following:

    - Information about LAMC's students, including demographic information and information about student success rates for certain categories of students

    - Support of student success through smaller classes and basic skills offerings

    - Transparency and evaluation of planning and resource allocation processes

    - Feedback from the Program Review process

The OIE has already begun to address some of the issues raised, partially through discussions with and recommendations from the PROC concerning enhancements to the online Program Review system to include more student demographic data (3.103, 3.104, 3.105), and discussions concerning the timeline and transparency of the Program Review and budget allocation process (3.106, 3.107, 3.108, 3.109).  The OIE will continue to work with the RATF, PROC, and the Strategic Enrollment Management Committee to develop and implement improvements in the areas identified in the survey.

The Dean also engages in professional development and training activities so that she can better assist the college in all aspects of its research, evaluation and planning efforts and keep current with research methodologies and best practices.  To date, these activities have included the following:

- CAMP-R meeting (a meeting for researchers and planners in the Southern California Region to gather and exchange ideas, share approaches, and discuss current issues affecting institutional research and planning) at East Los Angeles College on June 20, 2013.  Topics included ACCJC expectations and institution-set standards (3.110).

- Integrated Planning Presentations at District Planning and Accreditation Committee (DPAC) meetings on May 24, 2013 ("Integrating and Evaluating Planning Efforts Across the Institution" by Daylene Meuschke, Director of Institutional Research at College of the Canyons, and Barry Gribbons, Asst. Superintendent/Vice President of Institutional Development, Technology, and Online Services at College of the Canyons) and July 26, 2013 ("Integrated Planning in a Multi-College District" by Dr. Marybeth Buechner, Dean of Planning, Research, and Institutional Effectiveness at Sacramento City College in the Los Rios Community College District) (3.111, 3.112).

- EMSI (Economic Modeling Specialists Intl.) Online Trainings on July 24, 25, and 30, 2013.  EMSI is a data tool that provides labor market data, workforce intelligence, and regional economic analysis (3.113).

- LACCD's District Academic Senate Summit emphasizing accreditation and SLO assessment, on September 20, 2013 (3.114).

- CAMP-R meeting at College of the Canyons on September 27, 2013.  Topics included accreditation, institution-set standards, Institutional Review Boards, and data reporting. (3.115).

- "Strategic Planning Online" webinar on October 4, 2013 (3.116).

- "Enrollment Forecasting for California Community Colleges" webinar on October 4, 2013 (3.117).

- "Predictive Modeling in Enrollment Management" webinars on October 8, 2013 and November 13, 2013 (3.118).

- "Building and Utilizing Student Enrollment Models" webinar on October 22, 2013 (3.119).

**Next Steps**

To further enhance the comprehensive research and evaluation program as well as the planning functions at the College the OIE will:

- Continue to provide support in the development and implementation of an appropriate methodology for rolling up course-level SLO assessments to assess PLOs and ILOs (see Recommendation 2 for further discussion of this methodology).

- Analyze and disseminate the results of the Survey on Student Learning Differences (discussed above and in more detail in Recommendation 5) and, based on the analysis and resulting College definition of "student learning styles and needs," assist faculty in collecting and analyzing data to better address students' learning styles and needs to improve student learning (3.120).

- Continue to support collegial, self-reflective dialogue across campus about the continuous improvement of student learning and institutional processes, through presentations; participation in committees, meetings, and campus events; delivery of trainings; maintenance of the OIE website; and other reporting and distribution as recommended by the RATF (e.g., research briefs).

- Complete a full self-assessment cycle of evaluation/planning, improvement implementation, and re-evaluation by completing annual program reviews, beginning in spring 2014.


**Conclusion**

LAMC has fully resolved Recommendation 3 with the establishment of a sustainable, comprehensive, and effective program of research and evaluation to support the continuous improvement of educational quality and institutional effectiveness (I.A.1; I.B.2; II.A.2). The College now has a dedicated Office of Institutional Effectiveness (OIE), staffed with a Dean of Institutional Effectiveness and a research analyst.  The OIE provides support for the assessment and improvement of student achievement and learning outcomes at all levels, for Program Review, and for other data collection and analysis, including coverage of student needs, learning styles, and goals (I.B.2; II.A.1.a; II.A.1.c; II.A.2.d; II.A.2.f).  Furthermore, committees have been established that provide institutionalized forums for ongoing campus engagement in collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes, including Program Review (I.B.1; I.B.6; II.A.1.c; II.A.2.f).  Campus dialogue is further promoted by the OIE's involvement on numerous College and District committees (I.B.1).  The College has also developed and implemented processes to ensure that the research and evaluation program itself is continuously improved (I.B.6).

# LIST OF EVIDENCE

**College Recommendation 3**

3.1    Dean of Institutional Effectiveness Job Announcement

3.2    Dean of Institutional Effectiveness Clearance Email

3.3    Dean of Institutional Effectiveness Welcome Email

3.4    Research Analyst Job Description

3.5    LAMC Research Analyst Classified Staffing Request

3.6    Spring 2014 Welcome Email

3.7    Office of Institutional Effectiveness Research Calendar

3.8    2012-13 ESL/Basic Skills Allocation End-of-Year Report, Section 3 – Data Analysis

3.9    Los Angeles Mission College – Class of 2013 Graduation Email with Attached Statistics

3.10   President's Request for Student Data and High School Student Data

3.11   ESL Placement and Enrollment Data Request

3.12   DSPS Data Requested for Program Review

3.13   Example Daily Student Headcount and Enrollment Email

3.14   Institution-Set Standards Data Summary

3.15   Accreditation Steering Committee Research and Evaluation Theme Team Minutes – 7/15/2013

3.16   Council of Instruction Minutes – 11/6/2013

3.17   Educational Planning Committee Minutes – 11/18/2013

3.18   Educational Planning Committee Minutes – 12/2/2013

3.19   Academic Senate Minutes – 12/5/2013

3.20   Institution-Set Standards for College Council Approval

3.21   College Council Minutes – 12/19/2013, page 4 under "Academic Senate"

3.22   President's Approval of College Council Action Item for Institution-Set Standards

3.23   College Council Retreat Summary – 8/20/2013, page 3 and Attachment A

3.24   College Council Retreat Minutes – 8/20/2013, page 3

3.25   LAMC College Council Retreat Presentation

3.26   LACCD Board of Trustees Institutional Effectiveness and Student Success Committee Minutes – 11/20/2013, page 1

3.27   LAMC Institutional Effectiveness Report to the Board of Trustees

3.28   College Council Retreat Summary – 8/20/2013, page 4

3.29   College Council Retreat Summary – 8/20/2013, page 3 and Attachment A

## COLLEGE RECOMMENDATION 4

To meet the Standards, the team recommends the college develop and implement a plan for Distance Education that includes an evaluation of Distance Education for alignment with the needs of the college's intended student population, an assessment of the quality of instruction and compliance with US Department of Education regulations, infrastructure to support online teaching and learning, and a systematic assessment of student learning and achievement outcomes in order to ascertain how well students are learning in distance education courses. Such a plan should be integrated with other college planning efforts and linked to the resource allocation process (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.A.8, II.B.3.c).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

To meet this recommendation, LAMC has developed a comprehensive Distance Education Plan (DEP) and has begun to implement its provisions, pending final approvals. The DEP aligns with the performance measures of the LACCD Strategic Plan (4.1).

In February 2014, the DE Committee recommended adoption of the DEP (4.2), and submitted it to the shared-governance EPC (4.3). EPC will review the recommendation and, upon approval, will forward the recommendation to Academic Senate and College Council for final adoption.

Provisions and features of the recommended DEP that are particularly relevant to the Recommendation include the following:

1. New, more detailed specifications for the annual DE Program Review process through which the systematic evaluation of all aspects of DE takes place. Those specifications include the following elements:

   a. Analysis of student achievement and learning outcomes in DE classes compared to those in corresponding face-to-face classes

   b. Assessment of all counseling and other student support services provided to DE students, prepared in cooperation with the Student Support Services Committee (SSSC)

   c. Assessment of the criteria used for evaluating course shells and other aspects of DE offerings

   d. Assessment of the DE infrastructure for its adequacy in meeting student, instructional, and service needs

   e. Assessment of ongoing adherence to applicable federal and state regulations, ACCJC Standards, and Board policy

   f. Opportunities for meaningful broad-based dialogue among and input from applicable faculty, staff, management, and students regarding the results of assessments and the design and implementation of needed improvements

g. Action plans, including measurable objectives for improvements of DE offerings, services, infrastructure, and procedures; specific timelines; and responsible persons

h. Resource requests, if any are needed to achieve the goals and objectives

2. Assessment and improvement of the clarity and consistency of information about DE provided to students

3. Systematic maintenance, evaluation, and improvement of the DE website

4. Evaluation and improvement of both the quality of online instruction and services, and their alignment with student needs, consistent with the College mission (implemented primarily through DE Program Review; see above)

5. Development and implementation of a systematic assessment of DE offerings based on the needs of current and prospective students

6. Annual review of District and College policies and procedures related to DE

7. Annual evaluation and improvement of procedures used for students' evaluation of DE classes

8. Explicit alignment with the District's Strategic Plan and the College's Educational Master Plan, Technology Master Plan, and Student Support Services Master Plan

9. Effective annual dissemination of the DE Plan

10. Annual review and revision of the DE Plan itself

The DEP thus includes all the elements called for in Recommendation 4. Numerous activities in accord with those elements and in support of the Plan's implementation have already occurred, as demonstrated in the sections that follow.


**Alignment with the Needs of the College's Intended Student Population**

1. Student Surveys: During the fall 2013 term the Office of Institutional Effectiveness conducted a comprehensive student survey to determine the level of student satisfaction with existing programs and services and to identify areas for improvement. A total of 954 responses to the survey were received from all demographic groups represented at LAMC.

   The following five questions regarding distance education were included in the survey:

   • How many online classes have you already completed at LAMC, not counting any online classes you are currently taking this semester?

   • How many online classes are you taking this semester at LAMC?

   • I would like LAMC to offer more online classes (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree).

   • If you would like more classes offered online, for what purpose(s) would you like to take the online classes?

   • If you would like more classes offered online, which classes would you like to be offered online?

Less than one-fifth (18 percent) of respondents were enrolled in online classes during the fall 2013 term.  The majority of respondents (73 percent) had also never previously taken an online course at LAMC.  Over half of respondents (54 percent) would like LAMC to offer more online classes, primarily for general education and major requirements and for transfer.  The most frequently requested online classes were Math and English courses, particularly English 101, and general education courses.

According to the results of the survey there is clear room for growth, with online classes currently utilized by less than one-fifth of the LAMC student body.  However, the high percentage of ambivalent students (i.e., those who neither agreed nor disagreed with the statement "I would like LAMC to offer more online classes"), coupled with the low proportion of students who have taken online courses in the past, indicates that many students may be reluctant to enroll in online courses.  In addition, a small minority of respondents indicated a strong preference for face-to-face classes over the online format.  Reasons for this preference included individual learning style preferences as well as lack of financial and technical resources to successfully complete online courses (e.g., no computer or internet at home, etc.) (4.4).  The DE Committee will use these results to inform its discussion of potential program improvements during the upcoming program review cycle.

2.  DE Website (4.5):  In fall 2013, the college transitioned to Etudes Course Management System, with an Etudes Help Desk and tutorials. DE website features, which are monitored by the DE Coordinator, include Help Desk (with live phone assistance), Help Desk email (with 24 hour email response time), student support services information (with 24 hour email response time), tutorials, orientation, study guides, and videos.

3.  Student Services: The DE Committee continues to strengthen collaboration with Student Services.  In fall 2013, a current list of all available student service contact, links, and videos was posted (4.6).  In addition, prior to fall 2013, two counselors were assigned to assist online students with their counseling needs (4.7).

In spring 2014, the DE Committee began collaboration with Student Services to integrate DE services with the goals of the Student Services Master Plan (4.8).  To ensure representation from the Student Services Division, the DE Committee recommended at the February 12, 2014 meeting to include an additional voting member from that Division (4.9).

Online College Success Class: To expand and improve access to online educational programs and services and better prepare students for success as online students, an online Personal Development course, *College Student Success Seminar* (PD 40), was approved by the Curriculum and DE Committees (4.10).  This course is being offered in the spring 2014 schedule of classes.

**Assessment of the Quality of Instruction**

1. DE Program Review: To improve the effectiveness of Distance Education through data-driven planning and decision-making and to establish a systematic program review and resource allocation process for DE, EPC incorporated DE into the annual program review process.

2. Approval of Online Courses:  In early January 2013, the Curriculum and DE Committees updated the process (4.11) for approval of online classes to require two new forms, the DE Notification Form and the DE Addendum (4.12).  The addition of these new forms ensures that the requirements of Title V, Section 55206 are met (4.13).

3. Faculty Transition to a new Course Management System (CMS) – Etudes: Based on a review and comparison of Moodle and Etudes (4.14, 4.15, 4.16) and on feedback from users, in May 2013, the DE Committee recommended and the College approved the transition to Etudes as the CMS for all online courses at the College (4.17).  Over 100 faculty participated in and received certification from the two on-campus faculty training sessions that were provided by Etudes to assist faculty in transitioning from Moodle to Etudes (4.18).

4. Faculty Evaluation: To improve the quality of online instruction and services, in the fall 2013 semester, the DE Committee edited and updated the Student Evaluation of Online Instructor form to abide by the current AFT contract on faculty evaluation (4.19).  The Etudes CMS allows for the anonymous submission of the student evaluations by students and the forwarding of the results to the Department Chair (4.20).


**Compliance with Federal, State, and Local Regulations**

1. US Department of Education (USDE) Regulations
   a. Student Complaints – USDE 602.16(a)(6) - In spring 2013, the DE Committee made available on the DE website to enrolled and prospective students, pursuant to 34 C.F.R. 602.16 (a)(6), the names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed under paragraph (b) along with contact and other information for filing complaints, including filing consumer complaints in the states in which LAMC DE students might reside (4.21). The College has also provided the procedure for student grievances or complaints in the catalog and the semester course schedule. The college has updated the LAMC website information on filing a Student Grievance or Complaint (4.22).
   b. Definitions of "Distance Education" - USDE 602.17(g) - At LAMC, Department Chairs, Academic Affairs, and the Curriculum Committee are tasked with deciding which courses are offered online.  The procedure is detailed on both the Curriculum Committee and DE sites (4.23).

c. Student Identification and Authentication - USDE 602.17 (g)(1) - Accreditation now requires that all DE classes take steps to ensure the students who login to online classes are the same students registered for the class. This accreditation requirement is met when a Course Management System uploads students directly from the student rosters maintained by the college in its Student Information System (SIS) (4.24). At LAMC, the Etudes CMS platform communicates with the LACCD Student Database and students registered for those classes are uploaded into the Etudes CMS system.

LAMC authenticates its students through a daily upload parser which directly authenticates whether a student has been added or dropped or otherwise removed from a class. The authentication of Etudes CMS classes throughout the district is implemented through the district wide LACCD IT system, and by the individual DE coordinators at each of the LACCD sister colleges that uses the Etudes CMS. The District DE Coordinators in their monthly meetings discuss and coordinate the uploads and any authentication issues that might arise.

d. Regular and Substantive Interaction with the Instructor– USDE 602.17 (g). LAMC Evaluation Responsibilities for Compliance with USDE Regulations (4.25) and LACCD Administrative Regulation E-89 (4.26) require that each proposed or existing course offered by distance education be reviewed and approved separately, follow the curriculum approval procedures, and include "regular and effective contact" between the instructor and students pursuant to Title 5, section 55206). The Curriculum Committee approval certifies that the "regular and effective contact" requirement has been met. Follow-up course quality standards and instructor contact are maintained at the Department level by faculty teaching online/hybrid courses and through the faculty evaluation process

Some approved methods of instructor contact by online instructors, include: electronic communications and databases, chat rooms, FAQs, orientation sessions, orientation videos (accessible and 508 compliant), tutorials, email, in person group meetings, in person review sessions, instant messaging, private messaging, class announcements, listserv, discussion boards, internet library resources, webcasts (accessible and section 508 compliant), podcasts (accessible and 508 compliant), lecture notes, PowerPoints and diagrams.

2. State Authorization Reciprocity Agreement (SARA) Regulations: The DE Coordinator participates in regular meetings of the California Community Colleges District DE Coordinators and DE Stakeholders to keep abreast of the regulations, and DE issues (4.27). The DE Coordinator has posted the SARA Complaint Process on the DE website (4.28).

3. Section 508 Compliance: Under federal law, individuals with disabilities may be provided certain accommodations in their on-campus and online classes. The DSPS office provides appropriate accommodations for disabled students including converting media to an alternate format (4.29).

On November 5, 2013, the DSPS Office and the LACCD ADA Coordinator conducted a workshop (4.30) for faculty and staff on creating accessible web-based materials. The

training included website accessibility and creation of accessible office documents (4.31). A workshop survey was completed and will be included in the 2014-15 DE Program Review (4.32).

The Instructional Assistant, Assistive Technologist Adrian Gonzalez in the DSPS Office assists faculty with access to alternate media for students with special needs. The Instructional Assistant, Assistive Technologist is a resource member to the DE Committee and provides updates, information, suggestions, and recommendations to assist in compliance with Section 508 and other state and federal requirements on providing access to persons with disabilities (4.33).

**Infrastructure and Resource Allocation to Support Online Teaching and Learning**

1. Resource Allocation: Resource allocation requests for DE are included in the Program Review process. In the DE report and recommendations to the EPC in its meeting of May 6, 2013, the DE Committee recommended that the annual cost of the CMS be included in the baseline budget, and not require repeated annual "over-base" requests (4.34). This cost is now included in the annual Academic Affairs budget (4.35). The Budget and Planning Committee is considering additional resource allocation requests from DE, including a part-time online technical support assistant and the establishment of a dedicated DE cost center (4.36).

2. DE Coordinator Reassigned Time: An assessment of the DE infrastructure for its adequacy in meeting student, instructional, and service needs was performed in fall 2013 by the Vice President of Academic Affairs and the DE Committee. The results of the review indicated the DE Coordinator workload warranted an increase from 0.2 to 0.4 FTEF; this level will be reviewed for possible further augmentation in late spring 2014.

3. Faculty Resource Center: The College has created a faculty resource center, The Eagle's Nest, to provide equipment, supplies, and other resources for faculty teaching online and on campus (4.37).

4. DE Faculty Etudes Sites: The DE Committee assisted the online faculty with their transition from Moodle to Etudes. The Etudes staff created a special "one click" conversion tool to expedite the copying of materials, content, quizzes, discussions forums, videos, power point, and web links from Moodle to Etudes. The DE Committee will continue to support and assist faculty in the transition and upgrades to the online course shell (4.38).

**Systematic Assessment of Student Learning and Achievement Outcomes**

1. DE Student Performance: The DE program review in fall 2013 analyzed the performance of DE students. The data provided was in aggregate form, and compared online classes with on-campus classes. Successful course completion of DE classes rose from 63.4% in 2008 to 71.4% in 2013, and student retention from 82.8% to 85.8% during the same

period. To support a more meaningful analysis of student success and retention in DE, more detailed course-by-course comparisons will be provided for the spring 2014 and subsequent DE Program Reviews.

2. Assessment of Student Learning Outcomes (SLOs): To increase student success through the analysis of student learning outcomes, the DE Coordinator and the SLO Coordinator met in early spring 2014 to compare the assessment results of course SLOs in DE classes versus face-to-face classes. A matrix of classes taught online from 2012-14 was created (4.39).

**Next Steps**

To sustain long-term progress in implementing the DEP and improving the DE program, the DE Committee has scheduled the following steps for spring 2014:

Alignment with the Needs of the College's Intended Student Population

   a. OIE will administer a survey of DE students to garner detailed information on the alignment of student service support, additional course offerings, and the overall effectiveness of DE classes at LAMC.

   b. The DE and SSS Committees will identify actions in Student Services required to improve counseling support and other services for online students (including online educational planning, online career and transfer workshops and additional online Personal Development courses), and develop a plan for implementation.

   c. The DE Committee will review, edit and revise the current DE Charter to align with the goals and objectives of the DEP.

   d. Based in part on the findings of faculty and student focus groups, the DE Coordinator will evaluate and redesign the DE website to create a more user-friendly format and ensure accuracy of information.

Assessment of the Quality of Instruction

   a. The Curriculum and DE Committees, with collaboration and feedback from the SSS Committee, will begin to refine and update the steps, procedures, and processes to evaluate online instruction and Student Services for online students.

   b. The DE Coordinator and Staff Development will schedule training sessions for department chairs on how to utilize the Etudes Student Evaluation system for evaluation of online teaching faculty members.

   c. A survey will be developed and implemented in the spring 2014 term, to determine the needs of LAMC's online students.

Compliance with Federal, State, and Local Regulations

   a. The DE Committee, in collaboration with Professional and Staff Development and the DSPS office, will schedule workshops as follows:

      i. Assist faculty members with use of alternate media in compliance with 508 standards

      ii. Provide training for web-based access to materials, tutorials, videos, PowerPoints and other media

b. The DE Committee will develop and recommend processes and procedures in the evaluation of online teaching faculty members to ensure compliance with USDE and LACCD regulations on "regular and substantial interaction" between instructor and student.

Infrastructure to Support Online Teaching and Learning

a. The DE Committee will update the scope and responsibilities of the DE Coordinator.

b. The Vice President of Academic Affairs will re-evaluate the reassigned time for the DE Coordinator.

Systematic Assessment of Student Learning and Achievement Outcomes

a. After LAMC's adoption of a common learning styles definition, the DE Committee will collaborate with the Professional and Staff Development Committee in the development of workshops and presentations to introduce pedagogies and teaching materials based on that definition, to improve the learning and achievement of online students.

b. In summer 2014, the OIE will compare student performance data in DE classes to those in corresponding on-campus classes, and the DE Committee will discuss the results and consider improvements as the results warrant..

c. By fall 2014, the DE Committee will collaborate with the SLO Coordinator to ensure that SLOs are being assessed in online and hybrid classes, and initiate corrective and/or supportive action as needed.

**Conclusion**

The College has made substantial progress on Recommendation 4, and will reach full resolution by the end of spring 2015, through the implementation and subsequent evaluation of the approved DEP as described above.

# LIST OF EVIDENCE

**College Recommendation 4**

4.1      LACCD Strategic Plan

4.2      2014-17 Distance Education Plan

4.3      Distance Education Committee Agenda and Minutes – 2/12/2014

4.4      Fall 2013 LAMC Student Survey – Distance Education Questions and Report

4.5      Distance Education Website

4.6      Student Support Services for Distance Education Students – Fall 2013

4.7      Online Counseling Website

4.8      2012-17 Student Services Master Plan

4.9      Refer to 4.3

4.10    College Success Seminar (Personal Development 40)

4.11    Distance Education Course Approval Process

4.12    Online Course Notification Form and Distance Education Addendum Form

4.13    CCCCO Distance Education Guidelines – Title V, Section 55206

4.14    CMS Analysis – Fall 2013

4.15    Spring 2013 – CMS Faculty Survey

4.16    Spring 2013 – CMS Student Survey

4.17    Educational Planning Committee Minutes – 5/6/2013

4.18    Etudes Certified Faculty – Spring 2013

4.19    Student Evaluation of Online Faculty

4.20    Etudes Formal Course Evaluation Forms (Student Evaluation of Online Faculty)

4.21    Student Complaint Information for Distance Education Students

4.22    Student Grievance/Complaint Process

4.23    Curriculum Website and DE Website

4.24    Student Identity and Authentication History

4.25    USDE Regulation 602.17(g)

4.26    LACCD Administrative Regulation E-89 – Distance Education

4.27    LACCD Distance Education Minutes – 5/29/2009

4.28    State Authorization Reciprocity Agreement (SARA) Complaint Process

4.29    DSPS ADA Media Compliance

4.30    ADA Web Accessibility Training – 11/5/2013

4.31    Handout for Creating ADA Compliant Documents and Creating ADA Complaint Documents for Online Accessibility

4.32    ADA Web Accessibility Training Survey – 11/5/2013

4.33    Distance Education Charter

4.34    Educational Planning Committee Minutes – 5/6/2013

4.35    Academic Affairs Annual Budget

4.36    Distance Education Annual Program Review – Fall 2013

4.37    Refer to Recommendation 5, page 61

4.38    Distance Education Etudes Sites

4.39    2012-14 Online Course Matrix

## COLLEGE RECOMMENDATION 5

To meet the Standards, the team recommends the college adopt mechanisms for assessing: student learning styles and needs, the alignment of instructional delivery and pedagogical approaches with student learning styles and needs, and how instructional delivery and pedagogical approaches are related to achievement of student learning outcomes. (II.A.2.d).

## PROGRESS IN ADDRESSING THE RECOMMENDATION

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. Most of these steps focus on specific student and classroom (traditional or virtual) needs and pedagogical approaches that address those needs and enhance the learning experience.

### The Eagle's Nest

The current Vice President of Academic Affairs first came to Los Angeles Mission College in January 2013 and immediately began to foster the creation of a faculty resource center for teaching and learning. The Office of Academic Affairs received institutional support to create the Eagle's Nest, LAMC's center for teaching and learning, which is scheduled to open on April 1, 2014. A logo has been designed and the dedicated space is known as "the faculty's space to land, learn, and soar." Among other things, the Eagle's Nest will provide a forum for interdisciplinary research/discussions centered on student learning outcomes assessment and improvement, promote development of innovative curriculum, and encourage alternate modes of delivery (pedagogy) to improve both teaching and student learning.

The Office of Academic Affairs has adopted spring 2014 training themes for Eagle's Nest-sponsored professional development concentrating on learning styles, needs, and pedagogical approaches:

- Theorizing How LAMC Students' Social Identities Did and Do Impact Their Educational Experience
- Describing LAMC Students' Interests and the Skills They Bring to College
- Implementing Adult Learning Theory-Based Educational Methodologies

### Deep Dialogue Discussions

To follow up on Los Angeles Mission College's first Annual Student Learning Outcomes Summit on October 11, 2013 (5.1), the Vice President of Academic Affairs scheduled a series

of full-time faculty focus groups called "Deep Dialogue Discussions." Of the College's 83 full-time faculty members, 60 (71%) participated (5.2). Each of the nine focus groups included faculty members representing varying disciplines and lengths of service to the College. While the primary purpose of the discussions was to explore student outcomes assessment, the topic of student learning styles and needs was also examined (5.3). During each focus group meeting, faculty members were provided copies of an article by Cedar Riener and Daniel Willingham; it describes two approaches to student learning styles (5.4):

a. Students differ in their preferred modes of learning, independent of their ability and of the content learned. Altering pedagogy to fit these so-called "styles" enhances the learning process; or

b. Teachers can improve learning and best meet student needs by taking their students' differences in abilities, backgrounds, knowledge, and interests into consideration. In order to maximize learning, pedagogies can be altered based upon these characteristics of students in the classroom.

The Vice President summarized the article's contents and requested that the faculty members read the article and begin thinking more about how LAMC should use their understanding of varied student learning styles and needs in order to improve student learning in their classrooms. Each group was asked to choose a team leader responsible for bringing his/her colleagues together at least once per semester to continue dialogue about student learning outcomes and assessment (5.5). These discussions, in which faculty members share strategies for conducting authentic assessment of student and program learning outcomes, serve as the groundwork for continued Deep Dialogue Discussions. To sustain progress, the Vice President of Academic Affairs will continue to meet with faculty focus groups on a biennial basis for further discussions of student learning needs and the achievement of student learning outcomes.

At the conclusion of the focus groups, the Vice President submitted a report to the President summarizing the Deep Dialogue Discussions and recommending professional development activities for faculty (5.6).

**Other Forums for Discussion and Development**

To provide additional faculty forums for discussion of teaching and learning, the following activities were established:

- Academic Senate Brown Bag Discussions (5.7)

  Academic Senate established monthly lunch discussions with guiding topics designed to stimulate deep dialogue pertaining to teaching and learning. During the fall 2013 semester, for example, the Brown Bag discussions created an interest in adopting a common book for the entire LAMC faculty to read. After review and discussion of several books, *Mindset: The New Psychology of Success* by Carol Dweck was chosen and approved by the Academic Senate at the December 5, 2013 meeting (5.8).

This book explores how individuals learn differently and provides information and strategies on how to create learners that have a more open mindset.

- Campus wide Faculty Book Club

  As a result of the adoption of the common book project by faculty, the Academic Senate created a campus wide faculty book club. The purpose of the book club is to provide suggestions for additional readings and activities that support innovative teaching and learning. As a resource, a website was developed for the faculty book club (5.9).

- "Spring into Spring" Winter Flex Day

  The Achieving the Dream Committee, Professional and Staff Development Committee, and Academic Senate co-sponsored this day of workshops and activities designed to invigorate faculty as they prepare for the spring semester. The workshop topics resulted from previous discussions that occurred within the Deep Dialogue sessions, Brown Bag series, and the Faculty Book Club. Over 100 full-time and adjunct instructors attended and participated in these workshops (5.10).

These activities have proven to be successful in promoting discussion of teaching and student learning styles, and have now been institutionalized. In collaboration with the Eagle's Nest, such professional growth activities continue to provide opportunities for professional interdisciplinary discussion and collaboration among faculty.

**Survey on Student Learning Differences**

On February 5, 2014, the Office of Institutional Effectiveness distributed the Student Learning Differences survey to all full-time and adjunct faculty members to collect information about current learning needs assessment practices, broaden the dialogue about classroom assessment of student learning styles and needs, and provide input on a working definition of "learning styles" for the College (5.11). The survey included seven questions inquiring about faculty members' assessments of and pedagogical responses to student learning differences.

Most of the survey questions were structured to collect the following information:
- The types of assessments faculty members are implementing to assess students' learning styles and needs
- The types of learning styles and learning needs identified
- Successful interventions that have been employed

In addition, the following survey question was designed to assist the College in organizing further research and data-gathering on learning styles and needs:
- If you do consider learning differences in your teaching, based on your observations, what student characteristics should be considered in LAMC's research on student learning styles and needs?

OIE is now analyzing the results of the survey; the white paper reporting on the findings is scheduled for completion by the end of April 2014.

**Next Steps**

- During the spring 2014 term, responses from the Student Learning Differences survey will be analyzed by the Office of Institutional Effectiveness to identify common themes and begin gathering data for further analysis.

- After a comprehensive review of the survey and focus group data, the Office of Academic Affairs, in consultation with the Academic Senate, the Professional Development Committee, and the Learning Resource Center/Library as applicable, will request funding through the regular budget development process for reference materials, training and other support designed to help the faculty align instructional delivery and pedagogical approaches more effectively with the identified student learning styles and needs. These resources will be available in the Eagle's Nest.

- Professional development training during the spring 2014 term will concentrate on learning styles, needs, and pedagogical approaches based on the established Eagle's Nest themes. All professional development activities will be assessed by the participants.

- Commencing in the summer of 2014, the Office of Academic Affairs, in consultation with the Office of Institutional Effectiveness and the Academic Senate, will use the data gathered from the spring 2014 Student Learning Differences survey and Eagle's Nest training activities to identify and develop tools to assist faculty and the College to:

  - Systematically assess student learning styles and needs.

  - Analyze the relationship among student learning styles and needs, instructional delivery and pedagogical approaches, and achievement of student learning outcomes, using both quantitative and qualitative evidence, and seek to improve those outcomes based on the analysis.

  - Implement and document pedagogical or curricular changes based upon the assessment of student learning styles and needs, drawing on the results of the analysis.

- The Office of Institutional Effectiveness will provide an annual summary of the Eagle's Nest activities and disseminate the report electronically to faculty.

- The Eagle's Nest will continue to promote effective student engagement, learning, and achievement and further study of pedagogical approaches that are related to improving learning and achievement.

- In 2014-15, the College will research and apply for federal funding to further support the Eagle's Nest in strengthening academic quality.

**Conclusion**

The College has made substantial progress in resolving Recommendation 5, and will have fully resolved it by the end of the spring 2015 semester with the completion of the Next Steps listed above.

The College has adopted a sustainable mechanism for assessing student learning styles and needs and the alignment of instructional delivery and pedagogical approaches with those styles and needs, through the establishment of the Eagle's Nest center for teaching and learning; the initiation of a regular cycle of research, assessment, dialogue, and improvement; and the allocation of resources to support that cycle (II.A.2.d).

# LIST OF EVIDENCE

**College Recommendation 5**

5.1     SLO and Assessment Summit Agenda – 10/11/2013

5.2     Deep Dialogue Discussion Summary, Agenda, and Participant List

5.3     ASCCC's Authentic Assessment Power Point and Mueller's Authentic Assessment Toolbox

5.4     *The Myth of Learning Styles* Article

5.5     Deep Dialogue Team Lead Email Samples

5.6     Deep Dialogue Discussion Report to College President

5.7     Academic Senate Brown Bag Discussion Summaries – 10/15/2013, 11/15/2013

5.8     Academic Senate Minutes – 12/5/2013

5.9     Faculty Book Club Website

5.10    Spring into Spring Winter Flex Day Agenda – 2/3/2014

5.11    *Student Learning Differences* Survey

## COLLEGE RECOMMENDATION 6

To meet the standards, the team recommends the college develop a set of metrics and performance standards to better monitor the effectiveness of its planning and resource allocation decisions in achieving improvements in student learning (I.A.1, II.A.1, II.A.2.f).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

**Annual Strategic Planning**

Each year, a week before the fall semester begins, the College Council convenes 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. Representatives of the shared governance planning committees are among the members of the College Council. These committees are as follows:

- Educational Planning Committee
- Student Support Services Committee
- Budget and Planning Committee
- Technology Committee
- Facilities Planning Committee
- Professional and Staff Development Committee

At the conclusion of the College Council retreat, the College's updated Strategic Master Plan is disseminated campus wide and made available on the website (6.1). The goals in the College Strategic Master Plan are then considered by all College programs and services as they undertake their annual program reviews (6.2). (See also the Recommendation 2 section for a more detailed discussion of LAMC's strategic planning process and its incorporation of student performance data.)

**Program Review Process**

The College conducts an annual Program Review cycle in which each program or unit conducts a self-evaluation based on evidence, including student academic and/or unit performance, student learning or service area outcomes assessment findings, and enhancements to improve student learning and/or institutional effectiveness (6.3). Each program then develops an action plan to improve its own effectiveness. The program review action plan identifies the annual program or unit improvement objectives, each of which is linked to one or more of the College's strategic goals. In addition, the action plan includes the following elements:

- Individual(s) responsible for coordinating the work necessary to achieve each objective

- Timeline for completion
- Description of activities designed to help meet each objective
- Expected outcome and measures of progress
- Assessment of progress on objectives set in prior cycles
- Status of each objective
- Specifications for any additional resources required to achieve each objective, including its anticipated total cost, description, type (e.g., one-time, ongoing), priority, and status (6.4).

**Improvements in the Program Review Process**

Several changes to the Program Review process were recommended by the College Council and other bodies and approved by the President in the fall of 2013. The most important for systematically monitoring and continuously improving the effectiveness of this critically important planning process was the establishment of the Program Review Oversight Committee (6.5).

The Program Review Oversight Committee (PROC) is charged with the following tasks (6.6):

- Provide systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division.
- Oversee the annual and comprehensive Program Review processes to ensure that each review process is evaluative as well as descriptive, and that the results of the program review are consistently linked to other institutional planning processes.
- Determine the standard procedures and schedules of self-assessment and peer-validation to ensure that the Program Review process is consistent across programs and units of all divisions.
- Ensure that there is a meaningful linkage among Program Review and student achievement and learning outcomes, service area outcomes, the College Strategic Master Plan and the resource allocation process.
- Provide workshops to educate users on Program Review tools and processes as needed.
- Assign validation teams for all comprehensive program reviews.
- Review, update and revise the Program Review Handbook as needed.

The PROC met five times during the fall/winter of 2013/2014 to systematically evaluate the effectiveness of the Program Review process and to ensure its standardization across all three campus divisions (i.e., Academic Affairs, Student Services, and Administrative Services). The PROC has already made several significant improvements to the process. The following are some of the highlights of the PROC's discussions and recommendations to date:

- All three College divisions will adopt the same schedule for conducting comprehensive program reviews (each program undergoes a comprehensive program review every

three years, with one-third of the programs undergoing the comprehensive assessment each year, and annual updates in the other two years of the cycle) (6.7).

- All three College divisions will follow the program review validation process as described in the Program Review Handbook (6.8, 6.9).

- Recommendation to move the annual unit assessment program review cycle for all College divisions to begin in the spring semester, rather than the fall semester. The change in schedule is designed to allow more time for units to reflect on their performance; to allow them to project their needs farther in advance; and to allow more time for division leadership to perform Program Review evaluation, provide feedback, and prioritize budget requests in accord with the new set of metrics established this year (see below). This new cycle will begin in the spring of 2014, with the online Program Review system opening on the first Monday of March and closing on the last Friday of May. (Fall 2013 program reviews were carried out under the previously established schedule.) This recommendation was discussed in the College Council meeting on November 21, 2013 and approved by the College Council on December 19, 2013 (6.10).

- Discussion that the Vice President of each College division should compile the planning objectives and budget requests coming out of his or her division's units into a report to PROC that summarizes the major themes of these plans and requests. PROC would then synthesize the information from the Vice Presidents' reports into an institution-level report to the College Council. PROC plans to formalize this recommendation and present it as an action item to the College Council in spring 2014 (6.11).

- Discussion and prioritization of Program Review participant feedback regarding data enhancements, training needs, and improvements in the process (6.12).

- Revision of the Program Review structure and of the assignment of units to each College division (6.13).

- Revision of the Program Review Handbook (6.14).

**Maintaining Institutional Effectiveness and Quality**

The Program Review system is set up so that the following are included among the areas on which each program must report annually:

- Its responses to the recommendations it received in the validation of prior program reviews;

- The status of the objectives and improvement plans and activities it formulated in prior years, including evaluation of the results/outcomes of these undertakings;

- Evaluation of student data, including data regarding student achievement in the program;

- Changes designed to improve student learning (implemented based on outcomes assessments conducted in the prior year); and

- Improvements in student learning as a result of the changes made.

These requirements enable the College to monitor the implementation of program action plans, evaluate contributions made toward meeting the College strategic goals, and evaluate institutional progress in improving student learning and achievement. This process is an important way in which the college maintains institutional effectiveness and quality (6.15).

**Planning and Resource Allocation**

Once the Program Reviews are completed, they are forwarded to their respective administrative divisions: President's Office, Academic Affairs, Administrative Services, and Student Services. The President and the respective Vice Presidents, in coordination and consultation with appropriate faculty members and staff, review the action plans and resource requests, and rank the requests according to the budget priorities rubric and the new set of metrics described below. The resource requests that receive the highest ranking are given the highest priority. The prioritized requests are forwarded to the BPC for discussion and final prioritization. After deliberations, the BPC sends its final prioritized list of resource requests to College Council as an action item, which is then forwarded to the College President for approval (6.16).

This year, the BPC developed a crucial new set of metrics that relies in part on student learning outcomes (SLOs)/service area outcomes (SAOs) and performance standards, and recommended that they be added to the prioritization process. After discussion by the College Council and further refinement by the BPC, the College Council and President approved the new metrics, which were implemented in spring 2014 for the 2014-15 and subsequent budget years. The end product is an enhanced resource allocation prioritization process that has been fully vetted through the College's established shared governance process (6.17).

In the enhanced prioritization process, the new metrics comprise six questions, which each division must answer about each of its resource requests:

1. Is this position or equipment new, or is it a replacement?
2. Is this position or equipment needed to satisfy a mandate, safety or accreditation requirement, or a workload distribution (position only)?
3. What are the on-going costs associated with this position or equipment?
4. How does this request meet college strategic goals and program/unit objectives?
5. How will this request meet SLOs and/or SAOs in your program or unit?
6. How will this request assist the college to meet its student achievement benchmarks?

The answers to these questions illuminate the broader institutional implications of each resource request beyond the immediate needs of the program. The final three questions are particularly important in using metrics and performance standards to gauge planning and resource allocation effectiveness. They require each division to explain the extent to which

every resource request contributes to meeting college strategic goals and program objectives and, more importantly, improving student learning and student achievement (6.18).

In subsequent years, each division that received a resource based upon its answers to questions 4, 5 and 6 in the prior budget prioritization cycle will be required to illustrate (1) the effects the resource had on improving or maintaining the achievement of the respective SLOs or SAOs, (2) how the resource contributed to the related student achievement benchmarks, and (3) what effects the resource had on the pursuit of the College's Strategic Master Plan goals and/or program objectives. In turn, the BPC will send to College Council a summary of the resources' effects, with conclusions about the effectiveness of the resource allocation process in improving student learning and achievement and advancing the College's goals and objectives. The College Council will use the summary to evaluate the resource allocation process, and forward any resulting recommendations to change that process to the College President for action.

**Institution-Set Standards for Student Achievement**

The institution-set student achievement benchmarks referred to in Question 6 were developed by the Council of Instruction, discussed and reviewed by the Educational Planning Committee, and approved by the Academic Senate, College Council, and the President. (Please also see the Recommendation 2 sections on the consideration of these benchmarks in Program Review, the Strategic Master Plan, and the MLR.) Those benchmarks, which are reported annually to the ACCJC, are as follows (6.19):

| Student Achievement Outcome | Approved Benchmark (Standard) |
|---|---|
| Successful Course Completion Rate | 64% |
| Course Retention Rate | 85% |
| Persistence Rate | 48% |
| Student Degree Completion | 450 degrees |
| Student Certificate Completion | 214 certificates |
| Student Transfer to 4-year Colleges/Universities | 205 transfers |

**Relationship between PLOs/ILOs and Program Planning and Resource Allocation**

As described in the Recommendation 2 section above, the SLO Coordinators and the Dean of Institutional Effectiveness have initiated development of an online system to conduct and report on roll-up assessments of both program learning outcomes (PLOs) and institutional learning outcomes (ILOs) based on student performance on course SLOs, with full implementation of this system scheduled for October 2014. The results of these roll-up summary assessments are scheduled to be incorporated into each discipline's program review starting in spring 2015, so that programs will be able to evaluate more systematically their

performance on their PLOs, and their contribution to each ILO, in relation to the benchmarks that have been established for those outcomes.  Based on these evaluations, programs will be able to determine improvement strategies that have been effective, and will also be able to create planning objectives and resource requests through the Program Review system to address areas identified as needing improvement.  The PLO and ILO roll-up assessment results will also be included in the Mission Learning Report (MLR), which will be reviewed annually by the College Council and other major committees.  These committees will consider the information in the MLR as they make updates to their plans and processes for the coming year. (Please see the "Program and Institutional Learning Outcomes" and the "Mission Learning Report" sections of Recommendation 2 for a more detailed discussion of these processes and the MLR.)

The timeline followed by the BPC, PROC, and the College Council ensures that appropriate planning and evaluation occur prior to resource allocations.  The timeline allows for setting budget priorities, planning a year in advance, implementing Program Review action plans, conducting an evaluation of the previous year's plans and allocations, and modifying processes, plans, and allocations as necessary.

**Next Steps**

Beginning in February 2014, the Budget and Planning Committee, using the budget priorities rubric and the new set of metrics adopted by the College, is scheduled to review the FY 2014-15 resource allocation requests that originated in the fall 2013 program reviews.  The effectiveness of these resource allocation decisions in improving student learning will then be assessed the following year by each division, as described above.  In addition, the Program Review process will continue to be enhanced so that programs can evaluate PLO and ILO summary data to determine program effectiveness and to make improvement plans and resource requests that will advance overall student learning at the College.

While the College has made substantial progress in tying the over-base resource prioritization process to achieving student learning improvements, the College leadership recognizes that further improvement is needed.  To that end, the College Council will charge LOAC and PROC with the task of developing joint recommendations for the creation of a structure and process that will more strongly integrate SLO assessments and improvements in student learning with institutional planning and resource allocation.  The two committees will schedule three joint meetings in spring 2014, and will submit their recommendations to EPC, College Council, and the President.  Actions approved by the President will be implemented in the spring of 2015.

The College will also implement PROC's recommendation to use the Program Review process to tie program improvement objectives not only to the College's strategic goals, but

also to SLO/PLO/SAO assessment results.  Beginning in the spring 2015 cycle, respondents will be able to mark a checkbox to indicate that a given improvement objective is tied to improving SLOs/PLOs/SAOs in that program.  Requests tied to objectives for which this box is checked will get more weight in resource allocation decisions.

Each year, the PROC will evaluate the amount of overall institutional improvement in SLOs, PLOs, and ILOs, as well as in student achievement outcomes (i.e., completion, retention, and transfer rates), in order to confirm whether the College's planning and resource allocation decisions have been reasonably effective in improving student learning.  Based on that evaluation, PROC will make any applicable recommendations for improving the College's planning processes and/or resource allocation model to College Council.

**Conclusion**

With the improvements made to the Program Review process, including oversight of the process by the PROC, and the development and implementation of the new set of metrics by the BPC, which relies in part on student performance standards to better monitor the effectiveness of planning and resource allocation decisions in achieving improvements in student learning, the College has partially resolved the Recommendation, and will fully resolve it by spring 2015.

# LIST OF EVIDENCE

**College Recommendation 6**

6.1    2013-18 LAMC Strategic Master Plan

6.2    Program Review Template for Creating a Program Objective

6.3    Annual Program Review Cycle

6.4    Program Review Template for Creating a Resource Request, and refer to 6.2

6.5    PROC Charter Approval from College Council – 7/18/2013

6.6    PROC Charter

6.7    PROC Minutes – 10/15/2013, section 2

6.8    Refer to 6.7

6.9    Program Review Handbook (Draft)

6.10   PROC Meetings
       11/19/2013 – Minutes, section 3
       12/11/2013 – Minutes, section 3
       College Council Meetings
       11/21/2013 – Agenda, Minutes, pages 4-5
       12/19/2013 – Agenda, Minutes, page 2

6.11   PROC Meetings
       11/19/2013 – Minutes, top of page 2
       12/11/2013 – Minutes, section 7
       1/23/2014 – Minutes, section 6

6.12   PROC Meetings
       12/11/2013 – Minutes, section 5 and Program Review Feedback Handout
       1/23/2014 – Minutes, section 4 and Program Review Feedback Handout
       with Notes

6.13   PROC Meetings
       11/19/2013 – Minutes, section 4
       12/11/2013 – Minutes, section 4
       Program Review Structure Chart

6.14   PROC Meetings, and refer to 6.9
       12/11/2013 – Minutes, section 6
       1/23/2014 – Minutes, section 5

6.15   Fall 2013 Program Review Samples – Instructional and Non-Instructional

6.16   Budget and Planning Rubric and Metric Worksheet

6.17   Matrix and Evaluation Questions

6.18   Sample Set of Answers to the Six Questions

6.19   Institution-Set Standards for Student Achievement

## COLLEGE RECOMMENDATION 7

To meet the Standards, the team recommends the college undertake an overall assessment of its student support service offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and state requirements. The assessment should also determine the level of staffing needed to deliver an acceptable level of services based on its budgeted student enrollment, and develop the resources needed to employ the staff required to deliver the planned services. (II.B.1, ER 14).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

The College uses the Program Review process to assess the services delivered by the Division of Student Services. This process includes setting priorities on the allocation of requested resources in accordance with procedures developed by the Budget and Planning Committee and approved by the College Council and the President (7.1).

Between fiscal years 2008 and 2012, categorical budgets in Student Services were significantly reduced. LACCD Colleges experienced significant cuts, ranging from 30 to 45 percent in State categorical programs as well as a significant reduction in the general fund (7.2). These cuts reduced services in the Counseling Department, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Student Program and Services (DSPS), Matriculation, Admissions and Records, and Tutorial Services, and in overall service hours.

Currently, the College has 4.5 full-time general counselors (six full-time general counselors with 1.5 FTEF release time for other necessary functions) to advise approximately 9,400 students. Adjunct faculty and classified substitute relief in Student Services were reduced to meet the reduction in funding targets specified by the State and the District. Fall 2012-13 adjunct instructional faculty was reduced by 23.9% from fall 2008-09. In the same time period adjunct counseling faculty was reduced by 96.7%. Classified substitute relief was reduced by 72.4%.

The College recognizes the need for an overall assessment of the support services offered, particularly given the impact of these reductions. In summer 2013, the President of the College directed the Vice President of Student Services to coordinate an evidence-based review and assessment of the level of service, supervision, and staffing of all units of Student Services, including Student Support Services that report to Academic Affairs (CalWORKs and Tutorial Services) (7.3).

**Assessment of Student Support Services**

Throughout the fall 2013 and spring 2014 terms, LAMC has been conducting the following research pertaining to Student Services:

1. Staff Comparison Study
2. Comprehensive Faculty/Staff Survey
3. Comprehensive Student Survey
4. Point of Service Surveys
5. Focus Groups of Students and of Student Services Staff
6. Federal and State Requirements Analysis

Based on the findings from these research activities, which are detailed below, the College is developing an action plan to improve Student Services and allocate the necessary resources to meet the diverse needs of its students. The action plan will cover Fiscal Years 14-15 and 15-16.

**Staff Comparison Study**

LAMC conducted an analysis of staffing levels in student service areas at two similar-sized colleges (West Los Angeles College and Los Angeles Harbor College) to determine how staffing levels at LAMC compared (see Figure 1).

Figure 1: Headcount, FTES and Total Budget at LAMC, West L.A. College and
L.A. Harbor College

| | Headcount | | FTES | | Total Budget |
|---|---|---|---|---|---|
| **College** | **Fall 2012** | **Spring 2013** | **Fall 2012** | **Spring 2013** | **FY 12-13** |
| LAMC | 10,194 | 9,699 | 3,031 | 2,855 | $26,965,097 |
| Harbor | 9,448 | 9,490 | 3,283 | 3,222 | $29,564,584 |
| West | 9,954 | 9,614 | 3,176 | 3,046 | $32,186,888 |

The Staff Comparison Study found that six out of 14 student support services units at LAMC had less staff, and in some cases significantly less staff, than the two comparable colleges. The following units had the largest discrepancies in Full Time Equivalent (FTE) staffing levels:

• Assessment and Matriculation— two less staff than Harbor and two less staff than West

• International Students— one less staff than Harbor and .5 less staff than West

• Counseling— two less staff than Harbor and nine less staff than West

- Athletics— eight less staff than Harbor and seven less staff than West
- Admissions and Records— three less staff than Harbor and five less staff than West
- DSPS—1.5 less staff than Harbor and 2.5 less staff than West
- Student Services—.5 less staff than Harbor and 1.5 less staff than West
- Financial Aid— one less staff than Harbor and West

Based on the analysis of this data, LAMC appears to have comparative staffing deficiencies in all eight units (7.4). These data further indicate the College needs to review the funding resources in specific departments.


**Comprehensive Faculty/Staff Survey**

A comprehensive faculty/staff survey was administered to all LAMC faculty and staff during the fall 2013 term (7.5). One hundred thirty three responses were received from all employee groups, including full-time faculty, adjunct faculty, classified staff, administrators and unclassified staff.

The survey section on student support services revealed that faculty members most frequently refer students to the following services: Tutoring, Learning Resource Center, Library, and Counseling.

About six in ten faculty and staff members (59 percent) agreed or strongly agreed that *The College provides sufficient student support services to meet student educational needs*. In order to determine which areas do not meet student needs, the College's Office of Institutional Effectiveness conducted a content analysis of the open-ended responses to the relevant survey questions (7.6). This analysis found that faculty and staff felt improvements were needed in the following areas:
- Additional staff and resources for student service areas, particularly in tutoring, counseling and support for underprepared students;
- Extended hours of operation to include evening and weekend hours;
- Establishment of a coordinated program to serve underprepared students at LAMC more effectively.

Faculty also believed that many students lacked guidance and needed mentoring in financial resources, academic planning and career planning. This observed need is likely related to the high proportion of first-generation college students at LAMC, and underscores the importance of student services, particularly counseling and tutoring.

**Comprehensive Student Survey**

A comprehensive, college-wide student survey was conducted during the fall 2013 term; 954 students (approximately 10 percent of the student population) responded, representing the diverse student body (7.7).

- 71% of the respondents were continuing students, 17% new and 12% returning
- 31% of the respondents had been at Mission three to four semesters, 20% five to six and 13% seven or more
- 75% identified themselves as LAMC students; 12% were from another community college and 12% from a four-year institution
- 43% were 25 and older, 57% were under 25
- 67% were female and 33% were male
- 73% identified themselves as Hispanic or Latino, 4% Black or African American, 17% white, and 7% Asian or Asian American
- 93% indicated their preferred language was English
- 33% had children under 18 living with them
- 34% had parents who did not complete high school, 29% had parents who had a high school diploma or GED, 12% had parents with some college, and 20% had parents with an AA degree or higher
- 49% stated they worked off campus
- 15% worked 40 hours per week or more and 26% between 20 and 39 hours per week
- 22% had not applied for federal financial aid. 56% had applied and indicated that they were eligible for financial aid, 15% had applied and reported that they were not eligible, and 8% had applied but did not know whether they were eligible. When non-applicants were asked why they did not apply for financial aid, 33% chose "I did not think I would be eligible."

The survey found that 85 percent of respondents agreed or strongly agreed that they were able to find services they need on campus; 82 percent were able to find the services online. Eighty three percent (83%) agreed or strongly agreed that "overall LAMC provides sufficient support services to meet my educational needs," and 80 percent indicated that they felt LAMC was effective or very effective at providing them with the support they need to succeed.

Distance education students (respondents who reported they were enrolled only in online courses during fall 2013) were slightly more satisfied with student support services than students who were taking classes on campus; 85% felt that LAMC provides sufficient support services and 83% felt that LAMC was effective at providing them with support they need to succeed. Ninety percent (90%) of online student respondents reported being able to find services they need online. Ninety percent (90%) also felt that the LAMC website was easy to navigate.

In order to determine which areas students felt do not meet their needs, the Office of Institutional Effectiveness conducted a content analysis of the comments in open-ended questions relating to student satisfaction (7.8).  The main areas for improvement identified by students were:

- Enhancing services for evening and weekend students;
- Improving communication between the college and the student body;
- Refining professional behavior within Student Services, including Admissions and Records, Financial Aid, and Counseling;
- Expanding on-campus computing centers, including on the East Campus;
- Improving the College website for relevance and ease

Many comments were consistent on the Faculty/Staff Survey and the Student Survey, including students' inability to get appointments in counseling and tutoring, the lack of availability of classes, long wait times in Counseling and Financial Aid and the need for extended evening and weekend hours.  While online students reported higher overall satisfaction with counseling and admission and records, they also reported experiencing difficulty getting appointments with counseling staff, especially outside normal working hours.  Understaffing in the Counseling Department was mentioned in both surveys.  Twenty percent of student respondents who had used the Counseling Office reported being dissatisfied or very dissatisfied with the services they received.  The most frequently cited reasons for their dissatisfaction were wait times (17 percent), hours of operation (14 percent), and the clarity and amount of information provided (12 percent).

**Point of Service Surveys**

The findings from the comprehensive student survey were further investigated using point of service surveys.  These surveys were administered to students who had visited specific student support services units during the final two weeks of the fall 2013 term (7.9).  The surveys were given to students upon completion of the service to assess the level of satisfaction with the services they had received.  A total of 674 responses were received in 20 student support services units.  The number of respondents per unit ranged from 5 to 137, with an average of 34 respondents per unit.  The surveys found that:

- The most common reasons for the students' visits were to get basic information (25 percent) or guidance or advice (18 percent);
- The vast majority of respondents (97 percent) were satisfied or very satisfied with the service received that day;
- Three-quarters of respondents (75 percent) reported that they had received all the information they needed that day.  However, responses indicated that the following units need to ensure that the information they give students is more comprehensive so that students receive all the information they need: Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.

- In order to assure that students are given comprehensive information, Student Services plans to expand on the information given during orientation and post FAQs on their website.

**Student and Student Services Staff Focus Groups**

LAMC is partnering with California State University, Northridge (CSUN) to conduct focus groups with students and student services support staff.  Through the efforts of Dr. William Watkins, CSUN Vice President of Student Affairs, a research team conducted staff focus groups at LAMC on March 7, 2014 (7.10).  Student focus groups will be conducted in April. The team is meeting with administrators and staff from Admission and Records, Assessment, Counseling, DSPS, EOPS/CARE, ASO, Athletics, Financial Aid, Transfer Center and Veterans and International Students Office.  The purpose of the focus groups is to determine the level of services LAMC provides, the number of staff allocated to each department, their workload, and gaps in services on the campus and online (7.11).  The team is meeting with both on-campus and online students to assess the level of student satisfaction.  The CSUN team is scheduled to complete its report on the results of these focus groups by the end of March 2014.  This report will contain the final set of data to be used in the formulation of the Student Support Services Action Plan.

**Federal and State Requirements Analysis**

The Division of Student Services conducted an assessment to determine whether all departments were meeting all applicable Federal and State laws and requirements.  An analysis of federal and state requirements for financial aid, EOPS/CARE, DSPS, and other student services programs found that without exception, all applicable Federal and State mandates are currently being met.  Based on this assessment, the Division of Student Services disseminated a Federal and State Student Support Services Requirements Chart college wide (7.12).

**SB 1456: Student Success Support Program (3SP)**

One of the new State requirements will be the implementation of SB 1456, the Student Success Support Program (3SP) in AY 14-15.  3SP provides categorical performance-based funding to ensure that incoming students obtain assessment, orientation, abbreviated education plans and comprehensive education plans.  Beginning in AY 14-15, 10% of new students must have an orientation, be assessed, and obtain an abbreviated education plan. Thirty five percent (35%) must have a comprehensive education plan by the end of AY 14-15. Funding will be allocated if the colleges meet their targets.  The following Academic Years the percentages of new students will increase until eventually 100% of all new students are

assessed, are oriented, and have Student Education Plans (SEPs).

These new state requirements have brought needed resources to the College.  For FY 14-15 the college will receive $924,000 to implement 3SP.  The state allocation will be integrated in the Student Support Services Action Plan that increases staffing resources to meet the diverse needs of our students.

Preliminary conclusions based on all the data analyzed to date from the research activities described above include the following:

- Counseling services for both on-campus and online students require enhancement through additional staffing and additional hours of service.
- The delivery of accurate, clear, and comprehensive information to students must be improved, particularly in Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.
- Training in customer service and professionalism is required in all departments, including in particular Admissions, Financial Aid, and Counseling.

**Next Steps**

Based on the findings of all the research activities detailed above, the Vice President of Student Services, in consultation with the SSSC, is developing a plan of action, including an augmentation of staffing and other resources.  The augmentation will bring student support services at LAMC much closer to the level required toward meeting the needs of the College's student population.  This plan will target improvements during a two year period that includes AY 14-15 and 15-16 (7.13).

Implementation of the plan will commence in spring 2014, and the target date for initial enhancements of service offerings is fall 2014.

**Conclusion**

The College has partially resolved Recommendation 7, and will reach full resolution by spring 2015 through implementation of the Student Services Action Plan.

The College has undertaken an overall assessment of its student support service offerings in order to identify gaps, and is developing a Student Services Action Plan that addresses students' diverse needs, as well as federal and state requirements, and will include a stategy for augmenting human and other resources accordingly.

# LIST OF EVIDENCE

**College Recommendation 7**

7.1 Budget and Planning Resource Allocation Process

7.2 Unrestricted General Fund—Trend Analysis of Hourly Expenditures

7.3 Memorandum from College President to the Vice President of Student Services

7.4 Staff Comparison, Comparable Colleges: LAMC, LAHC and WLAC

7.5 Fall 2013 LAMC Faculty/Staff Survey

7.6 Fall 2013 LAMC Faculty/Staff Survey Content Analysis

7.7 Fall 2013 LAMC Student Survey

7.8 Fall 2013 LAMC Student Survey Content Analysis

7.9 Point of Service Survey

7.10 Notification of Student Services Staff Focus Groups

7.11 Student Services Staff Focus Group Questions

7.12 Federal and State Support Services Requirements Chart

7.13 Student Services Action Plan AY 2014-15 and AY 2015-16

## COLLEGE RECOMMENDATION 8

To meet the Standards, the team recommends the college develop and make available to visiting teams a report of 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. The report should cover a five year period and be updated annually..

### PROGRESS IN ADDRESSING THE RECOMMENDATION

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. A report of student complaints/grievances covering the five-year period from spring 2009 through spring 2014 is available for visiting teams to review and will be updated annually. In addition, the student complaint/grievance website now includes an online form for submission of student complaints (8.1).

Prior to the Accreditation Team visit in March of 2013, the College resolved student complaints and grievances informally. There was no structured system in place to keep records. Student complaints that pertained to grade appeals or other minor faculty/student conflicts were handled by the campus ombudsperson while all other complaints were handled by the Office of the Vice President of Student Services, following LACCD Administrative Regulation E-55 (8.2). Procedures for student complaints and grievances are published in the College Catalog (8.3).

In the fall of 2013, the Dean of Student Services established a Student Complaint/Grievance Task Force, composed of the Dean of Student Services, Student Services Administrative Secretary, Financial Aid Director, Information Technology Manager, and Web Architect, to formalize the process for student complaints/grievances. The Task Force presented documentation of the process to the Accreditation Steering Committee (ASC), from which it received critical feedback that was included in the final development of the process (8.4, 8.5).

The Task Force also developed a new electronic Student Complaint/Grievance Online form (8.6). The web-based form follows the template of the original paper form, which continues to be available for students to submit written complaints and grievances to the appropriate division (8.7).

A log was created to track the submissions received, which includes the following information (8.8):
- Name of the individual filing the complaint/grievance;
- Student identification number;

- Nature of the complaint/grievance;
- Date of the complaint/grievance;
- Date of the disposition of the complaint/grievance;
- Final outcome.

Since a formal log was not kept prior to the fall 2013 term, the Office of Student Services reviewed the applicable paper and electronic files from the past four years, entered the findings in the log described above, and compiled the data into a report (8.9). Beginning in fall 2013, all complaints/grievances have been entered directly into the log for tracking and monitoring.

During fall 2013, student complaints/grievances were handled by the Dean of Student Services and logged by the Administrative Secretary in the Office of the Vice President of Student Services. Beginning in spring 2014, in accord with the new student complaint/ grievance process, each of the campus divisions (Student Services, Academic Affairs, Administrative Services, the President's Office, and Instructional Television) handles the complaints/grievances in its area. The respective area's secretary enters all incoming complaints/grievances into the log and forwards them to the appropriate administrator.

The student complaint/grievance website has also been updated to include information on the new complaint/grievance process and a link to the web-based form. The revised process will also be included in the 2014-15 LAMC Catalog.

The following complaint/grievance process commenced in spring 2014 (8.10):

1. For paper complaint/grievance forms, the student will submit the form to the Office of the Vice President of Student Services; for web-based forms, the student will submit the form online and receive an email confirming receipt of the submission

2. Paper forms will be forwarded to the appropriate division/area and entered into the electronic system. Electronically received complaints will be submitted to a shared email box that will be checked regularly by each area administrative secretary.

3. Each division secretary will enter the submission information into the log and investigations will commence within five business days of receipt.

4. Appropriate personnel in each divisions/area (Student Services, Academic Affairs, Administrative Services, the President's Office, and Instructional Television) will review, investigate, and work to resolve the issue as promptly as possible.

5. If there is no resolution to the complaint/grievance by the division/area personnel, then the applicable Vice-President or lead administrator will make a decision on final resolution.

6. The progress of the complaint will be logged throughout this process by the respective division/area secretary. Annually, at the end of the spring semester, each division/ area administrator will review his/her area complaint log and compile a summary report, which will include an assessment of the complaints received, an evaluation of themes (e.g. customer service related complaints, phone related complaints, faculty

member conflicts, etc.), ongoing challenges, and a plan of action to address or make improvements for the following academic year, if necessary.

7. All reports will be presented to the appropriate Shared Governance Committee and College Council for a comprehensive review and recommendations for improvement. As a subcommittee of College Council, beginning at the end of spring 2014, the ASC will conduct an annual evaluation of the complaint/grievance process and make recommendations to College Council for improvements.

8. The annual update of the comprehensive five-year report and the common log are available in the Office of the Vice President of Student Services.

Additionally, the Task Force created an instructional video presentation for office personnel in each division/area to train them on the new Student Complaint/Grievance process (8.11). At the start of spring 2014, all faculty and staff received an email with a link to the video presentation.

**Next Steps**

Beginning at the end of spring 2014, the ASC will conduct an annual evaluation of the complaint/grievance process and make recommendations to College Council for improvements.

The Task Force, in collaboration with Professional and Staff Development, will train faculty and staff on the updated student complaint/grievance process during the spring 2014 semester.  The video and other instructional information will also serve as training tools for staff and secretaries working in divisional offices.

The revised process will be included in the 2014-15 LAMC Catalog.

**Conclusion**

The College has fully resolved this recommendation with the development and implementation of the new complaint/grievance process and the annually updated five-year report of student complaints/grievances, which is now available to visiting teams (II.B, II.B.3.a).  The new process will be evaluated and updated annually (II.B.4).  Student grievance and complaint procedures are published in the College Catalog and the revised complaint/grievance process will be included in the 2014-15 edition (II.B.2.c, ER20).

# LIST OF EVIDENCE

**College Recommendation 8**

8.1 Student Complaint/Grievance Website

8.2 LACCD Administrative Regulation E-55

8.3 LAMC College Catalog, pages 60-61

8.4 Student Complaint/Grievance Task Force Committee Agendas and Minutes
11/25/2013 – Agenda, Minutes
12/6/2013 – Agenda, Minutes
12/9/2013 – Agenda, Minutes

8.5 Accreditation Steering Committee Minutes
10/16/2013 – Minutes
11/20/2013 – Minutes
12/11/2013 – Minutes

8.6 Student Complaint/Grievance Online Form

8.7 Student Complaint/Grievance Paper Form

8.8 Student Complaint/Grievance Log – Confidential (Available upon request from the Office of the President)

8.9 Student Complaint/Grievance Report, Spring 2009 to Spring 2014

8.10 Student Complaint/Grievance Process

8.11 Student Complaint/Grievance Instructional Video

## COLLEGE RECOMMENDATION 9

To meet the Standards, the team recommends the college ensure that all student support programs, including counseling for distance education students, are actively engaged in the program review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the student services programs and services should complete a full cycle of review and assessment which includes gathering of data, analysis of data, implementation of program changes for improvement and the re-evaluation of implemented improvements (II.B.3, II.B.3.c, and II.B.4).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

Since 2008, Student Services has been actively involved in Program Review and the creation and implementation of Service Area Outcomes (SAOs). All student service areas participated in Program Review in fall 2013 and one third of the student services programs will undergo comprehensive program reviews in the spring of 2014. The Program Review process provides the opportunity for Student Services areas to evaluate their respective programs, assess the services provided to students and request over-base resource funding. Part of the Program Review submission requires assessment of Service Area Outcomes (SAOs) to determine whether appropriate and effective services are available to the student population and whether they support institutional learning outcomes.

### Service Area Outcomes

SAOs are the metrics to assess whether Student Services units are meeting college strategic goals and positively contributing to student learning. Student Service areas have completed a full cycle of Program Review through analyzing appropriate data, assessing SAOs, implementing program/area changes based on these assessments, and re-evaluating the SAOs after implementation of the changes (9.1). Below is an SAO analysis included in the annual program review for the Financial Aid Office.

| Unit | SAO | Assessment Method | Results of Analysis and Suggestions for Improvement | Implementation Plan/Response Plan | Re-evaluation |
|------|-----|-------------------|-----------------------------------------------------|-----------------------------------|---------------|
| Financial Aid and Scholarships | Students will be able to understand and apply the LACCD Satisfactory Academic Progress policy to their academic situation and circumstances | Session Topic at May (2011) Financial Aid Awareness event | Information disseminated at Financial Aid Awareness event through improved publication (district-wide brochure) and process. Increase in overall number of submitted petitions based partly on improved awareness of process and increases in overall number of financial aid applicants over the past 3-4 years | Expect that we will hold events at the start of each fall and spring semester where FA informs students about the SAP Policy and how to maintain progress at LAMC and with the LACCD | SAP is now a regular topic at all Financial Aid Awareness events. |

The Program Review system provides a summary of the SAOs that have been assessed, to help Student Services evaluate the extent to which the SAOs support Institutional Learning Outcomes (ILOs).   The ILOS for LAMC are:

- Written and Oral Communication
- Information Competency
- Problem Solving
- Mathematics Competency (Quantitative Reasoning)
- Aesthetic Responsiveness
- Ethics and Values Applied to Decision Making
- Global Awareness

The links between the Student Services SAOs and the ILOs are broken down as follows (some SAOs link to more than one ILO):

- Overall, 70 of the 79 Student Services SAOs are linked to ILOs.
- 46 are linked to Information Competency;
- 12 to Problem Solving;
- 9 to Written and Oral Communication;
- 2 to Mathematics Competency (Quantitative Reasoning);
- 1 to Ethics and Values Applied to Decision Making.

For fall 2013 all student service areas completed an annual program review update that included the following:

- Identification of the core competency,
- Number of SAOs assessed,

- Assessment methods,
- Results for improvements, and
- Plans of action.

ASO, the Office of Student Services, Outreach and Recruitment, the Student Support Services Program (SSS/TRIO), Title V, Teacher Preparatory Program, and Transfer Center did not re-evaluate their implemented improvement.  Among all the SAOs submitted by the 15 departments, 97% of the SAOs had identified assessment methods, 94% had plans for action, 78% had results for improvements, and 49% had undergone a re-evaluation of the improvement plans of action.

Student Service areas, along with all other campus units, are required to submit an annual learning outcomes report to the SLO Coordinator summarizing the number of outcomes assessed, results of the outcomes and plans for improvement (9.2).

All managers of Student Services attended campus wide program review training in October 2013 (9.3).  The training provided an introduction and explanation of the updated template for program review.  For spring 2014, a new screen will be added to the template requesting information from each unit regarding how its identified SLOs/SAOs contribute to student learning.  The responses to this question will help Student Services document more systematically how each of its units makes contributions toward student learning.

**Division Service Area Outcome (DSAO) and SAOs**

To establish a unified approach toward implementing improvements based on service area outcomes within the student services division, a DSAO (Division Service Area Outcome) was developed at the SLO Summit in October 2013 (9.4).  Several Student Services faculty and staff members were in attendance, and engaged in initial discussions regarding the integration and alignment of unit SAOs with one DSAO.  Participating in the SLO Summit and the development of the DSAO have sparked many more discussions among the student service units, which have led in turn to a more focused and unified approach to SAO assessments.  The Student Services Division Student Area Outcome is:

*Students will be able to understand the processes and have the skills to access all of student services program services.*

Each unit in Student Services developed one or more SAOs that linked directly to this DSAO.  The assessment of these SAOs will measure how well students are accessing student support services on campus.

**Comprehensive Program Review and Validation Process**

All program reviews employ a standardized process established by the Program Review Oversight Committee (PROC). PROC monitors and reviews the program review process and ensures that all validation processes of each division are standard and consistent (9.5).

Student service areas have participated in program review annual updates and comprehensive program reviews since 2008. The chart below illustrates program review participation:

*Program Review: Update= Annual Update, Comp=Comprehensive Review (every 3 years)*

| Area | PR* | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|---|---|---|---|---|---|---|---|
| Admissions & Records | Update | x | | x | x | x | x |
| | Comp | | x | | | | Sp 14 |
| ASO | Update | x | x | | x | x | x |
| | Comp | | | x | | | |
| Athletics | Update | x | | x | x | x | x |
| | Comp | | x | | | | |
| Child Development | Update | | x | x | x | x | x |
| | Comp | x | | | | | |
| Counseling | Update | x | | x | x | x | x |
| | Comp | | x | | | | Sp 14 |
| DSP&S | Update | | x | x | x | x | x |
| | Comp | x | | | | | |
| EOPS/CARE | Update | x | x | | x | x | x |
| | Comp | | | x | | | |
| Financial Aid | Update | x | x | x | | x | x |
| | Comp | | | | x | | Sp 14 |
| International Student | Update | x | x | x | x | | x |
| | Comp | | | | | x | |
| Matriculation/ Assessment | Update | x | x | x | x | x | x |
| | Comp | | | | | | Sp 14 |
| Office of Student Services | Update | | x | | x | | x |
| | Comp | x | | x | | x | Sp 14 |
| Outreach/recruitment | Update | x | x | x | | x | x |
| | Comp | | | | x | | |
| SSS/TRIO | Update | x | x | x | x | | x |
| | Comp | | | | | x | |
| Transfer Center | Update | x | x | x | x | x | x |
| | Comp | | | | | | |
| Veterans Office | Update | x | x | x | | x | x |
| | Comp | | | | x | | |

PROC recommended and College Council approved the change of the program review cycle from fall to spring in the fall 2013 (9.6). All Student Services units completed program reviews in the fall 2013 semester and will transition to the new spring cycle beginning in

March 2014. To accommodate this transition, one third of the Student Services programs are scheduled for comprehensive reviews in March 2014. Each spring thereafter, comprehensive reviews of another third of the programs will be completed, so that all Student Services programs and units will undergo comprehensive reviews in spring 2014, spring 2015, or spring 2016; then the cycle of comprehensive reviews will begin again. Every program will continue to perform annual reviews between their comprehensive reviews. The SSS Committee has scheduled the following units for the first round of comprehensive program reviews under the new cycle in spring 2014: Admissions and Records, Counseling, Financial Aid, Matriculation, and Office of Student Services (9.7). By April 2014, the SSSC will designate the second and third groups of units to go through comprehensive program review.

In addition to the Program Review cycle change, PROC standardized the method of Program Review validation among all college divisions. In response to this standardization, the SSS Committee updated the rubric and questionnaire used in Comprehensive Program Review validation (9.8). The SSS Committee will also use a newly developed validation template to assist the units undergoing comprehensive Program Review validations in their oral presentations and program review summaries, which are part of the validation process (9.9). Each program review validation includes commendations and recommendations for improvement from the SSS Committee. These recommendations for improvement are addressed by the unit and evaluated and reported out in the following year's program review.

**Distance Education (DE) Students and Counseling**

The Counseling comprehensive program review in spring 2014 will address directly the distance education portion of the Recommendation, based in part on the fall 2013 student survey results. As noted in the Recommendation 4 section, those results revealed that DE students who enrolled only in online classes were slightly more satisfied with student support services overall than students who were taking classes on campus:

- 85% felt that LAMC provides sufficient support services.
- 83% felt that LAMC was effective at providing them with support they need to succeed.
- 90% reported being able to find services they need online.
- 90% also felt that the LAMC website was easy to navigate.

The Office of Institutional Effectiveness conducted a content analysis of all student comments in open-ended questions relating to their satisfaction with services. Despite the generally high level of satisfaction with services, students identified several areas for improvement, all of which have potential implications for counseling:

- Enhancing services for evening and weekend students;
- Better communication between the college and the student body;

- Enhancing professional behavior of staff in several offices, including Admissions,
- Financial Aid, and Counseling;
- Better on-campus computing centers, including on the East Campus;
- Making the College website more user-friendly and keeping it up-to-date.

On the basis of findings such as these, it is expected that the Comprehensive Program Review for Counseling will include objectives designed to improve counseling services for DE students systematically.


**Next Steps**

Service Area Outcomes

All units have identified and assessed their SAOs, and have recommended and implemented improvements. The seven departments that did not conduct the re-evaluation of the implemented improvements are tasked to complete that portion of their program review by the end of spring 2014.

Program Review

Student Services has been working hard since 2008 to improve the Student Services' program review process. The establishment of the Program Review Oversight Committee (PROC), new schedule for comprehensive and annual program reviews, and inclusion of program review questions regarding student learning will strengthen program review for student service areas.

To further strengthen the program review process for Student Services, the following actions will be initiated in the spring of 2014.
- Student Services units conducting comprehensive reviews will assess their SAOs and other aspects of effectiveness, and make recommendations for improvements that specifically contribute to institutional student learning outcomes by the end of spring 2014.
- Student Services units will re-evaluate the implemented improvements to complete this cycle by the end of fall 2014.

Counseling for Distance Education Students

The SSS Committee, in collaboration with the DE Committee, will provide counseling more relevant DE information in program review data, to better assess the services provided to the DE students at Mission College. The spring 2014 Counseling Comprehensive Program Review will formulate improvements based in part on this information.

**Conclusion**

With the active engagement of all student support programs in both program review and outcomes assessment, the College has partially resolved this Recommendation, and will fully resolve it by spring 2015 with completion of the fall 2013 and spring 2014 program review cycles.

In fall 2014, Student Services units will re-evaluate improvements that they implemented based on the fall 2013 annual program review unit updates and the spring 2014 comprehensive review submissions and validation process. They will then report the results in the annual program review unit updates and comprehensive program reviews scheduled for spring 2015.

# LIST OF EVIDENCE

**College Recommendation 9**

9.1    SLO/PLO Assessment Summary and SAO AY 12-13

9.2    Division of Student Services' SAOs

9.3    Program Review Training

9.4    SLO and Assessment Summit – 10/13/2013

9.5    Program Review Oversight Committee (PROC) Charter

9.6    College Council Minutes – 11/21/2013

9.7    SSSC Minutes – 11/12/2013

9.8    Program Review Validation Rubric

9.9    Program Review Validation Template

## COLLEGE RECOMMENDATION 10

To meet the Standards, the team recommends the college assess how effective the collegiality efforts have been in promoting a productive collegial workplace, how it subscribes to, advocates, and demonstrates integrity in the treatment of all employees, and then implement improvements based on the outcomes of the assessments. It also should complete the code of conduct approval process, and demonstrate that the college is upholding its code of conduct (III.A.1.d, III.A.4.c).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

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. The College Code of Conduct (10.1) was re-affirmed by the Academic Senate on November 7, 2013, and re-establishes the appropriate collegial conduct expected in all aspects of working within an academic institution (10.2).

The College has implemented the following activities to promote collegiality campus wide:

- Establishment of a Collegiality Theme Team

  In the spring of 2013, the Accreditation Steering Committee established a Collegiality Theme Team to support and encourage campus constituent leadership to be responsible for promoting collegiality through various activities (10.3). The team, co-chaired by the Academic Senate President and the Vice-President of Student Services, met in the summer and fall of 2013 to discuss activities and strategies to enhance the collegial environment (10.4). A presentation (10.5) by the Collegiality Theme Team that defined collegiality and professionalism was presented to faculty and administration during the fall 2013 Flex Day (10.6) as well as at the College Council Retreat (10.7).

  Department/Unit Mediation Activities

  The administration supported improvement of collegiality by funding four critical mediation interventions in the following departments/units: (1) Counseling, (2) Child Development, (3) Admissions and Records and (4) Assessment Center. Each unit participated in mediation activities that allowed individuals to openly discuss issues and concerns that were seen as roadblocks to a positive and collegial working environment. Each unit was provided strategies to support long-term improvement (10.8).

- Faculty and staff mediation training

  Five representatives from LAMC attended the Southern California Mediation Association Conference (10.9).

- Re-affirmation of the College Code of Conduct

  The College completed the Code of Conduct approval process in 2007 (10.10).

At the request of the College President, the Academic Senate passed a resolution to reaffirm the Code of Conduct (10.11). This step served as a reminder of the existence of the College Code of Conduct and of the expectation that all employees adhere to the tenets of the document, and as a further support for the Anti-Bullying Pledge that was established in December 2012 (10.12). The Administration has taken corrective action, when necessary, to hold employees accountable to the tenets of the College Code of Conduct (10.13).

- Faculty Focus Groups

  The Vice President of Academic Affairs facilitated spring and fall faculty focus groups providing faculty members the opportunity to interact with the Vice-President in an informal setting, in part to strengthen relationships among disciplines. The first of these discussions addressed faculty perceptions of LAMC's strengths and areas in need of improvement, while the second focused on Student Learning Outcome (SLO) assessments and student learning styles (10.14).

- Faculty Brown Bag Discussion Groups

  The Academic Senate re-instituted monthly Brown Bag discussions to provide opportunities for faculty to engage in informal interaction with each other to support a more collegial environment (10.15).

- Faculty and Staff Recognition for Years of Service

  College unions, in collaboration with the Academic Senate, held faculty and staff member recognition pinning ceremonies honoring years of service to the District (10.16).

- Other Activities

  – AFT Faculty Guild-sponsored monthly union leadership summit meetings, which included all six campus unions (10.17).

  – Magna Online Seminar on Collegiality from a Positive Leadership Perspective (10.18).

  – Union workshops related to collegiality: improving communication amongst diversity, intercultural story telling (April 23, 2013); anti-bullying, creating a civil environment (September 25, 2012), etc. (10.19).

  – Support of faculty through the monitoring and observance of contract-specific issues.

The College assessed the effectiveness of these collegiality efforts by the following methods:

1. Faculty and Staff Feedback

   - Department/Unit Mediation Feedback

     The College has assessed these specific mediation activities by requesting feedback from faculty and staff members who participated. The feedback indicated that participants have experienced improved working relationships, more effective communication, and an improved understanding of participants' roles and responsibilities (10.20).

- Training of Faculty and Staff

  Feedback from participants who attended the Southern California Mediation Association Conference and/or the Magna Online Seminar on Collegiality from a Positive Perspective indicated that the experience motivated them to help develop additional initiatives to further promote collegiality efforts (10.21).

2. Campus wide Assessment of Collegiality Efforts

The Office of Institutional Effectiveness conducted a faculty/staff survey between November 26 and December 15, 2013, which included several questions on collegiality. On the whole, the majority of respondents (64 percent) reported that they felt the campus climate was more collegial during fall 2013 than in the past (Figure 1). A slightly larger majority (68 percent) reported that they believed an effort was being made by the College community to be more collegial this year (10.22).

The results of the Faculty/ Staff Survey are summarized below.

Figure 1: Responses to Campus Climate & Collegiality Questions
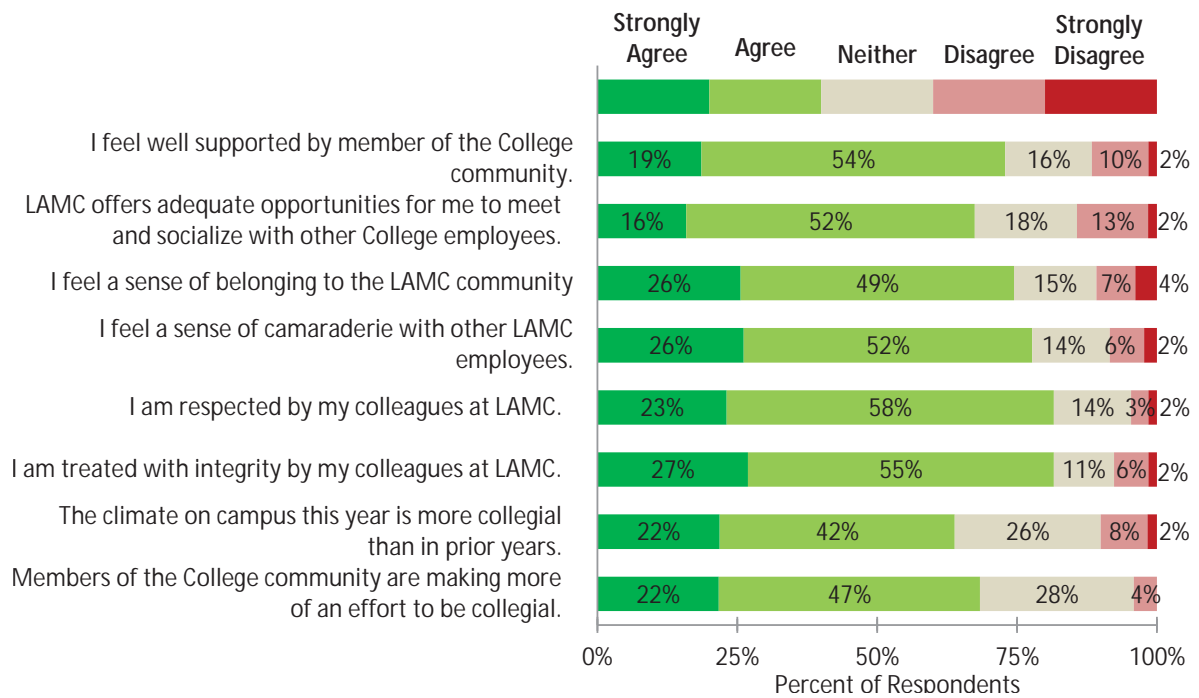


When asked about their relationships with faculty members, staff, and administrators in their own department/unit and in other departments/units, the vast majority of respondents (87 percent) reported "collegial" or "extremely collegial" relationships with all six groups, with staff being the most collegial group. No respondents reported "not at all collegial" relationships with staff in any department, their own or others (Figure 2).

Figure 2: Level of Collegiality at LAMC
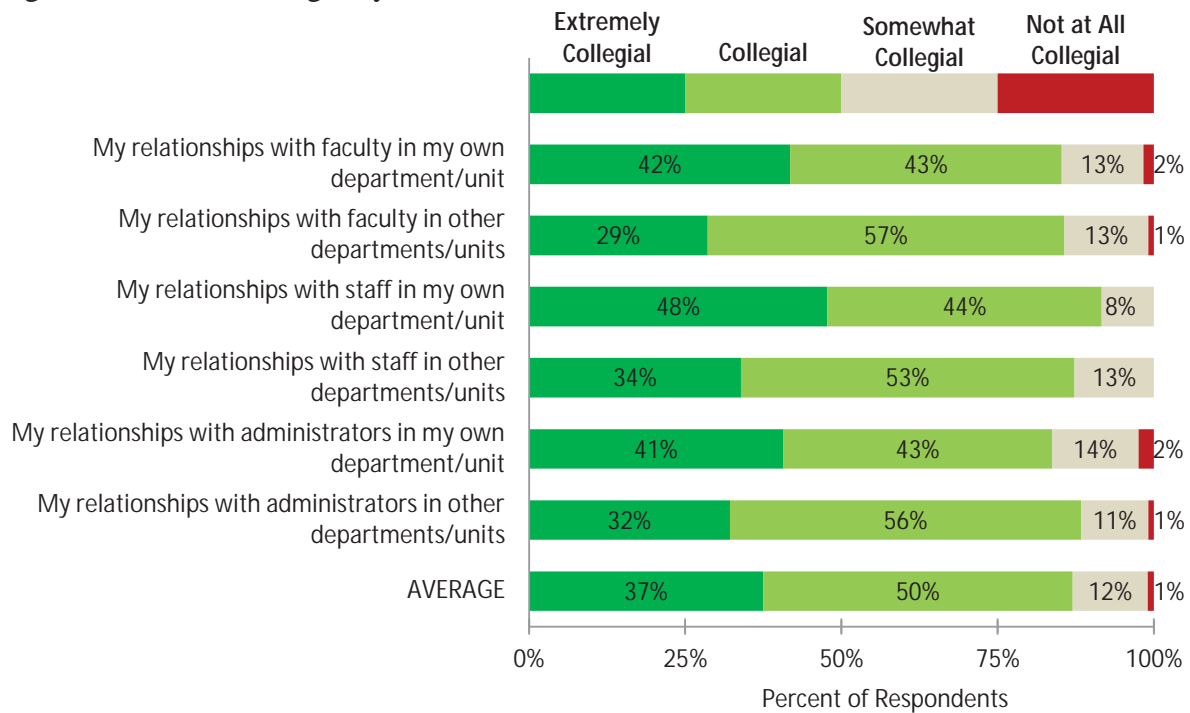


In addition, the following representative feedback was given in the open-response section relating to LAMC's campus climate and communication.

- "Overall, communication has improved with staff and other colleagues." - Adjunct faculty member;
- "The atmosphere (faculty) at LAMC is improving.  The President is much more interactive - more present - with the faculty and staff than previous presidents." - Adjunct faculty member;
- "Faculty should seek out opportunities to learn from and support each other, rather than trying to find ways to embarrass and prove others wrong publicly." – Full-time faculty member.

The following comments from another section of the survey summarize the overall opinion on campus climate: "I believe from my experience, especially during the last year, that the College climate has improved significantly.  I also believe that the majority of my faculty colleagues, administrators, and staff care about the students and work diligently in their respective positions for students' success."

The results of all these assessments demonstrate that the College's efforts to date have been quite effective, so no course corrections or other changes are necessary at present. However, as indicated by the next steps listed below, LAMC is committed to sustaining and enhancing these efforts to ensure that improvement continues.

**Next Steps**

- Training for improved customer service by the Division of Student Services.

- Regular scheduling of campus wide Town Hall meetings to enhance communication of campus news, updates, and activities in an effort to reinforce campus collegiality. The first Town Hall meeting is scheduled for March 18, 2014.

- The College is supporting mediation training for faculty and staff in the spring of 2014. Twenty faculty and staff will go through a 40-hour program conducted by the Federal Mediation and Conciliation Service (FMCS). FMCS is a national organization that provides mediation, conciliation, and training services for governmental, educational, and other public agencies. As a result of the training, LAMC will have a core group of skilled individuals who will provide conflict resolution, conflict prevention, and informal mediation services for faculty members, staff, students and community members. These individuals will undergo a rigorous screening and application process that the FMCS utilizes to select the most promising and committed individuals. The College mediation experts will have annual training updates and participate in college activities training other faculty, staff, and students on an annual basis.

- Regular Faculty/Staff surveys and ongoing evaluation and assessment of all activities will take place to continue to promote a collegial workplace.

- A report providing an outline and assessment by faculty, consultants, staff and others on LAMC's collegiality activities for AY 2013-14 will be sent to the Collegiality Theme Team for review in late spring 2014, building on the report summarizing activities undertaken during AY 2012-13.

**Conclusion**

The College has fully resolved this recommendation.

Collegiality at Los Angeles Mission College has significantly improved as a result of the many activities and trainings that have been provided. The re-affirmation of the College Code of Conduct, coupled with the Anti-Bullying Pledge, has demonstrated that LAMC advocates and expects integrity in the treatment and behavior of all employees (Standard III.A.4.c). The campus and its leadership have also demonstrated that they uphold the College Code of Conduct by taking corrective action to hold employees accountable for adherence to it (Standard III.A.1.d).

# LIST OF EVIDENCE

**College Recommendation 10**

10.1 LAMC Code of Conduct

10.2 Academic Senate Agenda and Minutes – 11/7/2013

10.3 Accreditation Steering Committee Agenda and Minutes –5/22/2013

10.4 Collegiality Theme Team Agenda and Minutes
6/26/2013 – Agenda, Minutes
7/11/2013 – Agenda, Summary
7/24/2013 – Agenda, Summary
9/10/2013 – Agenda, Summary

10.5 Collegiality and Professionalism Presentation

10.6 Fall Flex Day Agenda – 8/22/2013

10.7 College Council Retreat Agenda and Minutes – 8/20/2013

10.8 Mediation Activities Summary
Admissions and Records
Assessment Center
Child Development Counseling

10.9 Southern California Mediation Association Conference Agenda – 11/2/2013

10.10 Refer to 10.1

10.11 Academic Senate Agenda and Minutes – 11/7/2013

10.12 Anti-Bullying Pledge

10.13 Redacted Incident Reports – Confidential (Reports available upon request from the Office of the President)

10.14 Faculty Focus Groups – Spring 2013: Agenda, Summary, Participant List, Sign-In Sheets

Deep Dialogue Discussions – Fall 2013: Agenda, Summary, Participant List, Sign-In Sheets

10.15 Academic Senate Brown Bag Discussions – 10/15/2013, 11/19/2013

10.16 Years of Service Recognition
10/22/2013 – AFT Faculty Guild
3/28/2013 – AFT Staff Guild

10.17 Union Leadership Summit Meetings – 11/26/2012, 4/29/2013, 5/20/2013

10.18 Magna Seminar Announcement

10.19 Union Workshops
Intercultural Storytelling by Dr. Greg Tanaka – 4/23/2013
Preventing Bullyism in the Workplace by Karen D. Curtis – 9/25/2012

10.20 Mediation Services Feedback

10.21 Faculty/Staff Training Feedback
Southern California Mediation Association Conference
Magna Online Seminar on Collegiality from a Positive Perspective

10.22 Fall 2013 Faculty/Staff Survey Results on Collegiality

## COLLEGE RECOMMENDATION 11

To meet the Standards, the team recommends the college integrate human resources planning into its institutional planning in order to maintain a sufficient number of qualified faculty, staff and administrators to support the college's mission, purposes and programs (III.A.2, III.A.6).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

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. The College uses these processes to help maintain a sufficient number of qualified faculty, staff and administrators to support the College's mission, purposes, and programs.

The College's Mission Statement serves as the foundation for institutional planning:

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

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

### Program Review

In the program review process, each program and/or unit engages in ongoing collegial, self-reflective dialogue, and develops objectives to support the College's mission, meet its strategic planning goals, and improve the quality of its programs and services. This process is integrated with the Budget and Planning Committee to determine allocation of appropriate resources, including human resources (11.1).

The elements of Program Review include each unit's goals and objectives, Mission Statement, Staffing, Outreach, Quality and Accessibility of Services, Student Learning/ Service Area Outcomes, Human Resources Planning, Evaluations and Assessments, and relationship with the College's strategic planning goals. Department chairs, managers, supervisors, deans and vice presidents evaluate their respective programs, and identify any resources required to improve the program or its outcomes, including any hiring requests. The Vice Presidents prioritize the requests from their respective Divisions in consultation

with appropriate groups.  The next steps for resource allocations that are over base budget (for human resources, not replacements but new positions) are the following:

1. Prioritized funding requests for next fiscal year are submitted to Budget and Planning Committee.
2. Budget and Planning Committee ranks all requests using metrics that are contained in the Resource Request Rubric for Prioritization.
3. Budget and Planning Committee makes recommendations to the College Council.
4. College Council makes recommendations to the President.
5. The President approves, modifies, or does not approve College Council recommendations. (See also Hiring Process below, and the Recommendation 6 section).

## Hiring Processes

### Faculty Hiring Prioritization Process - Full Time Tenured Faculty

Requests for faculty hires must be included within Program Review (see above).  In addition to the Program Review Process, an application must be submitted to the Faculty Hiring Prioritization Committee (FHPC) (11.2).  The FHPC, under the auspices of the Academic Senate, annually reviews departmental requests for full-time tenured probationary instructional and non-instructional (counselors, librarians) faculty positions.  The FHPC, in conjunction with the Dean of Institutional Effectiveness, ensures the accuracy of the data provided, and reviews and prioritizes all requests.  The FHPC verifies that any request for full-time faculty positions is part of the program review prior to considering it for approval.  This ensures that academic hiring is integrated with budget and planning and in line with institutional priorities and strategic planning goals.  The FHPC ranks these requests so that available resources for faculty hiring can be prioritized by the President (11.3).  The rankings from FHPC are reviewed and approved by the Academic Senate, and are forwarded to the Budget and Planning Committee.  The BPC recommends to the College Council the number of faculty positions to be filled in a given year.  This process takes into consideration both attrition and the District's Faculty Obligation Number (FON) requirement.  The College Council then recommends to the President the number of faculty positions to be filled.

### Adjunct Hiring Process

Prior to the beginning of each academic session, the department chairs and supervising academic administrators are responsible for reviewing the staffing of all proposed classes, as per the AFT Faculty Guild contract (11.4).  Class offerings for fall, spring, and summer and winter intersessions are determined by the Vice President of Academic Affairs in consultation with the College Strategic Enrollment Management Plan and the Council of Academic Deans and Department Chairs.  The Strategic Enrollment Management Plan is reviewed annually and updated as needed by the Strategic Enrollment Planning Committee (11.5).

Once course offerings are staffed with full-time faculty, any remaining available courses are staffed by adjunct faculty based on the discipline seniority list (11.6, 11.7).  If the seniority list is exhausted, or there is no seniority list for the discipline, then the Department Chair, in collaboration with the Vice President of Academic Affairs, is responsible for hiring new adjunct faculty (11.8).

Administrator Hiring

If a division determines that it needs an administrative hire (academic or classified), a corresponding request must be included in Program Review.  The division Vice President prioritizes the request and ensures that it and all other resource requests are integrated with budget and planning and in line with institutional priorities and strategic planning goals. The Vice President submits the prioritized resource allocation requests using the Budget and Planning "Resource Request Rubric for Prioritization" (11.9).  This rubric outlines the metrics and supporting data necessary for Budget and Planning to make resource allocations. (See also the Recommendation 2 section.)  The criteria include 6 elements:

1.  Is this position or equipment new or is it a replacement?
2.  Is this position or equipment needed to satisfy a mandate, safety or accreditation requirement, or a workload distribution (position only)?
3.  What are the on-going costs associated with this position?
4.  How does this request meet college strategic goals and program/unit objectives?
5.  How will this request meet SLOs and/or SAOs in your department, program or unit?
6.  How will this request assist the college to meet student achievement benchmarks?

All division rankings are reviewed, prioritized and approved by the Budget and Planning Committee, which forwards its recommendations to the College Council.  College Council forwards these recommendations to the College President for final approval.

Upon completion of this approval process, to fill a senior classified administrative position, the College submits a request for a certified listing of the position to the Personnel Commission (11.10).  According to Personnel Commission Rule 519 - Senior Administrative Positions and Employees, the College President, or designated administrator, reviews the unranked alphabetical listing of persons who have been found qualified for the administrative position as determined by the District Chancellor and Personnel Commission (11.11).  The College President, or designated administrator, reviews application materials, and selects three or more persons on the listing to interview.  After the interviews are conducted, one person is selected to fill the position.  The College's Personnel Office completes the appropriate paperwork and forwards the packet to the Personnel Commission for processing.

Classified Staff Hiring

Individual departments or areas may request classified positions (including Classified Management positions) through Program Review.  If a division determines the need for

a classified hire, the division Vice President prioritizes that resource request and ensures that it and all other resource requests are integrated with budget and planning and in line with institutional priorities and strategic planning goals. The Vice President submits the prioritized resource allocation requests using the Budget and Planning "Resource Request Rubric for Prioritization."

Once the Budget and Planning Committee recommends the ranking of classified staff requests, the list is sent to the College Council for review. The College Council recommends classified staff hiring that is over base for the next fiscal year to the President for approval, modification or non-approval. Once approved by the President, requests are submitted to the Personnel Commission detailing the duties for any newly created positions. The Personnel Commission reviews the Classified Staffing Request form to ensure that all the expected duties are clearly defined and fall within their respective job classifications for both newly created and replacement hires (11.12). Once approval to hire is received by the Personnel Commission, an eligibility list is sent to the campus personnel office. According to Personnel Commission Rule 635 - Appointment from Eligibility List, all eligible candidates among the first three rankings of certified scores who accept the offer of an interview shall be interviewed (11.13). After the interviews are conducted, one person is selected to fill the position. The College's Personnel Office completes the appropriate paperwork and forwards the packet to the Personnel Commission for processing. The Personnel Commission audits the College's hiring and interview process to ensure that all interview requirements were followed prior to the final offer being made to the candidate.

**Student Support Services Staffing Assessment**

In response to Recommendation 7, the College also conducted a Student Support Services Assessment to evaluate the staffing needs in Student Services. The overall assessment found that Mission appears to have comparative staffing deficiencies in Admission and Records, Assessment/Matriculation, Athletics, Child Development, Counseling, and International Students.

This assessment will be completed in spring 2014, and will provide the College's institutional planning committees (e.g. Budget and Planning, Student Support Services Committee) and the Division of Student Services data that will be used to support their resource requests for fall 2014. (See the Recommendation 7 section.)

**Next Steps**

The planning and recommendations for hiring of full-time faculty members, adjuncts, classified staff and administrators will be completed by March 30 as part of the College's program review and resource allocation process. Approved human resources requests will go to the District as part of the College's FY 2014-15 budget.

**Conclusion**

The College has fully resolved this recommendation.

The College has integrated human resources planning into its institutional planning processes, beginning with the Program Review process, Faculty Hiring Prioritization Committee and the Strategic Enrollment Management Committee. Recommendations are reviewed by the Budget and Planning Committee and College Council, and approved by the College President, whose decisions rely on the appropriate operation of all these institutional planning processes (III.A.6).

These processes help ensure that the College maintains a sufficient number of qualified faculty, staff and administrators to adequately support the College's mission, purposes, and programs (III.A.2).

# LIST OF EVIDENCE

**College Recommendation 11**

11.1   Annual Program Review Cycle

11.2   FHPC Application

11.3   FHPC Criteria and Ranking Form

11.4   AFT Faculty Guild Contract – Adjunct Hiring Process

11.5   Strategic Enrollment Management Plan

11.6   AFT Faculty Guild Contract – Seniority List

11.7   LAMC Faculty Seniority Lists

11.8   AFT Faculty Guild Contract – New Adjunct

11.9   Budget and Planning Resource Request Rubric

11.10  Personnel Commission Website

11.11  Personnel Commission Rule 519 – Senior Administrative Positions and Employees

11.12  Classified Staffing Request

11.13  Personnel Commission Rule 635 – Appointment from Eligibility List

## COLLEGE RECOMMENDATION 12

To improve its established budget development practices, the team recommends the college determine the cost of maintaining and periodically replacing the technology acquired through grant funding and factor those costs into their planning and budgeting process (III.C.1.c, III.C.2, III.D.1.d).
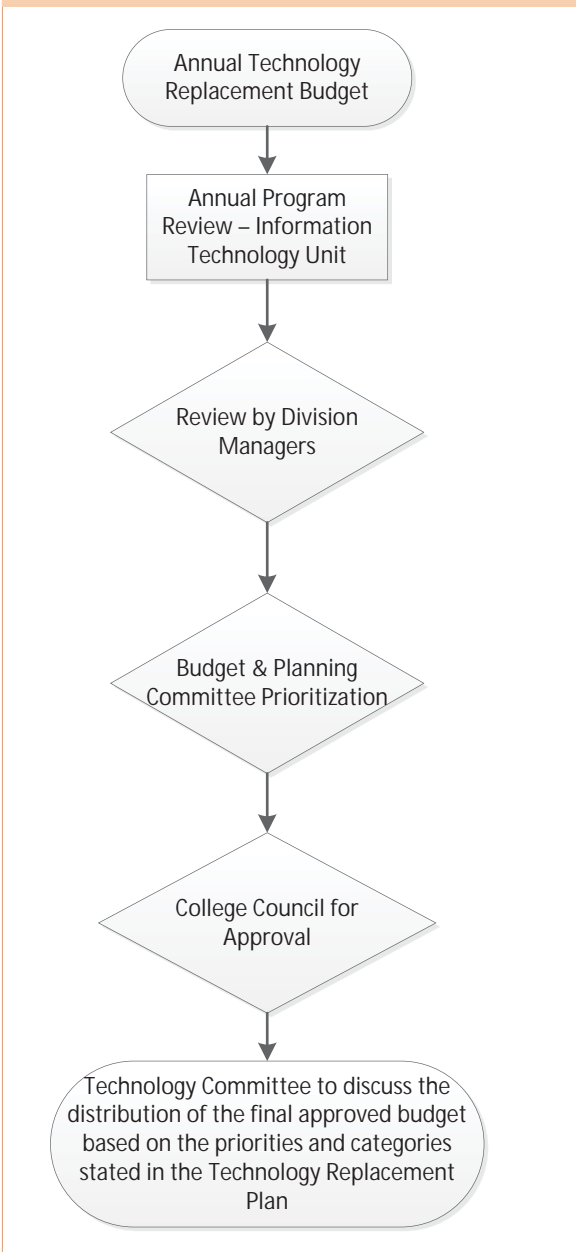
### PROGRESS IN ADDRESSING THE RECOMMENDATION

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. During the development of the plan, the Vice President of Administrative Services and the IT Manager received guidance and recommendations from the Accreditation Steering Committee (ASC) leadership (12.1).

The Technology Replacement Plan is a five-year plan, which includes a comprehensive set of budgetary recommendations for technology that is acquired through both grant funding and the College's general fund (12.2). The Plan was approved by the Technology Committee on October 31, 2013 (12.3) and College Council on November 21, 2013 (12.4).

Technology requires continuous upgrades and changes to support student learning and business continuity. The Technology Replacement Plan lists the replacement cycle for both hardware and software, beginning with the date of first installation, and is driven primarily by the vendor's product road map and technical support guidelines. The Plan also includes the long-term costs to maintain, upgrade, and support the College's technology infrastructure over time (12.5).

The annual technology replacement budget, as outlined in the new Plan, will be requested through the program review process under the Information Technology unit beginning in spring 2014. The requests will follow the shared governance process for over-base budget allocations. The Technology Replacement Plan will guide the Technology Committee in the distribution of the allocated funds. If funds are limited, the distribution will be based on the criteria and priorities stated in the Technology Replacement Plan (12.6). The following flowchart demonstrates the process of the annual technology replacement budget request.

**Flowchart 1:**
**Process of Annual Technology Replacement Budget Request**

Annual Technology Replacement Budget

↓

Annual Program Review – Information Technology Unit

↓

Review by Division Managers

↓

Budget & Planning Committee Prioritization

↓

College Council for Approval

↓

Technology Committee to discuss the distribution of the final approved budget based on the priorities and categories stated in the Technology Replacement Plan

The Technology Replacement Plan is a living document (12.7), which will be reviewed annually to maintain currency and effectiveness and to ensure the technological health of the College.  The Technology Committee will schedule a systematic review of the Technology Replacement Plan each fall to review the equipment, evaluate the progress the College has made since the last review, and make budgetary recommendations in the Plan. Revisions to the Technology Replacement Plan will be based on this review and evaluation.

Opportunities for improvement will focus on maintaining an effective balance between the resources available and the needs of the campus, and on considering instruction and activities supporting student success as the primary goals.

Benefits expected from the scheduled replacement plan include:
- Budgetary predictability
- Less disruption to teaching and learning
- Systematic annual technology budget allocation
- Ongoing replacement funds appearing as part of each year's budget request
- Improved IT infrastructure, organization, and support
- Reductions of computer upgrading and repair requests

**Conclusion**

The College has fully resolved this recommendation.

The College has developed and implemented the long-term Technology Replacement Plan to ensure that the cost of maintaining and replacing technology is embedded in the planning and budget processes, including technology received through grant funding.  Los Angeles Mission College is committed to the use of the Technology Replacement Plan as a sustainable process for evaluating the infrastructure and funding for technology, to ensure that the College systematically plans for, maintains, and upgrades or replaces technology and equipment (III.C.1.c, III.C.2).

The College has integrated this plan into the shared-governance process and will review the plan annually to evaluate technology resources. The Plan is an integral part of institutional planning and resource allocation processes, and will be used as a basis for improvement to meet the changing technological needs of the College (III.C.2, III.D.1.d).

# LIST OF EVIDENCE

**College Recommendation 12**

## COLLEGE RECOMMENDATION 13

To meet the Standards, the team recommends the college provide appropriate training to staff on the proper documentation procedures identified in the audit for: "To Be Arranged" (TBA) courses, eligibility verification for college categorical programs, and verification of census reporting documents. The college also must establish internal controls to ensure that audit findings are resolved prior to the subsequent audit (III.D.2.a, III.D.2.d, III.D.2.e).

### PROGRESS IN ADDRESSING THE RECOMMENDATION

During the November 2012 audit, conducted by Vazquez and Associates on behalf of the LACCD, three audit exceptions were identified (13.1). The three audit exceptions were as follows:

1. Thirteen courses at LAMC were published in the schedule of classes without information as to the To Be Arranged (TBA) hour requirement.
   (13.1, page 108, S-11-04)

2. In the Disabled Student Program and Services (DSPS) there were students who did not have verification of disability, educational limitation assessments on file, and documentation that services were provided (13.1, page 112, S-11-07).
   Eligibility Verification: In the EOPS/CARE Program student files did not adequately document the necessary contact sessions (13.1, page 111, S-11-06).

3. There were eight class sections that either could not be located or were not audited because the census rosters were not properly completed (13.1, page 104, S-11-01).

Corrective action for each of these audit exceptions was implemented, to include established internal controls, prior to the June 30, 2013 Schedule of State Findings and Recommendations report by LACCD (13.2).

### TBA Courses

According to the California Community College Contracted District Audit Manual, some courses with regularly-scheduled hours of instruction may have "hours to be arranged" (TBA) as part of the total contact hours for the course (13.3). Calculating FTES for the TBA portion of such courses uses an alternative method of the Weekly or Daily Census Attendance Accounting Procedure pursuant to CCR, Title 5, Sections 58003.1(b) and (c) respectively. Counting TBA hours for FTES is not an option for credit courses to which the Weekly or Daily Attendance Accounting Procedure pursuant to CCR, Title 5, Section 58003.1(f) applies (e.g., Distance Education courses not computed using other attendance accounting procedures, Independent Study courses, and Cooperative-Work Experience education courses).

The Manual suggests the following audit procedures:

a. Determine that a clear description of the course, including the number of TBA hours required, is published in the official schedule of classes or addenda thereto.

b. Determine that specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion in the class syllabus or other document.

c. Determine apportionment and attendance record compliance as of census date by reviewing supporting documentation such as the attendance roster.

The Vice President of Academic Affairs identified the fall 2013 WSCH (Weekly Student Contact Hours) course sections that were scheduled with a TBA designation (13.4).

On October 2, 2013, Ms. Cathy Iyemura of the LACCD Attendance Accounting and Reporting Systems Office conducted a training session for the College's Council of Instruction (COI), Admissions and Records representatives, and the Academic Scheduling staff members (13.5). A follow-up meeting was scheduled with the Vice President of Academic Affairs on November 12, 2013, to establish a system to ensure that TBA hours are clearly published and that the process is in accordance with the District Audit Manual. The following procedure was shared with the Academic Scheduling staff members, who bear the primary responsibility for implementing them (13.6).

Attendance Documentation System

- TBA contact hours in credit courses which meet conterminously with the primary term (Weekly Student Contact Hour procedure) shall be scheduled the same number of hours each week of the term.

- The required TBA hours for weekly census classes shall be completed each week for the duration.

- WSCH TBA hours shall be documented and maintained by the Admissions and Records Office.

- The Course Outline of Record (COR) shall reflect the appropriate TBA information before the class is scheduled.

- During the fall and spring semesters, the Admissions and Records Office shall forward a list of sections with a TBA designation to the Academic Affairs Scheduling Office to review and confirm accuracy of the schedules.

- The Office of Academic Affairs will determine what system of attendance documentation is appropriate for each course section.

- Deans within the Office of Academic Affairs will ensure that instructors are apprised of the proper accounting method and that those records are accurate, properly maintained and stored for a minimum of one year. Records shall include the following:

  1. Documentation that students were informed in a timely fashion of their individual TBA schedule and responsibility to adhere to that schedule, and substantiating

that students are under the immediate supervision of the appropriate College employee

2. Documentation of each student's participation in TBA schedules, or documentation of each student's hours per week for the entire term

3. Documentation collected at Census or at the end of the term

The Office of Academic Affairs is also responsible to ensure that faculty meet the State Minimum Qualifications for the discipline being taught; monitor the evaluation of the TBA work completed by students to ensure that the TBA hours are not being utilized for homework; and verify that TBA courses include the required addendum, number of TBA hours and specific instructional activities and learning outcomes in the COR (13.7).

**Eligibility Verification for Categorical Programs**

Based on the audit findings for DSPS and EOPS/CARE, *Table A* summarizes the information about the corrective action plans, internal controls and trainings that have been completed for each of these areas.

*Table A*

| Categorical Program | Eligibility Verification Audit Exception | Corrective Action Plan | Training |
|---|---|---|---|
| **DSPS** | Establishment of a procedure to ensure that all students receiving services have met eligibility. | Established a checklist for DSPS faculty members and staff to verify that eligibility requirements are met and completed as follows (13.8):<br>1. Application for Services<br>2. The *Release of Information* form<br>3. Educational Limitations Form<br>4. A Student Educational Contract to include Verification of Disability Status and Authorized Services (13.9 for 1 – 4 above) | Training conducted on the use of the established Checklist to verify eligibility documentation in the student file once per semester (13.10). |
| **EOPS/ CARE** | Insufficient documentation identified in a minimal number of files.<br><br>Recommended staff training. | Established a common system to improve the documentation of the student files with the following:<br>• Documents of telephone calls and correspondence with students<br>• Clearly identifying students' first, second, and third appointments (13.11). | Training conducted at the 2012 Annual Staff Retreat on the common system established to improve documentation of the student files (13.12). |

**Disabled Student Programs and Services (DSPS)**

DSPS utilizes a Student File Checklist (13.13) to ensure that all eligibility documentation has been verified by the DSPS faculty and staff. Training has been provided through team/staff meetings to ensure proper use of the established checklist. Any eligibility-related questions are discussed during monthly team meetings (13.14).

Title V requires an annual internal audit of DSPS students reported in the College's Management Information System (MIS) (13.15). To ensure eligibility and establish internal controls, DSPS staff has reviewed MIS-reported student files at the end of each semester to ensure students have all the proper documentation, as listed in Table A, Corrective Action Plan column. If a file was missing required documentation, the DSPS Director was notified and an action plan to correct the omission was implemented.

Since all DSPS office personnel will be trained on use of the checklist, beginning with the spring 2014 term, review of MIS-reported student files will occur twice each semester at DSPS team/staff meetings. Any files with identified missing documentation can be discussed and corrected without any delay, further strengthening review and establishing a sustainable process that allows for multiple reviewers to verify proper documentation.

**Extended Opportunity Program and Services and CARE**

EOPS/CARE follows a standardized process to ensure proper eligibility verification for each student. EOPS/CARE staff is trained and updated during monthly staff meetings, and as needed for corrective measures, including individualized supervision by the Director and/or other appropriate staff to ensure that proper process and documentation policies are followed. EOPS/CARE permanent staff reviews files to approve applications, monitor for eligibility, and ensure accurate maintenance of records and data (including MIS updating).

EOPS/CARE students have two required application forms, one SEP, and two self-certification forms, as applicable (13.16a-c). At the end of each semester, student files are reviewed to verify adherence to the EOPS/CARE Mutual Responsibility Contract (13.16d). Students must meet the following criteria:

1. Residence status
2. Attendance of three appointments with the EOPS/CARE counselor during each semester
3. Enrollment in 12 units or more in the subsequent semester
4. Adherence to the established Student Educational Plan
5. Less than 70 degree-applicable units completed

During the audit, two of 20 student files did not meet the student contract requirements of attending three counseling appointments each semester. To establish internal controls, during the second month of each semester the MIS Technician provides the EOPS/CARE director

a list of students that have not met compliance with the three counseling appointments.  The director provides this list to all staff to make follow up phone calls to remind the students to schedule a second or third appointment with a counselor.  If the director is not available, the MIS Technician is responsible to disseminate the information to the rest of the staff.

**Census Reporting**

Attendance Accounting is the basis for state apportionment funding and is subject to annual audits performed by the State of California.  As a result of a full-scope audit during the 2011-12 academic year, it was recommended that the College strengthen its control processes to:

- Help ensure that FTES are adequately supported, accurate, and complete in accordance with LACCD Admisistrative Regulation E-13 (13.17).
- Ensure that census rosters, mandatory exclusion rosters and other supporting documentation are properly retained pursuant to LACCD Administrative Regulation E-13 (13.18).

To establish internal controls, the fall 2012 Census Roster cover memorandum was revised and distributed to provide more detailed instructions for faculty (13.19).  The Admissions and Records (A&R) Senior Supervisor or designee was placed on the monthly Council of Instruction agenda to provide training on accurate Roster maintenance and updates on missing Rosters (13.20).  The updated information was presented at Flex Day (13.21).  The Admissions and Records Office agreed to vigilantly review Census Rosters for accuracy and completeness upon receipt and report any incomplete or missing Census Rosters to Department Chairs.  Lack of response by Department Chairs will result in Admissions and Records forwarding the information to the appropriate Academic Affairs Administrator for follow-up (13.22).

On July 18, 2013, LACCD Administrative Regulation E-13 was revised to terminate use of paper Census Rosters (13.23).  As a result of the established collaborative process with Academic Affairs and the implementation of electronic Census rosters, a limited-scope state audit conducted for the 2012-13 academic year resulted in zero findings.  The College was 100 percent compliant in its maintenance of accurate attendance accounting records (13.24).

**Conclusion**

The College has fully resolved this recommendation.

The College has provided the appropriate training of staff on the proper documentation procedures identified in the audit for TBA courses, eligibility verification of categorical programs and census reporting documents (III.D.2.a, III.D.2.d).  The College has also implemented internal controls to resolve past audit findings and established ongoing sustainable processes to prevent recurring audit findings in subsequent reviews (III.D.2.e).

# LIST OF EVIDENCE

**College Recommendation 13**

13.1    LACCD Report on Audited Basic Financial Statements – 6/30/2011

13.2    LACCD Schedule of State Findings and Recommendations Report

13.3    California Community College Contracted District Audit Manual

13.4    WSCH Course Section with TBA Designation

13.5    TBA Meeting Video and Council of Instruction Minutes – 10/2/2013

13.6    Memorandum on TBA Procedures

13.7    State Minimum Qualifications
COR Addendum
Sample Reporting Structure for TBA – Confidential (Available upon request from the Office of the President)

13.8    DSPS Student File Checklist

13.9    Application for DSPS Services
Release of Information
Educational Limitations
Student Educational Contract

13.10   DSPS Team Meeting Agenda and Minutes
10/29/2013 – Agenda, Minutes
1/21/2014 – Agenda, Minutes

13.11   Documentation System of EOPS/CARE Student Files

13.12   EOPS/CARE Retreat Agenda and Minutes – 6/27/2013

13.13   Refer to 13.8

13.14   DSPS Team Meeting Agenda and Minutes
10/29/2014 - Agenda, Minutes
1/21/2014 - Agenda, Minutes
2/18/2014 - Agenda, Minutes
3/4/2014 - Agenda, Minutes

13.15   DSPS Internal Audit

13.16a  CARE Application and EOPS Application

13.16b  Student Educational Plan

13.16c  Self-Certification 1st Generation College Student and Self-Certification Non-Native Speaker

13.16d  Mutual Responsibility Contract (MRC)

13.17   LACCD Administrative Regulation E-13

13.18   Refer to 13.17

13.19   Census Roster Cover Memorandum – Fall 2012

13.20   Council of Instruction Agendas and Minutes
10/3/2012 – Agenda, Minutes
11/7/2012 – Agenda, Minutes
2/6/2013 – Agenda, Minutes
8/28/2013 – Agenda, Minutes

13.21   Fall 2012 Flex Day Handout on Online Census Roster

13.22   Notification to Department Chairs on Missing Census Rosters

13.23   Refer to 13.17

13.24   Limited Scope Audit FY 2012-13

## COLLEGE RECOMMENDATION 14

To meet the Standards, the team recommends the college undertake an evaluation of its collegial governance and decision making processes, as well as the overall effectiveness of the current administrative structure, and that it widely communicate the results of these evaluations and uses them as the basis of improvement (IV.A.5, IV.B.2.a).

## PROGRESS IN ADDRESSING THE RECOMMENDATION

In the fall of 2013, an evaluation of LAMC's collegial governance and decision making processes, as well as the overall effectiveness of the current administrative structure, was conducted. The results of the evaluation are available to the college community and will be used for institutional improvement.

At the College Council Retreat in fall 2013, College Council approved transitioning the Shared Governance Task Force into the Shared Governance Oversight Committee (SGOC), a permanent sub-committee of College Council. The membership includes two faculty members, one administrator, and two classified staff members, who are each appointed by the appropriate constituency leadership. The SGOC charter was updated and approved at the November 2013 College Council Meeting (14.1, 14.2).

The SGOC meets monthly to ensure that all committees are abiding by their charter, are aligned with the College mission, and are actively participating in the process of planning and decision-making. The committee is charged with evaluating the effectiveness of the overall shared governance process, and confirms that the committees are working to meet their identified goals/objectives.

At the end of the spring term, each shared governance committee completes an annual self-evaluation. The SGOC reviews each committee's evaluation and makes recommendations for improvement, which are presented to College Council. Beginning in spring 2014, each shared governance committee member will be responsible for disseminating the information from College Council to his/her respective committees and for ensuring that the shared governance committee responds to any recommendations by the following spring semester. A summary of the self-evaluation is posted on the SCOG website for campus wide review (14.3).

In addition, the College has created the Program Review Oversight Committee (PROC), which serves to provide systematic structure and guidelines to review and evaluate the quality of all programs and units in each college division (14.4, 14.5).

### Administrator Hiring Progress

Prior to the March 2013 accreditation team visit, one challenge the College faced was the lack of consistent administrative staffing in Academic Affairs. By the time of the visit, the

College had filled the position of the Vice President of Academic Affairs, but still lacked administrative staffing in other key positions, including vacancies in the Dean of Institutional Effectiveness and one of two Deans of Academic Affairs. The following summer, the incumbent Dean of Academic Affairs took a position at a sister college, creating another vacancy. After two attempts to hire two full-time Deans of Academic Affairs, the College was able to hire one Interim Dean in February 2014 and has initiated the search for the other vacant position. The College expects to fill this vacancy by fall 2014.

The College hired the Dean of Institutional Effectiveness in May of 2013 and a Research Analyst in January of 2014. The hiring of the Dean of Institutional Effectiveness has had an immediate impact on the ability of the College to address data collection and analysis/ evaluation of processes. In addition, this hire has been integral in providing the immediate support necessary to incorporate data into the decision-making processes of the College. To further support data-driven decision-making, the Research Analyst has strengthened the College's ability to provide immediate access to statistical information through data analysis (see Recommendation 3 for more detail about the Dean of Institutional Effectiveness).

**Fall 2013 Faculty/Staff Survey**

In the fall of 2013, LAMC conducted a faculty/staff survey to evaluate a number of practices related to institutional effectiveness, including collegial governance, decision-making processes and the effectiveness of the overall administrative structure. In addition, results from the survey sections on Student Support Services and Programs; Library/LRC; Technology, Financial, and Physical Resources; and Human Resources have provided the college with information about the effectiveness of the administrative structures for these services.

Of the College's 491 employees, 133 (28 percent) responded to the survey. Fifty-eight percent of respondents were faculty (both full-time and adjunct) and 37 percent were classified employees. Over one-fourth of respondents held department or program leadership positions. The survey was administered during the last two weeks of class (immediately before winter break), which may have had an impact on the response rate, particularly among adjunct faculty. Therefore, going forward, the College will administer the survey annually in November.

|  | **Number of Employees** | **Number of Survey Responses** | **% of Survey Respondents** |
|---|---|---|---|
| Full-Time Faculty | 88 | 42 | 32% |
| Adjunct Faculty | 248 | 35 | 26% |
| Classified Staff | 146 | 49 | 37% |
| Administrators | 9 | 7 | 5% |
| **TOTAL** | **491** | **133** | **100%** |

Most survey questions consisted of a positive or favorable statement about a College practice followed by a five-point scale of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree) with a "Not Applicable" choice for each item. For each statement, the percentage of respondents who agreed or strongly agreed was compared with the percentage of respondents who disagreed or strongly disagreed in a ratio. For example, a *comparatively high* ratio of 8:1 means that eight respondents agreed with that statement for every respondent that disagreed with it. This indicates a very favorable overall opinion of the associated College practice. On the other hand, a *comparatively low* ratio of 3:1 or lower (where 3 or fewer respondents agreed with the statement for every respondent who disagreed) denotes a much less favorable overall perception of the associated College practice.

**SURVEY SECTION: Institutional Effectiveness and Planning (14.6).**

Survey items related to institutional effectiveness, planning, and decision-making were evaluated as follows:

*Comparatively High Ratios*

| Item # | Survey Item |
|---|---|
| 2 | Institutional planning results in on-going, self- reflective continuous improvement. |
| 3 | Program reviews are integrated into the overall institutional evaluation and planning process. |

*Comparatively Low Ratios*

| Item # | Survey Item |
|---|---|
| 6 | The College planning and resource allocation process is clearly defined. |
| 7 | The college's planning and resource allocation adequately addresses the needs of my department or unit. |
| 9 | I have a voice in the College's planning processes. |

The results with comparatively high ratios confirmed that faculty and staff members believe that the College has integrated Program Review within the decision-making and evaluation processes and that institutional planning and decision-making are systematic. The results with comparatively low ratios demonstrate a need to improve communication about existing processes within the planning and resource allocation procedures.

**SURVEY SECTION: Governance and Leadership (14.7).**

Items within the survey related to governance and leadership were evaluated as follows:

*Comparatively High Ratios*

| Item # | Survey Item |
|---|---|
| 1 | Faculty have an appropriate level of participation in governing, planning, budgeting and policy making bodies. |
| 4 | Administration has an appropriate level of participation in governing, planning, budgeting and policy making bodies. |
| 9 | The College President communicates effectively with the constituencies within the College. |

*Comparatively Low Ratio*

| Item # | Survey Item |
|---|---|
| 3 | Students have an appropriate level of participation in governing, planning, budgeting and policy-making bodies. |

The results with comparatively high ratios confirm that faculty and administration have appropriate levels of participation within the shared governance and planning processes, and that the President's communication, an important aspect of governance, is effective.

The item with a comparatively low ratio demonstrates a need to improve student participation within the shared governance and planning processes. The College will encourage education of the ASO in shared governance and decision-making processes and its role within those processes.

Question 8 of the Governance and Leadership Section of the Faculty/Staff Survey asked respondents whether "The current administrative structure at LAMC effectively meets the needs of the College." About half (48 percent) of the respondents agreed or strongly agreed that it does. However, more than one-third (37 percent) of respondents neither agreed nor disagreed, suggesting that faculty and staff may not be familiar with the current administrative structure. Based on these findings, the College will communicate the administrative structure to the campus wide community more effectively, through:



**Meets the Needs**

strongly agree: 11%, agree: 37%, neither agree nor disagree: 37%, disagree: 8%, strongly disagree: 6%
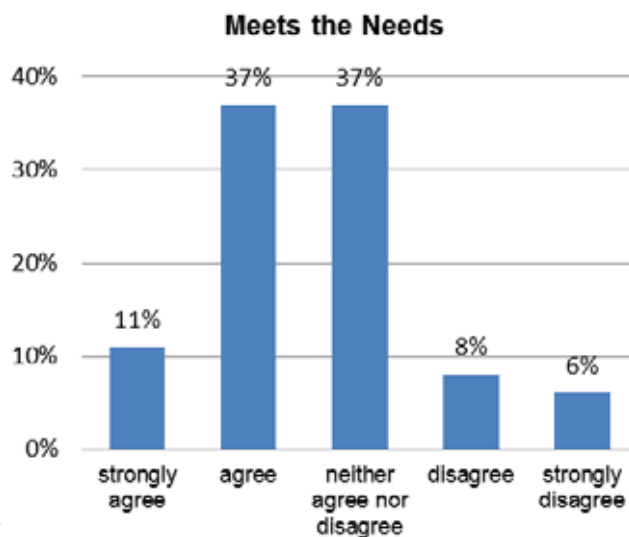
- Defining the respective roles and responsibilities of Academic Affairs, Student Services, and Administrative Services;
- Explaining how these divisions are structured to support institutional effectiveness;
- Describing how each division participates within the integrated planning and shared governance processes.

**SURVEY SECTION: Student Support Services and Programs (14.8).**

Items within the survey related to administrative structure and specific services within Human Resources and Student Support Services and Programs were evaluated as follows:

1. Human Resources

*Comparatively High Ratio*

| Item # | Survey Item |
|--------|-------------|
| 6 | Human Resources develop policies and procedures that are clearly written. |

*Comparatively Low Ratios*

| Item # | Survey Item |
|--------|-------------|
| 2 | LAMC has a coherent and effective method for evaluating the skills of its personnel in leadership positions. |
| 5 | There are a sufficient number of administrators to support the College's mission and purpose. |
| 8 | The current hiring process ensures the recruitment of qualified faculty and staff. |

The comparatively low rating for the evaluation of leadership positions and the recruitment of qualified faculty and staff indicates that there is a lack of understanding of the role of the Personnel Commission in the evaluation and hiring processes. In addition, the survey results reveal that the current administrative staffing levels in Academic Affairs and Student Services may still not be sufficient despite the hiring of two administrators and one research analyst since the ACCJC action letter in June 2013. Administrative, Faculty and Classified hiring needs are currently being addressed through the 2014-15 Program Review requests and Budget and Planning Committee Resource   Allocation Process.

2. Student Support Services and Programs

Student support services and programs were rated on a four-point scale of "Very Effective," "Effective," "Somewhat Effective," and "Not At All Effective."  "Not Applicable" was also available as a choice for each item.

Nineteen out of 21 Student Services received an average rating of "effective" or "very effective." The services that received a lower average rating of "somewhat effective" were:

- Counseling Office (rated "Not At All Effective" by 10 percent of respondents);
- Student Activities/Organizations (rated "Not At All Effective" by 7 percent of respondents).

Only six in ten faculty and staff agreed or strongly agreed that "The College provides sufficient student support services to meet student educational needs." This result, together with many of the comments that accompanied it, reinforces the evaluation team's findings that led to Recommendation 7, which the College is working to resolve. (See the Recommendation 7 section.)

Based on all these data from the fall 2013 Faculty/Staff Survey, as well as on data from the fall 2013 Student Survey, Point of Service Surveys, and the Mission Learning Report, the College will develop strategies for continuous, specific improvements in collegial governance, decision-making processes and the administrative structure, and evaluate its progress on an annual basis. The College will administer both the Faculty/Staff Survey and the Student Survey annually going forward. The results of the Faculty/Staff and Student Surveys are posted on the College website and thus are available to the campus community.

**Next Steps**

1. A town hall meeting is scheduled for March 18, 2014 to communicate the results of the Faculty/Staff and Student Surveys to the campus community.

2. The College will develop institutional actions for improvement at the May College Council retreat, and begin implementation of these actions in fall 2014.

3. A link to the web page that diagrams and explains the College Administrative Structure and Status, as well as *Campus Highlights and Scheduled Events*, will be posted on the LAMC homepage.

4. By summer 2014, SGOC will review the Shared Governance Handbook to recommend improvements in the shared governance processes as necessary.

5. Student Services, in collaboration with the Director of Student Activities, will:

   - Conduct focus groups with students during the spring of 2014;
   - Reinstate the leadership class or create a leadership workshop for ASO leaders;
   - Continue leadership workshops for the ASO governance representatives and club advisors;
   - Ensure that the Director of Student Activities has developed well-defined objectives related to ASO participation in shared governance.

**Conclusion**

The College has partially resolved this recommendation, and will have fully resolved it by the end of the spring 2015 semester.

Through the institutionalization of SGOC, the College evaluates its collegial governance and decision-making processes. Campus wide surveys are utilized to support the assessment of collegial governance and decision-making processes. All evaluations and survey results are posted and available to the campus community, and will be used as a basis for improvement (IV.A.5).

The College recognizes that vacancies in the administrative structure hinder the ability to manage the mission of the College efficiently. LAMC is committed to filling replacement positions in the Office of Academic Affairs. Using the results of the assessment of the student service areas (see Recommendation 7) and Program Review, the College will prioritize administrative and classified hiring to meet the identified needs through its established planning processes while exercising fiscal responsibility (IV.B.2.a).

# LIST OF EVIDENCE

**College Recommendation 14**

    14.1   SGOC

    14.2   College Council Minutes – 11/21/2013

    14.3   SGOC Website

    14.4   PROC Charter

    14.5   College Council Minutes – 7/18/2013

    14.6   Fall 2013 Faculty/Staff Survey Results, pages 22-29

    14.7   Fall 2013 Faculty/Staff Survey Results, pages 30-35

    14.8   Fall 2013 Faculty/Staff Survey Results, pages 46-80