STANDARD II:
Student Learning Programs and Services
STANDARD II: STUDENT LEARNING PROGRAMS
AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. INSTRUCTIONAL PROGRAMS

*In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard:

- Mission’s instructional program offerings are consistent with the components of the College’s Mission Statement (II.A.1-1), as indicated below.
  - Transfers to four-year institutions are supported through articulation agreements, Transfer Model Degrees, IGETC agreements with the UC system, CSU transfer agreements, and the honors program (II.A.1-2a-e).
  - The preparation for successful careers in the workplace is established through the College’s rich programs in Career Technical Education (CTE) fields. Various AA degrees, Certificates of Achievement, and Certificates of Accomplishment (II.A.1-1), (II.A.1-2), (II.A.1-3), are reviewed routinely with input from advisory boards, ensure the concurrence of the College’s offerings with industry standards and job market demands (II.A.1-4a-c). The College also utilizes various metrics, such as the CTE Outcome Survey, the Perkins Rate, and the Gainful Employment Page to remain up to date and relevant in the workforce development of the communities it serves (II.A.1-5), (II.A.1-6), (II.A.1-7).
  - The improvement of basic skills is sustained by courses in pre-collegiate mathematics (arithmetic, pre-algebra, elementary and intermediate algebra), each offered in a
variety of formats and lengths, noncredit ESL, English fundamentals, credit ESL, developmental communication, and GED preparation (II.A.1-8), (II.A.1-9), (II.A.1-10). To solidify basic skills preparation and facilitate a smooth transition to college-level coursework for incoming students, the Summer Bridge Program, as part of the First-Year-Experience (FYE), offers preparation for placement tests in English and mathematics. The College monitors its effectiveness by way of the Chancellor’s Office basic skills tracking tool (II.A.1-11), (II.A.1-12).

• The development of critical thinking and lifelong learning is monitored through a rigorous curriculum process and the development, appraisal, and review of Student Learning Outcomes* (SLOs) in a variety of courses across multiple disciplines that include a problem solving component (II.A.1-13), (II.A.1-14). In addition to the faculty-driven processes in curriculum and SLO* assessments, students are invited to assess their own progress in achieving five of the seven ILOs, including problem solving (II.A.1-15).

• The improvement of the diverse communities served by the College is demonstrated through the institution’s ongoing commitment to community courses in physical education and culinary arts, as well as Citizenship and GED preparation. Noncredit English courses have been invaluable in strengthening the community’s employment prospects and in integrating the immigrant population into the fabric of society. The Child Development Center, while serving as a practicum laboratory for child development students, offers affordable, accessible, and high quality childcare to the community (II.A.1-16 through II.A.1-19).

• The College ensures that its instructional programs remain appropriate to higher education by means of its course outlines, exit standards, and Institutional Learning Outcomes* (ILOs):

• Course Outlines of Record* (CORs) in all programs are reviewed and approved by the State Chancellor’s Office and are comparable in breadth, depth, and distribution of units with the content and expectations of equivalent courses in colleges and universities (II.A.1-20).

• The College Curriculum Committee ensures that all course and program offerings align with the stated mission of the College and are reviewed on a regular basis (II.A.1-13).

• Exit standards in each course, in disciplines with sequential courses (biology, chemistry, English, mathematics, and physics, to name a few) correspond to the entry standards/prerequisites of the next course in the sequence (II.A.1-2 through II.A.1-25).

• ILOs* address and measure the attributes and skill sets expected in higher education. ILOs* are embedded in the College’s various programs and ensure the preparation of students for transfer or the work force (II.A.1-26),(II.A.1-27), (II.A.1-28). The Curriculum Committee and Distance Education* (DE) Committee evaluate and ensure that programs and courses offered online are aligned with the mission of the College and are appropriate to higher education (II.A.1-13), (II.A.1-29).

• All instructional programs culminate in student attainment of identified SLOs*:

• Regular and rigorous assessment cycles lead to continuous improvement in student learning at the course, program, and institutional levels (II.A.1-30).

• Semi-annual department SLO/PLO* reports on assessment, implementation, and modification of SLOs* provide an opportunity for expert faculty to monitor student development and realignment of the curriculum with the desired outcomes (II.A.1-31).
• Instructional programs lead to the achievement of degrees, certificates, employment, or transfer to other higher education programs:
  ○ Data on achievement, Transfer Model Curricula, and CTE certificates are closely monitored and benchmarked according to Institution-Set Standards* (ISSs) for student achievement (II.A.1-32).
  ○ The College utilizes various metrics such as successful course completion and retention, fall-to-fall persistence, degree and certificate attainment, and transfer to the CSU and UC systems to measure its instructional programs effectiveness in granting degrees and certificates, or facilitating transfer (II.A.1-33).
  ○ The College has entered into a Transfer Alliance/Honors Program (TAP) with UCLA and maintains Transfer Admissions Guarantee (TAG) agreements with six UC’s for fall 2016 (II.A.1-34),(II.A.1-35).

Analysis and Evaluation:

The preparation for transfer is supported by the thirteen (13) Transfer Model Curriculum (TMC) degrees, Plans A and B for associate degrees, and general education transfer agreements with the UC and CSU systems (II.A.1-2b). To further facilitate the transition to junior-level coursework in transfer institutions, the College offers an honors program as well as rigorous discipline-specific course sequences commensurate in depth and breadth with freshman and sophomore offerings in colleges and universities.

The transfer data report indicates a steady rise in the number of transfers to four-year institutions between 1997 and 2014, with a peak of 415 transfers in 2011-12. The total transfer number of 332 for 2013-14 does not take into account in-state private and out-of-state transfers, thus appearing lower than prior years, which did include those transfers (II.A.1-33).

To prepare students for successful careers in the workplace, the College offers degrees, certificates of achievement, and skill certificates in a variety of high demand career and technical education fields (II.A.1-7). The College regularly monitors job market demands and stays abreast of industry standards through career and technical education advisory boards and a rigorous, regular review of its curricula (II.A.1-4a-d). Perkins Core indicators, established by the State Chancellor’s Office in skill attainment, total completions, persistence and transfer, employment, non-traditional participation, and non-traditional completion serve as benchmarks and allow the College to compare itself with similar institutions and track overall student success (II.A.1-6).

The College maintains a deep commitment to basic skills instruction by scheduling a significant number of courses in pre-collegiate mathematics, noncredit and credit ESL, developmental communication, and GED preparation.

Courses are often offered in a variety of lengths and formats to fit student needs and backgrounds. Auxiliary programs, such as the Summer Bridge in the First-Year-Experience (FYE), prepare basic skills students with placement tests in English and mathematics.

The fourth component of the College’s Mission, the development of critical thinking (problem solving) and lifelong learning, is supported by a vast number of courses. The
commitment to lifelong learning is inherent in the open door policy for students of all ages and backgrounds, and community courses. In addition to promoting learning in a formal setting for all stages of life, the College strives to develop lifelong, independent learners. To that end, it regularly surveys students and invites them to assess their ability to learn effectively on their own (II.A.1-15).

The fifth and final component of the College Mission relates to the improvement of the diverse communities it serves. The College achieves this goal through a variety of means, namely, community classes in physical education and culinary arts, a state-of-the-art Fitness Center (open for a nominal fee to all), citizenship and GED preparation courses, and a Child Development Center. The Arts, Media, and Performance building, currently under construction, will house a theater intended to bring cultural events and performances to the public.

The institution ensures that its programs and services are of high quality and appropriate to an institution of higher education. College programs are designed to culminate in the attainment of SLOs*, PLOs*, ILOs*, degrees, certificates, employment, and/or transfer to higher education programs (II.A.1-13), (II.A.1-29), (II.A.1-30), (II.A.1-31).

Results of a fall 2014 survey show that the vast majority of faculty, both full-time and adjunct, use a variety of styles in their teaching (II.A.1-36). Technology is supported by smart classrooms and the utilization of Etudes, the current learning management system. In addition, the College’s expanding DE* offerings undergo a rigorous approval process and are commensurate in content and rigor with face-to-face sections (II.A.1-29). The College does not offer correspondence education courses.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.1-1 LAMC Mission Statement
II.A.1-2a Assist.org Website
II.A.1-2b LAMC Catalog, page 82
II.A.1-2c IGETC Form
II.A.1-2d CSU/GE Form
II.A.1-2e Honors Program Website
II.A.1-3 CTE Website
II.A.1-4a AJ Advisory Board Minutes
II.A.1-4b Business Advisory Board Minutes
II.A.1-4c Paralegal Advisory Board Minutes
II.A.1-5 CTE 2014 Outcomes Survey
II.A.1-6 OIE Student Achievement/Perkins Website
II.A.1-7 CTE Careers Website
II.A.1-8 Math Flow Chart Website
II.A.1-9 English Flow Chart College Catalog, page 120
II.A.1-10 ESL Flow Chart College Catalog, page 122
II.A.1-11 Summer Bridge Program
II.A.1-12 LAMC 2014 Student Success Scorecard
II.A.1-13 Curriculum Committee Approval Process Website
II.A.1-14 Screenshot Sample of COR
II.A.1-15 LACCD 2014 Student Survey Q25H
II.A.1-16 Athletic Center Website
II.A.1-17 Culinary Arts Website
II.A.1-18 Non-Credit Website
II.A.1-19 Child Development Website
II.A.1-20 California State Chancellor’s Office Website
II.A.1-21 Biology Prerequisite Addendum Form
II.A.1-22 Chemistry Prerequisite Addendum Form
II.A.1-23 English Prerequisite Addendum Form
II.A.1-24 Mathematics Prerequisite Addendum Form
II.A.1-25 Physics Prerequisite Addendum Form
II.A.1-26 Sample of COR ILO
II.A.1-27 Sample of COR ILO
II.A.1-28 Sample of COR ILO
II.A.1-29 DE Website
II.A.1-30 SLO Website
II.A.1-31 SLO Status Reports
II.A.1-32 2014 Mission Learning Report
II.A.1-33 OIE Student Achievement Website
II.A.1-34 LAMC Honors Program Website
II.A.1-35 Transfer Center Website
II.A.1-36 Fall 2014 Faculty Survey

II.A.2
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidences of Meeting the Standard:

- Contents and methods of instruction meet generally accepted academic and professional standards and expectations:
  - All CORs* are updated at least every six years as required by the State Chancellor’s Office. CTE courses, in particular, are reviewed every two years and updated as necessary to remain relevant to job market demands (II.A.2-1).
  - All instructor syllabi include the mandated standards set forth by the LACCD Board of Trustees and are posted online (II.A.2-2).
  - The faculty evaluation process, as outlined by the Guild Collective Bargaining Agreement, requires faculty participation in the assessment of SLOs* (II.A.2-3 See also Standard III.A, section 5).
• Viability studies* provide a tool for the College to review and sunset its programs (II.A.2-4).
• Mechanisms that help ensure the quality and improvement of instructional programs and services include the oversight of the Educational Planning Committee* (EPC), the Program Review* process, the curriculum* approval process, participation in statewide initiatives such as SB1440, the establishment of advisory committees for CTE courses/programs, online SLO* database, Program Learning Outcomes* (PLOs), ILOs*, Service Area Outcomes (SAOs), the DE* Committee, labor market scans, assessments of student achievement, support resources for honor and transfer students, and surveys of student learning differences (II.A.2-5 through II.A.2-15).
• The improvement of teaching and learning strategies is supported by a range of professional development activities, many of which are provided and/or funded by the Eagle’s Nest, the Professional and Staff Development Committee, the Professional Growth Committee, LAMC Faculty Academy, LACCD’s Faculty Teaching and Learning Academy (FTLA), and academic departments (II.A.2-16 through II.A.2-21).
• Flex Days and the District Academic Senate Summit are important events for exchanging information about pedagogical skills, academic standards, and program improvement. In addition to opportunities provided by the College, several faculty members participate in the annual District Faculty Teaching Learning Academy (FTLA) (II.A.2-22 through II.A.2-25).
• Faculty are routinely invited to participate in pedagogy workshops and Etudes trainings organized by the Eagles’ Nest (II.A.2-26).

Analysis and Evaluation:

The approval of CORs* by the State Chancellor’s Office, articulation agreements, learning outcomes assessments, Program Review*, adherence to statewide minimum qualifications and Faculty Service Areas (FSA), advisory boards for CTE courses and programs, and numerous opportunities for faculty development ensure the consistency of the College’s offerings with generally accepted academic and professional standards and expectations.

The content and methods of instruction are primarily substantiated through CORs* and monitored by the Curriculum* Committee. Learning outcomes and assessment cycles are established for each course, program, certificate and degree and course SLOs* are assessed at least every three years.

The Program Review Oversight Committee* (PROC) oversees the Program Review* process for all units. Program Review* supplies a framework for the systematic evaluation and continuous improvement of instructional courses, programs, and directly related services.

The College’s Faculty Academy offers seminars on pedagogical practices and college policy and procedures. The Eagle’s Nest, the College’s Center for faculty professional development, offers a variety of online and print resources for all instructors. Training in online pedagogy and use of Etudes are also available to all faculty. All of these professional development tools contribute to improving teaching as well as learning strategies and promote student success.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

II.A.2-1 Academic Senate Curriculum Report
II.A.2-2 LACCD Board Rule
II.A.2-3 Faculty Evaluation Form
II.A.2-4 Program Viability Process
II.A.2-5 EPC Website
II.A.2-6 Program Review Website
II.A.2-7 Curriculum Website
II.A.2-8 College Catalog, page 82
II.A.2-9 Refer to II.A.1-4a-c
II.A.2-10 SLO Website
II.A.2-11 DE Committee website
II.A.2-12 OIE Student Achievement Website
II.A.2-13 Honors Program Website
II.A.2-14 Transfer Center Website
II.A.2-15 Student Survey
II.A.2-16 Eagles Nest Website
II.A.2-17 Professional and Staff Development Website
II.A.2-18 Professional Growth Website
II.A.2-19 LAMC Faculty Academy
II.A.2-20 FTLA
II.A.2-21 AJ Email
II.A.2-22 2015 Flex Day Agenda
II.A.2-23 2014 Flex Day Agenda
II.A.2-24 District Academic Senate Minutes
II.A.2-25 FTLA Academy
II.A.2-26 Etudes Training Workshop

II.A.3
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard:

• The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using the following established institutional procedures:
  ○ The SLO online management system houses all course and program assessments and provides submission and tracking tools for faculty. (II.A.3-1).
  ○ SLO, PLO, ILO assessment is on a three-year cycle. Systematic and on-going assessment has been occurring and posted on the online system since 2010. The first round of assessment began in 2007 (II.A.3-2) (II.A.3-3).
Between spring 2007 and fall 2015, 556 SLOs have more than one assessment and 610 SLOs have Follow-up Reports filed (II.A.3-4).

The Learning Outcomes Assessment Committee* (LOAC) maintains the master assessments schedule on its website (II.A.3-5).

Department chairs’ semi-annual reports provide opportunities for discipline faculty to reexamine their courses and learning outcomes and engage in data analysis (II.A.3-6).

Improvements have been implemented as a result of many SLO and PLO assessments, such as requesting additional tutoring be made available to students. The College has contracted with NetTutor, a comprehensive online tutoring service available to all LAMC students, which includes on-campus and online (cross reference II.B.1-15).

- The institution maintains state-approved CORs* in its Electronic Curriculum Development (ECD) database. Learning outcomes are integrated in the curriculum* approval process for all courses, certificates and degrees. SLOs and PLOs are included in the official approved COR* and Program Approval Form (II.A.3-7),(II.A.3-8), (II.A.3-9), (II.A.3-10).

- Every student in every course section receives a course syllabus that includes the same SLOs* that are reflected in the COR* (IIA.3-11),(II.A.3-12).

**Analysis and Evaluation:**

The College has established a comprehensive procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates and degrees. All SLOs*, PLOs*, certificates, and ILOs* are assessed on a rotating three-year cycle. Furthermore, the curriculum* review process ensures the systematic inclusion of SLOs* on all active CORs* (IIA.3-7). The College is currently at 100 percent compliance in the assessment of all its PLOs*/ILOs and course SLOs*.

Course syllabi are disseminated to students in hard copy or online formats and incorporate relevant SLOs*. The assessment of learning outcomes, expected of all faculty, under the contract, is included in performance evaluations.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.3-1 SLO Website
II.A.3-2 Live SLO, PLO, ILO Reporting page
II.A.3-3 Screen Shot of 2007 Assessment
II.A.3-4 Screen Shot of SLO Status Report
II.A.3-5 LOAC Website
II.A.3-6 SLO Assessment Reports Website
II.A.3-7 Curriculum Course Approval Website
II.A.3-8 SLO Addendum
II.A.3-9 Screen Shot of SLO section in COR
II.A.3-10 Example of Program Approval Form
II.A.3-11 Sample Syllabus
II.A.3-12 Sample Syllabus
II.A.4
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

• The College offers pre-collegiate level curriculum in developmental communication, ESL, and mathematics (II.A.4-1).

• The College clearly distinguishes its pre-collegiate curriculum from college level offerings in its reports to the State Chancellor's Office, the curriculum* approval process, and its assessment tools and methodologies (II.A.4-2 through II.A.4-5).

• Skills necessary to succeed in college are imparted to students by a variety of means, including but not limited to dedicated or embedded tutoring services in pre-collegiate subjects. Tutoring services are available online, in the Learning Resource Center (LRC) and the Math Tutoring Center (II.A.4-6),(II.A.4-7). In fall 2015, the College began its work on establishing pathways from noncredit to credit courses in ESL. The mathematics department has also developed new courses in a variety of formats to facilitate students’ transition to college-level coursework. Large posters of the mathematics sequence (and the various pathways to success) are accessible to students and aid them in the selection of courses (II.A.4-8).

Analysis and Evaluation:

To serve its large population of students in need of basic skills remediation, the College offers a variety of pre-collegiate courses in several disciplines such as English, mathematics, developmental communications, ESL, and GED preparation. During 2013-14 over 81 percent of students who took the assessment test during this time period were placed into lower-level English, English as a Second Language (ESL), or developmental communications courses. An even higher percentage of students taking the Math Placement test, approximately 89 percent, placed in pre-collegiate mathematics.

The College clearly distinguishes pre-collegiate preparation from collegiate level, degree applicable and/or transferable coursework in its catalog and schedule of classes. To measure the effectiveness of these courses in improving student success, the College uses various indicators and regularly tracks student success and grade distribution per subject and course level (II.A.4-9).

In August 2015, the College contracted with Link-Systems International to supplement its tutoring services with online support in a variety of topics, including developmental mathematics, ESL, and writing.

The mathematics, English and developmental communication departments offer pathways from pre-collegiate to college level coursework. Transition charts are printed in the College catalog, available online, and posted around campus. In fall 2015, the College began its work, with the support of two academic deans, on establishing pathways from noncredit ESL to credit ESL.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

II.A.4-1 See II.A.1-8 II.A.1-9 II.A.1-10
II.A.4-2 OIE Scorecard Website
II.A.4-3 Curriculum Approval Process Website
II.A.4-4 Assessment Website
II.A.4-5 Screenshot of COR, section 5
II.A.4-6 LRC Website
II.A.4-7 Math Tutoring Center Website
II.A.4-8 Math Sequence Poster Online
II.A.4-9 College Grade Distribution Website

II.A.5
The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the bachelor level. (ER12)

Evidence of meeting the Standard:

• The College regularly ensures that degrees and programs follow practices common to American higher education:
  ◦ Courses and units are based on the Carnegie hour and consistent with their counterparts in comparable institutions (II.A.5-1),(II.A.5-2).
  ◦ Articulation agreements with various institutions attest to the College’s congruence with common practices in higher education (II.A.5-3).
  ◦ CORs* are monitored by the Curriculum* Committee and approved by the State Chancellor’s Office. Course sequencing and prerequisites are established by discipline faculty and overseen by the Curriculum* Committee (II.A.5-4).
  ◦ Information pertaining to various programs, degrees, and certificates is updated annually in the College catalog (II.A.5-5)
  ◦ The Office of Admissions and Records verifies all candidates’ completion of criteria for degrees and certificates (II.A.5-6).
  ◦ To facilitate students’ timely completion of certificates and degrees, many departments make suggested sample course sequences available to students. Furthermore, all courses within a program are scheduled in accordance with the Strategic Enrollment Plan and heed a two-year scheduling practice (II.A.5-7), (II.A.5-8).

• Minimum degree requirements are clearly established in the College catalog. All associate degrees, including the TMC degrees, necessitate the completion of 60 semester units in accordance with various majors requirements (II.A.5-9).

Analysis and Evaluation:

Internal evidence of instructional quality is based upon retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of
achievement, and certificates of accomplishment. External evidence of instructional quality is predicated on articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

The breadth and depth of college programs are supported by the College's 51 associate degrees, 13 transfer degrees, 22 certificates of achievement, 21 certificates of accomplishment, and courses in over 50 different disciplines (Table 1).

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2015-2016 CATALOG)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate of Arts 48</td>
</tr>
<tr>
<td></td>
<td>Associate of Science 3</td>
</tr>
<tr>
<td></td>
<td>Transfer Model Curriculum Degree 13</td>
</tr>
<tr>
<td></td>
<td>Certificates of Achievement (over 18 units) 22</td>
</tr>
<tr>
<td></td>
<td>Certificates of Accomplishment (fewer than 18 units) 21</td>
</tr>
</tbody>
</table>

The College maintains articulation* agreements with nine University of California (UC) campuses and 18 California State University (CSU) campuses as well as course-to-course agreements with 18 CSU campuses and six UC campuses (II.A.5-3). Additionally, the College upholds articulation agreements with many private and out-of-state institutions. Unit requirements for AA degrees, set at a minimum level of 60, are consistent with the Office of the State Chancellor’s criteria.

Faculty, department chairs, and district discipline committees regularly monitor course rigor and sequencing and are supported in their efforts by the curriculum* approval process (II.A.5-4).

Grade distributions of students are similar to that of the District’s, demonstrating the consistent and appropriate rigor of instruction at the College (See II.A.4-9).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.5-1 Sample Biology Syllabus
II.A.5-2 DE Guide Book
II.A.5-3 Assist.org Website
II.A.5-4 Curriculum Committee Website
II.A.5-5 LAMC Catalog
II.A.5-6 Admissions and Records Website
II.A.5-7 CTE Disciplines Website
II.A.5-8 Strategic Enrollment Management Plan
II.A.5-9 LAMC Catalog, page 72
II.A.6
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard:
- The College follows the Strategic Enrollment Management (SEM) Plan to facilitate timely completion of degrees and certificates (II.A.6-1).
- Departments’ scheduling practices are based upon the SEM and monitored in the comprehensive Program Review* process (II.A.6-2).

Analysis and Evaluation:
The median completion time for students to attain a 60-unit associate’s degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, is commensurate with other colleges within the District. Although course offerings are scheduled so as to allow completion within a two-year span, most students take four years to reach these goals.

| MEDIAN YEARS TO COMPLETION FOR ASSOCIATE DEGREE AND CERTIFICATE RECIPIENTS AT LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES (2013-2014 award recipients) |
|---|---|---|---|---|---|---|---|---|---|
| City | East | Harbor | Mission | Pierce | South-west | Trade | Valley | West | All |
| Associate Degree | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 |
| Certificate of Achievement (over 18 units) | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |

In fall 2011, the SEM Committee developed guiding principles on course scheduling, establishing the highest priority for courses that are critical to the mandated mission of the College. Transfer (including general education (GE) and degree applicable) courses, CTE courses leading to program completions, and basic skill classes are tagged as high priority.

The College has attempted to help students meet increased state-mandated graduation requirements in English and mathematics through initiatives such as Achieving the Dream, a STEM grant, and the revision of the mathematics curriculum.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE
II.A.6-1 See II.A.5-8
II.A.6-2 Program Review Process
II.A.7
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

- The College’s Student Equity Plan (SEP), reviewed by the State Chancellor’s Office, identifies achievement gaps across various student groups and proposes methodologies to target disproportionately impacted (DI) populations (II.A.7-1).
- Multiple delivery modes, including face-to-face, hybrid, and online methodologies are embedded in the College’s offerings. In particular, courses with a DE* component follow established guidelines and are monitored by the DE* Committee. Furthermore, success rates of online and on-campus classes are routinely compared to ensure consistency and equity across various formats (II.A.7-2),(II.A.7-3).
- Faculty utilize smart classrooms to integrate technology in their lessons, participate in field trips, avail themselves of embedded tutors, arrange group work and supplemental instruction, and propose other innovative approaches based on sound pedagogical research. In addition to the various methodologies described above, some disciplines such as child development offer bilingual courses in Spanish/English (II.A.7-4).
- Learning support services reflect the diverse and changing needs of the College’s students:
  - The Disabled Students Program and Services (DSP&S) Office offers a variety of services and adaptive technologies geared toward learning and physical disabilities (II.A.7-5).
  - Students have access to in-person and online workshops and technologies, as well as online tutoring services in the LC (II.A.7-6).
  - The Child Development Resource Center (CDRC) offers specialized tutoring and online research material to child development students (II.A.7-7).
  - The Chicano Studies Resource Center provides a venue for cultural events and interactions between students and discipline faculty (II.A.7-8).
  - In its quest for equity and closing the achievement gap for disproportionately impacted (DI) groups, the College participates in Achieving the Dream (AtD), a nationwide initiative geared towards closing equity gaps (II.A.7-9).

Analysis and Evaluation:

The College meets the needs of its diverse students by way of a culturally responsive academic experience and support system. Traditional classroom-based instruction and laboratory courses are enhanced by delivery modalities and technologically advanced facilities (e.g. Smart classrooms) that target the range of ability, language, interest, learning style, and academic readiness among students.

Coordinated services between DSP&S and academic disciplines provide students with special needs access to assistive technology, specialized tutoring, and learning skills classes. The child development department offers several bilingual (English/Spanish) sections and
discipline-specific support at CDRC (II.A.7-7). The Resource Center inaugurated by the Chicano studies department provides a venue for cultural activities. General tutoring, in-person and online workshops, and dedicated technology tutorials are a sampling of services offered at LC (II.A.7-6). Last but not least, the College’s association with Achieving the Dream since 2011 has given rise to initiatives geared toward retention and success rates in elementary algebra and a pilot program on concurrent enrollment in two English courses.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| II.A.7-1 | Student Equity Plan |
| II.A.7-2 | DE Website |
| II.A.7-3 | Student Score Card Outcomes/Retention/Success |
| II.A.7-4 | Spring 2016 LAMC Schedule of Classes, page 7 |
| II.A.7-5 | DSP&S Website |
| II.A.7-6 | LRC Website |
| II.A.7-7 | Child Development Center Website |
| II.A.7-8 | Facilities Planning Committee Minutes – 12/9/2013 |
| II.A.7-9 | Achieving the Dream Website |

**II.A.8**

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Evidence of Meeting the Standard:**

- Several mathematics courses administer common final examinations (II.A.8-1 through II.A.8-7).
- The biology department uses a common final examination for one of its courses (II.A.8-8), (II.A.8-9).
- The College has distributed information on credit-by-examination best practices to all academic departments and discipline advisors (II.A.8-10),(II.A.8-11),(II.A.8-12).

**Analysis and Evaluation:**

The life sciences and mathematics departments administer common final examinations in gateway courses to ensure consistency of instruction and student preparedness across multiple sections. To that end, discipline faculty have developed standardized tools and rubrics to effectively measure student learning and minimize test bias (II.A.8-5).

Direct assessment of prior learning for courses taken at another institution is monitored by the counseling department and involves the comparison of course outlines in cases where articulation agreements do not exist. Credit-by-examination, administered by a discipline or department, is used as a means of granting credit for student learning outside of the traditional classroom. In some instances, credit-by-exam is the means used to award college
credit for structured learning experiences in a secondary educational setting, while in other instances knowledge is obtained in non-traditional environments or an individual is self-taught. The College has adopted procedures for administering credit-by-examination and posted information on best practices on a curriculum resource web page (II.A.8-12).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.8-1  Math 115 Screenshot
II.A.8-2  Math 123A Screenshot
II.A.8-3  Math 123B Screenshot
II.A.8-4  Math 123C Screenshot
II.A.8-5  Math 115 Instructions for Faculty
II.A.8-6  Math 115 Instructions for Students
II.A.8-7  Math 115 Online Final Instructions
II.A.8-8  Biology 3 Lab Final Exam – Spring 2015 V1
II.A.8-9  Biology 3 Lab Final Exam – Spring 2015 Group A
II.A.8-10 LAMC Catalog, page 48
II.A.8-11 Curriculum Committee Minutes – 3/17/2015
II.A.8-12 Curriculum Committee State Resources Website

**II.A.9**
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER10)

**Evidence of Meeting the Standard:**

- The institution awards course credit, degrees and certificates based on student attainment of learning outcomes:
  - The College awards credit based on satisfactory student outcomes on course SLOs* (II.A.9-1).
  - Degree and certificate completion is predicated on the satisfactory achievement of PLOs* (II.A.9-2).

- The award of units of credit reflect generally accepted norms or equivalencies in higher education:
  - The College catalog clearly describes the requirements for completing degrees and certificates (II.A.9-1).
  - The Curriculum* Committee carefully reviews each COR* and program proposal (II.A.9-2).

**Analysis and Evaluation:**
The curriculum and COR* processes ascertain the alignment of SLOs* with course descriptions, objectives, and expected minimum competencies. The award of credit for courses, certificates,
and degrees is based on students achieving the expected learning outcomes and consistent with the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans, with support from the Curriculum* Committee, closely supervise the alignment of outcomes assessments with course objectives.

Coursework completed at the College may be transferred to four-year colleges and universities through a number of articulation agreements; these are described in the College catalog and available on the ASSIST website at www.ASSIST.org (II.A.9-3).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.9-1 Sample COR
II.A.9-2 LAMC Catalog, page 72
II.A.9-3 Assist.org Website

II.A.10
The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER10)

Evidence of meeting the Standard:

• The College’s transfer-of-credit policies from other institutions are:
  ○ Clearly stated in the College catalog (II.A.10-1).
  ○ Transparent in articulation agreements with a number of institutions (II.A.10-2).
• The process of transfer of credit to fulfill degree requirements is either reviewed by transcript evaluators (in cases where articulation agreements already exist) or by the Academic Exception Committee (AEC) (when no articulation agreements are in place with an institution) (II.A.10-3).
• The College has adopted several transfer degrees in compliance with the SB1440 state initiative (II.A.10-4).
• The counseling department, in collaboration with discipline-specific faculty members, has developed and implemented the Discipline Advisors Program and authored the Discipline Advisors Handbook (II.A.10-5),(II.A.10-6).

Analysis and Evaluation:

The College’s policies on accepting courses from other institutions are clearly stated in the College catalog. Transcripts of course work completed at other institutions are evaluated by counselors to verify prerequisites and general education requirements, to compare respective learning outcomes, or to grant academic credit for courses deemed equivalent in content.
To establish equivalency between a course from an accredited institution and its counterpart at the College, the course is initially reviewed by the appropriate department chair and subsequently submitted to AEC. AEC meets on a regular basis to review petitions and course equivalencies and may request a copy of the course syllabus from the student desiring to transfer a course. Classes from unaccredited institutions are ineligible for this review process.

The College maintains Transfer Admission Guarantee (TAG) agreements with multiple colleges/universities. The articulation officer, working closely with discipline faculty, initiates and maintains articulation proposals with four-year colleges/universities and disseminates information on current articulation agreements to departments, faculty, and counselors.

The College participates in the statewide SB1440 initiative and has received approval for 13 Transfer Model Curriculum (TMC) degrees by the State Chancellor’s Office.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.10-1  
LAMC Catalog, page 80

II.A.10-2  
Assist.org Website

II.A.10-3  
Academic Exception Petition

II.A.10-4  
LAMC Catalog, page 82

II.A.10-5  
SSSC Minutes – 9/15/2015

II.A.10-6  
Discipline Advisors Handbook

**II.A.11**

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Evidence of Meeting the Standard:**

- The outcomes stated in the standard are related to the following College ILOs*:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Stated Requirements</th>
<th>Associated ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication competency</td>
<td>Written and Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Information competency</td>
<td>Information Competency</td>
</tr>
<tr>
<td></td>
<td>Quantitative competency</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>Analytic inquiry skills</td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Ethical reasoning</td>
<td>Ethics and Values applied to decision making</td>
</tr>
<tr>
<td></td>
<td>Ability to engage diverse perspectives</td>
<td>Global Awareness and Aesthetic Responsiveness</td>
</tr>
</tbody>
</table>

- The College catalog includes all PLOs* pertaining to various programs (II.A.11-1), (II.A.11-2). PLO* assessments are incorporated into the SLO* online system (II.A.11-3).

- To date, the College has conducted eight comprehensive and seven roll-up ILO assessments, a new comprehensive assessment for both the Written Communication
ILO and the Ethics and Values ILO is in process and will be completed spring 2016 (II.A.11-4), (II.A.11-5).

**Analysis and Evaluation:**

LOAC* has identified seven ILOs* which are closely aligned with the ACCJC standards. The SLO* online system lists every course SLO* and links each course to at least one ILO* (II.A.11-6). Regular assessments of various learning outcomes help to identify areas in need of improvement.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- **II.A.11-1** LAMC Catalog, page 88
- **II.A.11-2** LAMC Catalog, page 120
- **II.A.11-3** SLO Faculty/Staff Portal Website
- **II.A.11-4** Spring 2014 ILO Report
- **II.A.11-5** Fall 2014 ILO Report
- **II.A.11-6** Sample Courses Supporting ILOs

**II.A.12**

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER12)

**Evidence of Meeting the Standard:**

- The institution requires of all of its associate degree programs a component of general education:
  - LACCD Board Rule 6201.14 states: “General Education is designed to introduce students to the variety of means through which people comprehend the modern world.”
  - At the local level, arts and humanities, the sciences, mathematics, and social sciences feature prominently in general education offerings. The LACCD General Education Plan requires the completion of coursework in the five areas of natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education (II.A.12-1).
  - The College adheres to the California State University General Education Breadth Plan (CSU GE-Breadth Plan) and the Intersegmental General Education Transfer Curriculum (IGETC) (II.A.12-2).
All associate degrees and TMCs require a minimum of 18 semester units in general education (II.A.12-3).

The College catalog clearly outlines all general education and other AA/TMC graduation requirements (II.A.12-4).

- The Curriculum* Committee reviews all general education courses to evaluate their appropriateness for inclusion in the general education curriculum (II.A.12-5).
- All general education courses are linked to the College’s ILOs* which, in aggregate form, address the goals of responsible participation in civil society and a broad comprehension of knowledge and practices in humanities, the sciences, mathematics, and social sciences (II.A.12-6).

Analysis and Evaluation:

The College offers four different types of associate degrees, each containing a general education component. Based on the Title 5 requirements, students earning an associate degree meet the general education requirements by completing a specified set of courses in the following five areas: (1) Area A: Natural Sciences; (2) Area B: Social and Behavioral Sciences; (3) Area C: Humanities; (4) Area D: Language and Rationality; and (5) Area E: Health and Physical Education.

The College offers degree plans that provide a well-rounded education that includes the study of arts, culture, language, literature, sciences, quantitative reasoning and world history. To facilitate transfer to the CSU and UC systems, the College also offers CSU GE-Breadth and IGETC general education plans. The College’s seven ILOs* embed criteria to develop productive individuals and effective citizens within civic, historical, political, and social contexts and are reflected in the general education curriculum.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.12-1 LACCD Board Rule 6201.14
II.A.12-2 LAMC Catalog, page 78
II.A.12-3 LACCD Board Rule 6201.10
II.A.12-4 LAMC Catalog, page 82
II.A.12-5 Curriculum Submission Requirements Website
II.A.12-6 See II.A.11-6

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
Evidence of Meeting the Standard:

• The State Chancellor’s curriculum inventory recognizes 57 instructional programs offered at the College that lead to an associate degree, each focusing in one specialized area of study (II.A.13-1).

• ILOs* are addressed in all courses and disciplines and linked to course SLOs* and PLOs* (II.A.13-2),(II.A.13-3).

• Each discipline assesses its PLOs* according to a three-year cycle (II.A.13-4).

• TMCs each specialize in at least one area of inquiry or interdisciplinary core (II.A.13-5).

• CTE courses and programs incorporate pathways and methodologies consistent with industry needs (II.A.13-6).

Analysis and Evaluation:

Students who complete the graduation requirements listed in the College catalog are awarded an associate in arts (AA) or associate in science (AS) degree. Thirteen TMC degrees have been added in a variety of disciplines to provide students with a strong, basic foundation in core areas of each discipline. TMC degrees allow students to transfer to a CSU and obtain priority in registration (II.A.13.7).

Many disciplines such as English, computer science, mathematics, or credit ESL lay out a required sequence of courses for the major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. Programs such as English and mathematics require sequential courses, thereby progressively increasing levels of skill and knowledge.

Faculty review of degrees and certificates occurs during the Program Review* process and ensures degree alignment with four-year university requirements, transfer, and major preparation. The Curriculum* Committee and academic deans routinely monitor currency and relevance of programs for transfer-bound and CTE students.

| NUMBER OF DEGREES OFFERED AT LAMC  |
| (CCC curriculum Inventory)         |
| 6/8/2015                           |
| Associate of Arts                  | 43 |
| Associate of Science               | 5  |
| Transfer Model Curriculum Degree   | 13 |

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.13-1 State Chancellor’s Inventory
II.A.13-2 Screenshot of COR Sociology
II.A.13-3 Screenshot of COR English
II.A.13-4 LOAC Website
II.A.13-5 Sample TMC Degree Template
II.A.14
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:
- The College offers certificates of Achievement and AA and AS degrees in various CTE fields (II.A.14-1).
- All CTE disciplines maintain advisory committees which meet on an annual basis (II.A.14-2).
- The College’s CTE Committee is comprised of representatives from all currently offered CTE programs. The committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards (II.A.14-3).
- The College hosts career fairs to share employment opportunities and industry needs with students (II.A.14-4).

Analysis and Evaluation:
The College offers a wide range of CTE certificates and degrees. Graduates demonstrate professional competencies that meet employment criteria and other standards such as certification. Some examples are as follows:

1. The Paralegal Certificate of Achievement qualifies students to work as legal assistants/paralegals (II.A.14-5).
2. Seven certificates in culinary arts, baking, and restaurant management facilitate students’ entry into the workforce within one or two semesters (II.A.14-6).
3. The A+ and Cisco IT certifications preparation impart to students workable knowledge for the installation, setup, troubleshooting, and optimization of hardware and software of personal computer systems and peripheral devices (II.A.14-7).
4. The Child Development Department offers coursework and support for the application process for the Child Development Permit Matrix, the credential required by publicly funded education programs (II.A.14-8).

The State Chancellor’s Office has identified CTE core indicators in technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment to determine eligibility for Carl D. Perkins Vocational Technical Education Act (VTEA) funding. The College meets or exceeds the District performance targets on all core indicators (II.A.14-9).

CTE advisory committees, composed of industry professionals, meet at least once a year and make recommendations to disciplines on occupational trends, expected competencies, and industry standards (II.A.14-2). Although CTE programs lack a formal method for tracking former students, several departments are able to provide anecdotal evidence on job placements.
All CTE programs complete comprehensive Program Reviews* and an annual unit assessment of their program goals to ensure course effectiveness for students and currency of their programs (II.A.14-10). Furthermore, the College is in compliance with Board Rule 6802 (II.A.14-11) requiring that all vocational or occupational training programs be subject to a biennial review to ensure adherence to the following criteria:

- The program meets the documented labor market demand.
- The program does not represent an unnecessary duplication of other programs in the area.
- The program is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| II.A.14-1 | LAMC Catalog, page 76 |
| II.A.14-2 | See II.A.1-4a-c |
| II.A.14-3 | CTE Committee Agenda |
| II.A.14-4 | Career Fair Flyer |
| II.A.14-5 | Paralegal Studies FAQ Website |
| II.A.14-6 | LAMC Catalog, page 114 |
| II.A.14-7 | LAMC Catalog, page 113 |
| II.A.14-8 | Child Development Website |
| II.A.14-9 | Perkins Core Indicators |
| II.A.14-10 | Program Review Website |
| II.A.14-11 | LACCD Board Rule 6802 |

**II.A.15**

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

**Evidence of Meeting the Standard:**

- The College has updated its Program Viability* process to assure that the academic needs of students are considered when programs are eliminated or changed significantly (II.A.15.1).
- Program or course changes are communicated through the College catalog, counseling sessions, Academic Senate and EPC meetings (II.A.15-2 through II.A.15-6).
Analysis and Evaluation:

One of four outcomes of the Program Viability* process may be discontinuance (termination) of an existing program. If and when a program is eliminated or significantly modified, the College places students in comparable courses or programs and assists them in revising their educational goals.

In the event of an impending program discontinuance, counselors advise students on alternate coursework and help them with the petition process for course substitution. The College makes every effort to maintain programs without disruption and assists enrolled students in their educational goal. The Curriculum* Committee keeps the campus informed of any course or program changes through its website (II.A.15-7) and reports to EPC* and the Academic Senate.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.15-1  [Senate Program Viability Website](#)
II.A.15-2  [LAMC Catalog](#)
II.A.15-3  [Student Educational Plan](#)
II.A.15-4  [Course Substitution petition](#)
II.A.15-5  [Academic Senate Minutes – 10/1/2015](#)
II.A.15-6  [EPC Minutes – 4/27/2015](#)
II.A.15-7  [Curriculum Committee Website](#)

**II.A.16**

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**Evidence of Meeting the Standard:**

- All College programs, including noncredit and CTE, are evaluated for quality and currency through a comprehensive Program Review* process (II.A.16-1).
- All non-CTE coursework is reviewed every six years by discipline faculty and improvements are submitted to the Curriculum* Committee for review and approval (II.A.16-2).
- The Curriculum Committee began in fall 2015 to align CTE CORs* with the required two-year cycle of revision (II.A.16-3).
- During comprehensive review and the curriculum approval process, faculty are asked to reflect on improvements that would enhance learning outcomes and achievement for students (II.A.16-4), (II.A.16-5).
- The Educational Master Plan (EMP) undergoes regular cycles of revision in order to improve the quality and currency of instructional programs (II.A.16-6).
• All collegiate and pre-collegiate courses are evaluated through the College’s Curriculum* Committee and SLO* assessment process (II.A.16-7),(II.A.16-8).
• The College uses a program viability* process to assess new and existing programs (II.A.16-9). For example, during the 2014-2015 academic year, a program viability* study on Cooperative Education led to its suspension. Another study resulted in a realignment of courses from the Family and Consumer Studies department into various existing departments (II.A.16-10). In spring 2015, a request for a new Certified Nursing and Home Health Aide Certificate underwent a review and approval by EPC* (II.A.16-11).
• The DE* Committee evaluates new online courses and provides training to DE* faculty (II.A.16-12).
• The DE* Committee reviews its three-year DE* plan on an annual basis to ensure the alignment of its four goals with various College and District strategic plans (II.A.16-13).
• CTE advisory committees provide input on alignment with labor market demands for CTE courses and programs. Recommendations from advisory committees are then evaluated and often implemented in CTE programs (II.A.16-14).
• The community education program was suspended in 2012. Various departments such as physical education and culinary programs have since offered a variety of community courses (II.A.16-15).

Analysis and Evaluation:

The College regularly evaluates all courses and programs through well-established processes. These structures and systems include the following: the curriculum* approval process; SLO* assessment; educational planning; Program Review* for academic areas; program viability* review; and DE* oversight. For example, the department of Life Sciences, as a result of data-driven analysis and SLO assessments, made a number of program improvements including the establishment of an English 28 prerequisite for most of its courses, revision of the Biology 3 lab manual, revision of the Biology 3 final exam and development of a human biology (Biology 5) course (II.A.16-16).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.16-1 Program Review Website
II.A.16-2 Curriculum Committee Website
II.A.16-3 Curriculum Committee Minutes
II.A.16-4 Child Development EPC report
II.A.16-5 Curriculum Committee minutes 11/17/15
II.A.16-6 Educational Master Plan
II.A.16-7 Curriculum Committee Website
II.A.16-8 SLO Website
II.A.16-9 Program Viability Website
II.A.16-10 Academic Senate Minutes
| II.A.16-11 | EPC Minutes |
| II.A.16-12 | DE Website |
| II.A.16-13 | DE Committee Minutes |
| II.A.16-14 | See II.A.1-4a-c |
| II.A.16-15 | Sample Community Education Program Flyers |
| II.A.16-16 | Life Science Program Review Report |
II.B. LIBRARY AND LEARNING SUPPORT SERVICES

*In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.

II.B.1
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard:

- The Library provides:
  - Access to organized collections (II.B.1-1).
  - Databases, Question point 24/7 reference help, and other electronic resources (II.B.1-2). Learning Express was added in July 2015 to help students improve their skills in mathematics, reading, and writing (II.B.1-3).
  - All levels of print and online materials from basic skills to scholarly publications. (II.B.1-4a-c).
  - Means to develop and support skills in information competency (II.B.1-5 through II.B.1-10),(II.B.1-11a-b),(II.B.1-12),(II.B.1-13).
- The Learning Center offers:
  - Specialized tutoring in a wide range of disciplines and levels. In house services are supplemented by NetTutor, a comprehensive online tutoring service available to all LAMC students, on-campus and online (II.B.1-14),(II.B.1-15).
  - Learning disability software to DSP&S students (II.B.1-16).
  - Over 200 online workshops for students and online access to reading software (II.B.1-17a-b).
  - Access to the Microsoft Office Suite and computer-assisted instructional programs in reading and language arts, ESL, mathematics, Spanish, and nutrition (II.B.1-18).
- Walk-in tutoring in science and mathematics is also available on East campus (II.B.1-19a-c).
- Auxiliary learning support services are available to students enrolled in specific instructional programs (II.B.1-20).

Analysis and Evaluation:

The Library and LC are committed to assisting students by offering a variety of services and resources in support of the College’s Mission and instructional programs.
The Library collection consists of 228 reserve textbooks, 52,228 physical books, 660 DVDs, and an ESL and children’s literature collections (II.B.1-4a-b). Print books are supplemented by 340,000 e-books, a 397-title e-book reference collection, and 35 research databases. Online databases are accessible to all campus and DE* students, ADA-compliant, and often downloadable (II.B.1-2). The addition of the Learning Express database in 2015 augmented the campus resources in adult/lifelong learning, college preparation, career information, and college skills (II.B.2-7). LibGuides, a recently acquired content management system, is used by faculty to create research guides for class assignments (II.B.1-11a).

Computer stations provide students, faculty, staff, and visitors with access to the Internet, the Library catalog, research databases, and Office Suite. A laptop lending program affords students the possibility to reserve devices for three-hour periods. Print stations are equipped with laser printers, a scanner, and a copier, and available for nominal fees.

Instructional librarians routinely teach information competencies workshops and Library science on campus and select feeder high schools (II.B.1-9),(II.B.1-13). In 2014, the Library offered over 115 orientations and custom-made research guides to 4,193 students in support of 18 academic subjects (II.B.1-11b),(II.B.1-12). Librarians often tailor workshops to specific disciplines and the student population to improve learning outcomes. For example, workshops related to health sciences are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises (II.B.1-10).

LC offers an array of programs and learning support services to help students reach their academic goals (II.B.1-14). Programs and services include workshops for mathematics classes, online supplemental instruction tutorials, writing and computer laboratories, and online and in-person tutoring. LC has hosted over 200 online workshops for students and provides online access to reading software (II.B.1-17a-b). LC’s Computer Commons is equipped with 127 computers and a print/information station where students can print or copy materials for a fee or borrow DVDs, headsets, software, and supplies.

In August 2015, the College signed a contract with Link-Systems International to offer online tutoring in a variety of subjects. The Whiteboard technology used by NetTutor, the online tutoring package offered by Link-Systems International, integrates well with the existing tutoring support available on campus and will allow the College’s tutors to utilize the online format to interact with DE* students (II.B.1-15). This augmentation in the College’s tutoring offerings benefits all students and promotes access beyond LRC’s and other tutoring centers’ regularly scheduled hours.

Additional learning support such as specialized tutoring, specific resource libraries, and computer laboratories is available to students enrolled in or associated with specific instructional and categorical programs (II.B.1-18). Specialized programs and services are facilitated by the Disabled Student Programs and Support Services (DSP&S) (II.B.1-20), Computer Applications and Office Technologies (CAOT), Computer Science Information Technology (CSIT),
Multimedia Studies, the Child Development Student Resource Center, TRiO-Student Support Services (TRiO-SSS) and Extended Opportunity Program & Services (EOP&S).

In 2010, an evaluation of current and projected Library usage resulted in an expansion plan to augment the existing Library with a computer laboratory, various group study spaces, and expanded storage for special collections. The project was tabled in 2012 due to bond construction cost overruns.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.1-1  Library Website
II.B.1-2  Library Databases Webpage
II.B.1-3  Learning Express Website
II.B.1-4a  Statistics from the LACCD ILS Administrator for Library Collections
II.B.1-4b  Email from LACCD ILS Administrator with Library Physical Book Collection Age
II.B.1-4c  Email from EBSCO with eBook Collection Age
II.B.1-5  Information Competency Skills Definition
II.B.1-6  Library Reference Desk Statistics
II.B.1-7  Library Science 101 Syllabus
II.B.1-8  Library Orientation Statistics for 2009 through 2014
II.B.1-9  Library Research Workshop Schedule and Statistics
II.B.1-10  Library Schedule of Workshops for Health Discipline Classes
II.B.1-11a  Library Research Guides Webpage
II.B.1-11b  Library Research Guides Statistics
II.B.1-12  Library Orientation and Workshop Statistics
II.B.1-13  Concurrent Enrollment Information on Library Sciences 101 for Fall 2015
II.B.1-14  Learning Center Website
II.B.1-15  NetTutor
II.B.1-16  Screen Shot of Premier Assistive Software
II.B.1-17a  Screen Shot of Reading Plus Software
II.B.1-17b  Online Tutorials
II.B.1-18  Learning Center Assistive Instructional Software Programs
II.B.1.19a  LAMC’s Science Success Center Website
II.B.1.19b  LAMC’s Math Center Website
II.B.1.19c  LAMC’s STEM Website
II.B.1-20  LAMC Auxiliary Learning Support Services

II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
Evidence of Meeting the Standard:

- Guided by the Library Collection Development Plan, materials are identified and selected to meet student learning needs (II.B.2-1).
- The Library keeps abreast of required materials for new and updated courses through active participation in the curriculum* review process (II.B.2-2),(II.B.2-3).
- The Technology Master Plan provides a blueprint for integrating technology in instruction and support services (II.B.2-4).
- The Technology Replacement Plan guides scheduled replacements of computers and other equipment in the Library and LRC (II.B.2-5a). The installation of twenty additional data drops and desk top computers is scheduled (II.B.2-5b).
- The Library utilizes an online request form to seek recommendations for new materials (II.B.2-6a-b).
- In fall 2015, the Library added to its databases Learning Express, which provides resource information for adult learning, college prep, career information, and improving college skills for lifelong learning (II.B.2-7).

Analysis and Evaluation:

Guided by the Library Collection Development Plan, purchased materials span all levels from basic skills to scholarly publications and are selected upon careful review of professional journal reviews, specialized media, standardized bibliographies, user requests, course syllabi, and reserved book lists (II.B.2-1).

Faculty may recommend material for acquisition by completing an online request form (II.B.2-6a). In response to a 58-percent satisfaction survey of faculty/staff on Library resources, the Library enhanced its database collection Questionpoint, Learning Express, and additional e-books (II.B.3-6b).

The acquisition of additional library material is informed by the curriculum* process whereby a Library Addendum Form is required for all new and revised course submissions to the Curriculum* Committee (II.B.2-2),(II.B.2-3). The form aids the Library in assessing the appropriateness of its existing collection to support a course and informs future purchases.

The Technology Master Plan outlines technology solutions and the maintenance of educational equipment and materials in all campus units (II.B.2-4). The instructional media staff provides and maintains the audio/visual technology, peripherals, network infrastructure, and equipment in the Library and LC. The College’s Technology Replacement Plan addresses maintenance and replacement of computer equipment (II.B.2-5a). Additional and special maintenance is carried out through agreements and warranties with respective vendors.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

II.B.2-1  Library Collection Development Plan
II.B.2-2  Curriculum Committee Website
II.B.2-3  Library Addendum Form
II.B.2-4  LAMC 2010-2015 Technology Master Plan
II.B.2-5a  LAMC 2014-2019 Technology Replacement Plan
II.B.2-5b  Email from IT Manager Regarding Additional Data Drops and Computers
II.B.2-6a  Online Request Form for New Books
II.B.2-6b  Student Request List for New Books
II.B.2-7  Learning Express Database

II.B.3
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

- The Library participates in the Program Review* process (II.B.3-1).
- Librarians serve on the Learning Outcomes Assessment Committee* (LOAC) and participate in the regular evaluation of the Information Competency Institutional Learning Outcome* (ILO) (II.B.3-2a-b).
- Surveys of faculty, staff, and students, conducted every four years, guide the improvement plans in support services. (II.B.3-3a-c). Fall 2014 District-wide student survey (II.B.3-4). Fall 2014 Faculty/Staff Survey results (II.B.3-6a-d). Spring 2015 Library survey (II.B.3-7).
- Tutoring activities are coordinated in LRC. According to the results of the fall 2014 LAMC Supplemental Student Services Survey, 79% of respondents were “very satisfied” or “satisfied” with LRC (II.B.3-9).

Analysis and Evaluation:

The Library participates in the Program Review* process and adheres to a regular cycle of review of its SLOs* and SAOs. Library SLOs*and SAOs assessments are based on survey data analyses, workshop exercises, and usage statistics. For example, the evaluation of the SAO “Faculty engage with librarians on course and assignment resources” enhances opportunities for collaboration between librarians and classroom faculty, identifies faculty requirements and student needs, and increases students’ ability and confidence in utilizing Library resources (II.B.3-7).

Librarians serve on LOAC* and regularly participate in the evaluation of the Information Competency ILO*. The ILO pilot assessment was conducted in spring 2014 and followed up with a second evaluation in spring 2015 (II.B.3-2a-b). Data reveals the longer students have attended LAMC, the better they are at Information Competency. The assessment
also identified areas that need improvement, such as citation formats, thesis statements, and understanding what constitutes plagiarism. As a result, the Library will offer more workshops in MLA and APA.

Based on assessment data and District and Library student surveys, the Library has implemented changes to its hours of operation and workshop offerings. An analysis of workshop attendance data and exercise scores led to a revision of content and additional evening and Friday workshops.

Library surveys of faculty, staff, and students occur every four years and provide valuable data for the assessment of Library services. The fall 2013 student survey revealed that 63 percent of responding students use the Library multiple times per semester and 85 percent have used the Library at least once (II.B.3-5). Additionally, the fall 2014 faculty/staff survey results revealed 86 percent of respondents felt that the Library was “very effective” or “effective” (II.B.3-6a). Similarly, 74 percent agreed or strongly agreed that the Library provides students with adequate support for their research needs (II.B.3-6c). The faculty survey results are positive due to the creation of LibGuides, a content management system that creates research guides for class assignments. Finally, the fall 2014 District-wide student survey found that 83 percent of responding students were “very satisfied” or “somewhat satisfied” with the Library (II.B.3-4). Reviewing the surveys and suggestions, the Library continues to improve and expand learning support services, adequate for the College’s Mission and programs.

Tutoring services are primarily offered through LRC and evaluated at intervals for their efficacy (II.B.3-9). Satellite tutoring services are mostly discipline-specific and routinely assessed; for example, the Math and STEM Centers use student evaluations to assess tutors’ effectiveness and hours of service, which has led to improvements in student support and success.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.B.3-1 Library Program Review  
II.B.3-2a 2014 Pilot ILO Information Competency Assessment  
II.B.3-2b 2015 ILO Information Competency Follow-Up Assessment  
II.B.3-3a Fall 2013 LAMC Student Survey Results, pages 49-50  
II.B.3-3b Fall 2014 LAMC Student Services Survey Results, page 2  
II.B.3-3c Fall 2014 LAMC Faculty Survey Results, page 29  
II.B.3-4 Fall 2014 LACCD Student Survey Results, page 10  
II.B.3-5 Fall 2013 LAMC Faculty Survey Results, page 32  
II.B.3-6a Fall 2014 LAMC Faculty/Staff Survey Results, page 29  
II.B.3-6b Fall 2014 LAMC Faculty/Staff Survey Results, page 31  
II.B.3-6c Fall 2014 LAMC Faculty/Staff Survey Results, page 31  
II.B.3-6d Fall 2014 LAMC Faculty/Staff Survey Results, page 32
II.B.4
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard:

- The Library maintains a formal agreement with the Community College League of California for cooperative acquisitions of online information resources (II.B.4-1).
- LACCD libraries uphold an informal agreement for inter-college lending (II.B.4-2).
- Library security gates were modernized in October 2014 (II.B.4-3).
- The information technology staff is tasked with computer maintenance and cyber security throughout the College (II.B.4-4).
- The College uses an online work request system to respond to computer technology equipment repair notifications (II.B.4-5).
- The Los Angeles County Sheriff’s Department provides security services for the Library and other learning support services (II.B.4-6).

Analysis and Evaluation:

The Community College League of California consortium affords the College reduced pricing for electronic resources (II.B.4-1). While the server is maintained by District IT personnel, the database is overseen by the College librarians. An informal agreement among the various District libraries permits students to borrow books from other LACCD colleges (II.B.4-2).

Library materials are electronically sensitized and security gates were retrofitted in 2014.

The IT department’s network security measures protect the Library and support service computers against cyber threats.

The College’s 2015-2019 Technology Replacement Plan addresses the maintenance and scheduled replacement of computer equipment. Additional and special maintenance is carried out by IT staff or through agreements and warranties with District-approved vendors (Refer to III.C.2-1). IT staff are alerted to problems by way of the online work request system; responses to critical repair items that impact daily operations of services are immediately assessed and routed to the appropriate vendor or IT staff (II.B.4-5).
The Los Angeles County Sheriff’s Department is contracted by the District to provide regular patrols and overall campus security (II.B.4-6). Designated plant facilities personnel are responsible for all other general maintenance functions.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.4-1  CCLC Website – Consortium Agreement
I.B.4-2  LACCD Interlibrary Loan Policy
II.B.4-3  Invoice from 3M for Installation of Library Security Gates
II.B.4-4  LAMC 2010-2015 Technology Master Plan
II.B.4-5  Screen Shot of Information Technology Work Request Form
II.B.4-6  LACCD/L.A. County Sheriff’s Department Contract
II.C. STUDENT SUPPORT SERVICES

*In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.

II.C.1
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard:

- Support Services for students comprise the following areas (II.C.1-1a-s):
  a) Admissions and Records
  b) Associated Students Organization (ASO)
  c) Assessment†
  d) Athletics/Fitness Center
  e) CalWORKS†
  f) Child Development Center†
  g) General Counseling
  h) DSP&S
  i) EOP&S
  j) Foster Care and Kinship (FCKE)
  k) Health Center
  l) Financial Aid
  m) International Students
  n) Noncredit (GED preparation/Citizenship)
  o) Outreach and Recruitment
  p) STEM Counseling
  q) Student Support Services/TRiO
  r) Transfer Center
  s) Veterans Affairs/Resource Center
  †This area/unit reports to Academic Affairs.

- While the Program Review Oversight Committee* (PROC) establishes the general Program Review* policies, timelines, cycles, and documents for all units on campus, the Student Support Services Committee (SSSC) is specifically tasked with the oversight and validation of the Program Review* process for all Student Services units (II.C.1-2),(II.C.1-3).

- Throughout the fall 2013 and spring 2014 terms, the College conducted the following research to assist in the evaluation of student services (II.C.1-4a-f):
  a) Staff comparison study
  b) Comprehensive faculty/staff survey
  c) Comprehensive student survey
d) Point-of-service surveys  
e) Focus groups of students and of Student Services staff  
f) Federal and state requirements analysis  

- Student services regularly evaluate the quality, success, and outcomes of its units. The Program Review* process and the Service Area Outcomes (SAOs) assessments are two of the primary methods for evaluating such programs (II.C.1-5).  
- Since 2013, Student Services has undertaken an overall self-assessment to evaluate student needs and to bring the College in compliance with all federal and state requirements (II.C.1-6),(II.C.1-7).  
- The College implemented a Student Services Action Plan in spring 2014 to address the gaps identified in the Commission’s July 2013 action letter (II.C.1-8), (II.C.1-9).  
- Annual reports submitted to state or federal agencies on behalf of various Student Services units (e.g. Articulation, EOP&S, DSP&S, Financial Aid, the Student Support Services Program (TRiO), and the Transfer Center) supply the added benefit of helping the College assess each program’s efficiency, fiscal stability, and quality (II.C.1-10a-f).  
- The continuous improvement of many student support services is enhanced by the state-mandated SSSP and Student Equity plans (II.C.1-11a-b).  
- The fall 2014 distance education* (DE) survey, based on the 2014-2017 DE Plan, identified the learning support needs of DE* students. The College has taken concrete steps such as offering E-counseling and online tutoring to meet those needs (II.C.1-12a-b).  

Analysis and Evaluation:

The following services/units support accomplishment of the various components of the College’s Mission:  
- Increased transfer: Transfer Center, counseling, articulation  
- Equity: DSP&S, EOP&S, veterans affairs, foster/kinship care education, Health Center, International Students Center, SSS/TRIO, financial aid  
- Career preparation: counseling, CalWORKS  
- Improvement of basic skills: Assessment Center, DSP&S, CalWORKS, tutoring services  
- Improving the lives of the diverse communities served by the College: Athletics/Fitness Center, Child Development Center, Health Center, Outreach and Recruitment, Veterans Affairs.

Units employ Program Review* to revisit the Mission Statements of the various departments, assess SAOs, and analyze the effectiveness of services. Units undergoing comprehensive Program Reviews* undergo a validation process by SSSC. Recommendations for improvement are addressed by the unit and included in the subsequent year’s Program Review* update.

In addition to Program Review*, several units such as articulation, EOP&S, DSP&S, CalWORKS, financial aid, the student support services program (TRiO), and the Transfer Center submit an annual self-assessment and/or report to the applicable state or federal funding agency and gauge their own efficiency, fiscal stability, and quality.
In 2014-2015, all Student Services units completed an annual update and full review of those units – Transfer Center, Outreach and Recruitment, Financial Aid, EOP&S, and DSP&S – completed a comprehensive Program Review cycle. Unit assessments identified gaps in service and staffing levels and underlined the necessity for improved oversight in the Student Success and Support Program (SSSP). To adequately address these gaps, the Student Services Action Plan was developed and resulted in several hires: a dean (student success), an associate dean (DSP&S), one full-time tenure track general counselor, an outreach and recruitment coordinator, an Admissions and Records evaluation technician, two limited-term (one-year) counselors, an articulation officer, and a part-time athletic counselor. The second gap has been partially mitigated by extended evening hours of services and online support (II.C.1-13).

The DE* Committee, in collaboration with Student Services, systematically contributes to assessments and improvement in student support services for DE* students. For example, the 2014 DE* survey brought to light the need for additional services in an online format. E-counseling was subsequently implemented and its efficacy evaluated in November 2015. Six students taking online courses participated in a focus group that was moderated by the DE* coordinator. Students indicated that E-counseling would be more convenient, especially when they had limited time. They also shared that E-counseling made it easier to talk to a counselor. Students recommended that the counseling and E-counseling links should be more visible and available on the main College web page. They also shared that it would help to have E-counseling mentioned on the course syllabus for all online and hybrid courses and to include information about E-counseling on the welcome email to DE students so that students are informed of this service. Based on the information gained through the focus group, counseling will work with DE and DE faculty to send out information to DE students about E-counseling services. Additionally, counseling will work on creating a quick link on the main LAMC web page (II.C.1-14a), (II.C.1-14b).

Although Student Services maintains the comprehensive and required support services mandated by the District and the state, the division needs to improve its overall leadership, organization and service delivery. This need has become evident given the past ACCJC recommendations, college assessments, and the recent expert consultant assessment conducted in September 2015. The College has identified eight areas for improvement that initiated one of the two action projects in the Quality Focus Essay (for further, see QFE).

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

II.C.1-1  Student Support Services Websites
  a) Admissions and Records
  b) Associated Students Organization (ASO)
  c) Assessment†
  d) Athletics/Fitness Center
  e) CalWORKS†
  f) Child Development Center†
  g) General Counseling
  h) DSP&S
  i) EOP&S
  j) Foster Care and Kinship (FCKE)
  k) Health Center
  l) Financial Aid
  m) International Students
  n) Noncredit (GED preparation/Citizenship)
  o) Outreach and Recruitment
  p) STEM Counseling
  q) Student Support Services/TRiO
  r) Transfer Center
  s) Veterans Affairs/Resource Center

II.C.1-2  PROC Program Review Cycle/Timeline
II.C.1-3  SSS website program review
II.C.1-4  Evaluation of Student Services using the following data:
II.C.1-4a  Staff Comparison Study
II.C.1-4b  Comprehensive Faculty/Staff Survey
II.C.1-4c  Comprehensive Student Survey
II.C.1-4d  Point of Service Surveys
II.C.1-4e  Focus Groups of Students and of Student Services Staff
II.C.1-4f  Federal and State Requirements Analysis
II.C.1-5  Student Services Service Area Outcomes (SAOs)
II.C.1-6  August 2013 Gap Analysis
II.C.1-7  District-wide Student Service area staffing levels comparison study
II.C.1-8  Student Services Action Plan
II.C.1-9  ACCJC July 2013 Action Letter
II.C.1-10a  EOP&S Annual Report
II.C.1-10b  DSP&S Annual Report
II.C.1-10c  Financial Aid Report
II.C.1-10d  SSS-TriO Report
II.C.1-10e  State Chancellor’s Office Transfer Center Report
II.C.1-10f  State Chancellor’s Office Articulation Report
II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

- The Student Services division utilizes several methods for identifying and assessing learning support outcomes; these include Program Review*, SAO assessments, and student surveys (II.C.2-1),(II.C.2-2),(II.C.2-3).

- During the 2013-2014 academic year, all Student Services units completed a cycle of comprehensive Program Review* and developed and/or revised their SAOs (II.C.2-4).

- In spring 2014, SSSC established a formal three-year Program Review* cycle for all student support services (II.C.2-5).

- The Student Services Task Force (SSTF) assists units with the implementation of Program Review* cycles and alignment with SAO assessments (II.C.2-6).

Analysis and Evaluation:

Since 2014, all Student Services units have undergone a full cycle of review, assessment, improvement plan, and implementation (II.C.2-7). For example, the assessment of an SAO in admissions and records illustrated staffing shortages that impaired the College’s ability to meet state-mandated processing deadlines for degrees and certificates and forestalled reports on graduation data. The identified gap, reported in the Student Services Action Plan, led to the hiring of an evaluation technician in fall 2014 (II.C.2-8).

Surveys serve as another means to evaluate the adequacy of campus support services (II.C.2-9), (II.C.2-10). For example, EOP&S/CARE assessed its spring 2015 workshops with pre- and post-orientation surveys; based on significant gains measured in these, workshop offerings have been significantly expanded and are made available to all incoming students (II.C.2-11).

Student Services has conducted division-wide trainings and established a task force to assist the units with SAOs. Student services personnel have expressed a desire to receive on-going or additional training and workshops to improve SAO development and assessment.
ACTIONABLE IMPROVEMENT PLAN

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.2-1 Student Services Program Review
II.C.2-2 Student Services SAO Assessments
II.C.2-3 Student Survey
II.C.2-4 Student Services Comprehensive Review Results
II.C.2-5 Student Support Services Committee Minutes – Comprehensive Review Cycle
II.C.2-6 Email from College President – 4/7/2014
II.C.2-7 College Council Meeting Minutes – 5/15/2014
II.C.2-8 Student Services Action Plan – Vacancies
II.C.2-9 Point of Service Surveys for Student Services Units
II.C.2-10 2014 Fall Student Surveys
II.C.2-11 EOP&S/CARE Pre/Post Orientation Survey Results

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER15)

Evidence of Meeting the Standard:

• The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes and College catalog (disseminated in print and online formats), brochures, and its website (II.C.3-1), (II.C.3-2), (II.C.3-3).
• Students may access services on campus, online, via e-mail, or by telephone. Select units maintain web pages with Frequently Asked Questions (II.C.3-4a-d).
• In April 2015, counseling activated ESARS, an online version of the SARS scheduling program (II.C.3-5).
• E-counseling was implemented in May 2015 (II.C.3-6).
• The College offers online tutoring through Link-Systems International (II.C.3-7).
• The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/time, and register for classes (II.C.3-8).
• Training and resources are provided to faculty to help them improve their support of students with disabilities (II.C.3-9),(II.C.3-10).
• The College administers annual surveys to assess the accessibility of student support services (II.C.3-11).
• Based on the recommendations of a student focus group, the DE* website has been redesigned for easier access (II.C.3-12),(II.C.3-13).
• As part of its outreach activities, the College schedules early assessments for community members and high school students (II.C.3-14).
• The College has significantly increased its concurrent enrollment offerings at local area high schools (II.C.3-15).
• Campus kiosks provide online access to the website, schedule of classes, and registration information (II.C.3-16).
• Several student services maintain evening hours (II.C.3-17a-c).
• Textbooks may be purchased or rented on-campus, online, or via mail (II.C.3-18).
• The Library provides an electronic repository of books and access to research materials. Textbooks are held on reserve for many courses (II.C.3-19).

Analysis and Evaluation:

The counseling department offers comprehensive and reliable services in online and face-to-face modalities. These include year-round e-mail advising and E-counseling as well as in person appointments and workshops during regular and evening hours.

A spring 2015 comprehensive assessment of support services for DE* students led to the redesign of the College website and a contract with Link-Systems International (LSI) (II.C.3-20). LSI’s online tutoring services and White Board technology rigorously adheres to ADA accessibility requirements of both the Federal 508C legislation and the User Agent Web Accessibility Initiative (II.C.3-21). Support for students with disabilities is further enhanced by DSP&S’ training of faculty and staff in the development and online posting of ADA-compliant documents (II.C.3-22a-t).

Additional services such as books on reserve and e-books, Library workshops, and electronic research databases are made available through the Library.

Various outreach activities, including the Fall Kickoff and Focus on Careers Fair, introduce new students to the campus and guide them through the application process, assessment, counseling, and financial aid. Scheduled assessments and concurrent enrollment opportunities in local high schools further enhance the visibility of the College in the community.

The counseling department is scheduled to commence a new cycle of self-assessment in fall 2015. Los Angeles Mission College meets this standard.
## LIST OF EVIDENCE

| II.C.3-1 | LAMC Catalog   |
| II.C.3-2 | LAMC Schedule of Classes |
| II.C.3-3 | LAMC Website    |
| II.C.3-4a| Counseling FAQ Webpage |
| II.C.3-4b| Financial Aid FAQ Webpage |
| II.C.3-4c| EOP&S FAQ webpage |
| II.C.3-4d| Online Tutoring Services Contract FAQ 2015 |
| II.C.3-5 | Counseling – Online ESARS |
| II.C.3-6 | E-Counseling Implementation 2015 |
| II.C.3-7 | NetTutor |
| II.C.3-8 | SIS System Screenshot of Menu |
| II.C.3-9 | DE Website “Faculty Best Practices for Accessibility” |
| II.C.3-10| CCCC0 High Tech Center Training Unit (HTCTU) on ADA/Section 504/508 Compliance for Faculty and Staff – 9/6/2014 |
| II.C.3-11| Annual Student Surveys |
| II.C.3-12| DE Website |
| II.C.3-13| Student Focus Groups |
| II.C.3-14| High School Student Assessments |
| II.C.3-15| Concurrent Enrollment Data |
| II.C.3-16| Student Services Area Kiosks, page 2 |
| II.C.3-17a| Financial Aid Schedule of Evening Hours |
| II.C.3-17b| Admissions and Records Schedule of Evening Hours |
| II.C.3-17c| Counseling Schedule of Evening Hours |
| II.C.3-18| Bookstore Textbook Website screenshot |
| II.C.3-19| Library Resource List |
| II.C.3-20| DE Program Review |
| II.C.3-21| LSI (NetTutor) Online Tutoring Services Contract FAQ 2015 |
| II.C.3-22a| College Council Minutes – 10/17/2013 |
| II.C.3-22b| Student Support Services Committee Minutes – 2/11/2014 |
| II.C.3-22c| DSPS Advisory/ADA Compliance Committee Minutes – 3/4/2014 |
| II.C.3-22d| DSPS Advisory/ADA Compliance Committee Minutes – 5/27/2014 |
| II.C.3-22e| DSPS Advisory/ADA Compliance Ad Hoc Committee on Accessibility Minutes – 6/2/2015 |
| II.C.3-22f| Academic Senate Minutes – 10/2/2014 |
| II.C.3-22g| Academic Senate Minutes – 11/6/2014 |
| II.C.3-22h| Memo to Faculty/Staff on Creating Accessible Electronic Media – 2/3/2015 |
| II.C.3-22i| SPS Resources for Creating Accessible Electronic Media |
| II.C.3-22j| ADA Compliance Web Page |
| II.C.3-22k| Distance Education Committee |
| II.C.3-22l| Distance Education Committee Minutes – 12/17/2014 |
II.C.4

Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

- The athletics department upholds all criteria for student athletes including unit and GPA requirements, transfer eligibility, and various other rules established by the state, District, and College (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4).
- The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the Los Angeles Community College District Board of Trustees, and state Education Code Sections 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5).
- Annual gender equity and financial reports are submitted to the United States Department of Education (USDE) and CCCAA (II.C.4-6).
- Co-curricular and athletics programs align with the social and cultural dimensions of the College and are assessed through Program Review* (II.C.4-1), (II.C.4-7), (II.C.4.8).
- The College promotes and routinely hosts musical performances, art, and athletic events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12).
- All co-curricular and athletic program budgets comply with the District policies and procedures and are maintained by the Business Office (II.C.4-13), (II.C.4-14), (II.C.4-15), (II.C.4-16).
- The Associate Student Organization (ASO) is an integral part of campus life and maintains a strong presence on shared governance committees (II.C.4-7), (II.C.4-17).

Analysis and Evaluation:

Co-curricular and athletics programs support the institution’s mission by providing “a culturally and intellectually supportive environment.” Athletics, theater and music productions, art exhibits, and student clubs contribute to and inform the social and cultural dimensions of the educational experience (II.C.4-8). The College is fully responsible for all co-curricular programs and their respective fiscal allocations.
The athletics department offers four intercollegiate sports: men’s soccer and baseball; and women’s volleyball and softball (II.C.4-1), (II.C.4-18). The unit assesses the integrity of its programs on an annual basis and faithfully adheres to policies established by CCCAA, the LACCD Board of Trustees, and state Education Code Section 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5). Annual reports submitted to USDE in compliance with the Equity in Athletics Disclosure Act and to CCCAA confirm the College’s sound fiscal practices and aspirations toward gender equity (II.C.4-6).

The latest comprehensive Program Review* and SAO assessments of athletic programs revealed a shortage in dedicated counseling hours and insufficient female athletic opportunities. Athletic counseling was subsequently augmented by nine hours per week, resulting in higher levels of transfer, success, and GPA among athletes relative to the general student population (II.C.4-1). To reinforce its commitment to female students, the College is currently seeking funds to augment its female athletic teams and to date has identified three potential sports for immediate implementation (II.C.4-6).

In addition to athletics, co-curricular programs such as art exhibits, musical and theatrical performances, and video screenings enhance students’ cultural experience and exposure to diversity. The institution provides economically viable opportunities for students to attend multicultural events, athletic contests, art shows, music and drama performances, and sponsored clubs and organizations events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12). All co-curricular activities abide by prescribed assessments and review their respective budgets and align their offerings with the budgets, plans, and goals (II.C.4-13), (II.C.4-14), (II.C.4-15), (II.C.4-16).

ASO is an integral part of campus life and the shared governance structure. ASO conducts an annual Program Review* to attest to its viability and continued alignment with the College Mission. Student clubs and organizations enrich students’ social, cultural, and educational experience; furthermore, they grant students enhanced career skills, experience pertinent to their field of study, and the chance to give back to the community (II.C.4-7), (II.C.4-17).

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| II.C.4-1 | Student Services Division - Athletics Unit Program Reviews: |
| II.C.4-2 | CCCAA Constitution and Bylaws: |
| II.C.4-3 | CCCAA Athletic Eligibility Forms: |
| II.C.4-4 | LACCD Board Rule Article VI- Intercollegiate Athletics |
| II.C.4-5 | State Education Code Sections 67360-67365 |
II.C.4-6 Title IX, EADA Report, and Gender Equity R-4 Report
II.C.4-7 ASO Webpage
II.C.4-8 LAMC Mission Statement and Vision
II.C.4-9 Weekly Mission 11/2013 Jazz and Choir concert
II.C.4-10 Weekly Mission 5/2014 art display
II.C.4-11 Weekly Mission 12/2014 Choir concert
II.C.4-12 Los Angeles Mission College Weekly Mission
II.C.4-13 Los Angeles Mission College Campus Forms:
II.C.4-14 Los Angeles Mission College Budget Forms:
II.C.4-15 Los Angeles Mission College Trust Account Forms:
II.C.4-16 LACCD Procurement Policies
II.C.4-17 ASO Constitution
II.C.4-18 LAMC Athletics Website

II.C.5
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

• Counseling services are available to all students using a de-centralized service model. For example, students are provided counseling services and academic advising in units such as counseling, EOP&S, DSP&S, and veteran affairs (II.C.5-1a-d).
• Counselors regularly attend conferences/workshops, and participate in monthly District committees and campus in-service meetings to improve best practices and maintain currency in the field (II.C.5-2).
• Counselors conduct workshops and presentations to provide updates to faculty, staff, and administrators on counseling programs (II.C.5-3).
• The counseling department, in collaboration with academic affairs and discipline faculty, participate in the Discipline Advisors’ Program to advise students on specific majors and careers (II.C.5-4).
• The counseling department regularly updates the information in the catalog, the schedule of classes, the College website, and social media venues (II.C.5-5), (II.C.5-6).
• Counseling services and orientation are available in a variety of modalities, including face-to-face or online conferencing, and counseling courses (II.C.5-7a-f).
• Students receive timely, accurate information on academic requirements, assessment, and orientation. Based on the students’ academic goals, specific program support (i.e. EOP&S, TRiO, STEM, etc.) and Transfer Center services are made available to them (II.C.5-8).
• Counselors’ performance is regularly assessed by way of faculty evaluations and student services surveys (II.C.5-9),(II.C.5-10).
Analysis and Evaluation:

Counselors participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Monthly in-service trainings are available to ensure that counseling faculty are providing consistent, accurate and timely information about relevant academic requirements.

The Discipline Advising Program is a collaboration between counselors and discipline faculty to advise students on their major and career pathway as well as provide referrals to resources (II.C.5-11).

In fall 2014 the Student Success and Support Program (SSSP) provided additional funding to improve the delivery and timeliness of student services on core services (II.C.5-12).

Student satisfaction with support services has remained in the 60-62 percent range in 2013-2014 and 2014-2015 (II.C.5-13a-b). These results prompted the counseling department to undergo customer service training in spring 2015 and improve satisfaction levels (II.C.5-14). The department, with the aid of the District Employee Assistance Program, has included customer service training in its professional development activities (II.C.5-15). The statistical reports from the SARS scheduling system and data from annual student surveys have allowed the counseling department to make changes in managing services and in adjusting the availability of counselors (II.C.5-16).

Increased resources in counseling, outreach, recruitment, allocated by both Student Services and Academic Affairs, resulted in significantly higher rate of completion of orientation and student educational plans. In fall 2014, the completion rates among all new students was 75 percent for assessment, 51 percent for orientation, and 60 percent for counseling. By comparison, in fall 2015, the respective completion rates had increased to 84, 69, and 74 percent (II.C.5-17).

E-counseling, implemented in spring 2015, aims to increase access for DE* students and to establish a more interactive student educational plan (II.C.5-18).

As indicated in Standard II.C.1, additional support staff and counseling hires have been necessary to maintain services and increased, timely access for students. Additional tenure-track and limited-term counselors have significantly reduced student wait times. During the first week of fall 2014, general counseling assisted 381 students with an average wait time of 41 minutes; in comparison, 647 students were helped in fall 2015 and the average wait time was reduced to 16 minutes (II.C.5-19).

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

II.C.5-1a  LAMC Catalog Counseling Page
II.C.5-1b  LAMC EOP&S Page
II.C.5-1c  LAMC Catalog DSP&S Page
II.C.5-1d  LAMC Veterans Page
II.C.5-2  Counselor Conferences, Workshops and In-services
II.C.5-3  Campus Workshops and Presentations
II.C.5-4  Discipline Advisor Program Handbook
II.C.5-5  Email from Scheduler regarding Catalog and Schedule Revisions
II.C.5-6  Counseling Department Website and FaceBook Page
II.C.5-7a  Counseling Website
II.C.5-7b  DSP&S Website
II.C.5-7c  EOP&S Website
II.C.5-7d  TRiO Website
II.C.5-7e  Transfer Center Website
II.C.5-7f  PD 17 Course Screenshot
II.C.5-8  AOC Website
II.C.5-9  Counselor Student Evaluation Form
II.C.5-10 Student Services Surveys
II.C.5-11 Discipline Advisor Program Participants
II.C.5-12 2014-15 Student Success and Support Program Plan
II.C.5-13a  Fall Supplemental Student Services Survey – Fall 2013
II.C.5-13b  Student Services Survey Fall 2014
II.C.5-14 Spring 2015 Customer Service Training
II.C.5-15  EAP Customer Service Training
II.C.5-16  SARS Data
II.C.5-17  Fall 2014 and Fall 2015 AOC Data
II.C.5-18  E-Counseling Electronic SEP - Also See II.C.1 and II.C-3
II.C.5-19  Fall 2014 and Fall 2015 SARS Data

II.C.6  
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard:

• Admission policies adhere to Title 5, the Education Code, District Board Rules, and District Administrative Regulations (E-regs) and support student preparation for successful transfer, career technical education, and improvement of basic skills (II.C.6-1a-c).
• The College catalog clearly delineates specific qualifications for courses within programs, including pre- and co-requisite requirements (II.C.6-2).
• Counselors assist students in developing educational plans and clear educational pathways (II.C.6-3), (II.C.6-4), (II.C.6-5).
• Admissions staff support SSSP through student notification of dismissal and probation. The evaluators review student completion of transfer certification and graduation requirements, and ensure that certificates of achievement and degrees are accurately posted to the student transcript (II.C.6-6).
• Several departments and disciplines participate in campus events such as CTE Transitions day, Focus on Careers day, Fall Kick Off, and High School Senior Day to apprise students on various certificates, degrees, transfer, and career opportunities (II.C.6-7 through II.C.6-13).
• The counseling department schedules career exploration workshops and has established an online Career Resource Center for undecided students (II.C.6-14).
• The First-Year-Experience was launched with Summer Bridge offering courses from sub-collegiate to transfer levels to facilitate the completion of transfer-level mathematics and English courses by the end of students’ first year of enrollment (II.C.6-15), (II.C.6-16).
• The mathematics department offers summer boot camps to assist students in strengthening their skill level and improve placement scores (II.C.6-17).
• Several certificates and degrees in child development, multimedia, and health science, streamlined requirements to create pathways and meet students’ aspirations in specific career fields (II.C.6-18), (II.C.6-19).
• The College organizes an annual transfer fair with representatives from the CSU and UC systems and private universities to help students make an informed choice on transfer (II.C.6-20).

Analysis and Evaluation:

The Office of Admissions and Records reviews and processes all applications and directs new students to the next steps – assessment, orientation, and counseling (AOC). The Student Success Initiative has granted the College the means for improved assistance to students developing abbreviated or comprehensive student SEPs. In spring 2015, electronic SEPs were developed and made available for use by students and counselors (II.C.6-4).

The catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and program learning outcomes* (PLOs). Some of the courses listed within programs specify pre- and co-requisite requirements necessary to enroll in the course.

Various campus events expose students to information about programs and support services. The Focus on Careers day highlights individual CTE programs and pathways and alerts students to the skills necessary in various industries. The Career and Technical Education Transitions Program partners with high schools, businesses, and community colleges to develop occupational pathways and work-based learning experiences in a sequential program of study.
In summer 2015, the First-Year-Experience (FYE) was launched. Participating students were placed in an English or mathematics workshop to strengthen weaknesses and improve placement. The experience with the FYE cohort elucidated the need for short-term English courses to expedite course completion in English competencies.

Several campus programs are customized to streamline requirements for program completion. For example, child development certificates are aligned with state standards to meet workforce, licensing, and commission on teacher credentialing permit requirements.

The health sciences associate degree was updated to incorporate degree options such as nursing, dental assisting, radiologic technology, and other allied health fields.

In a targeted transfer effort, the College’s law discipline participates in the “Community Colleges Pathway to Law School” initiative. Students enjoy course transfer, are exposed to the law school experience, receive individual advisement and mentoring from law school advisors, undergo financial aid counseling and LSAT preparation, and are eligible for application fee waivers for admission to participating law schools (II.C.6-21),(II.C.6-22).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.6-1a Chapter VIII Article VI Board Rule – Limitation
II.C.6-1b Chapter VIII Article III Board Rule
II.C.6-1c LAMC Catalog
II.C.6-2 Statement of Student Qualifications for Admission
II.C.6-3 Student Educational Plan
II.C.6-4 Sample SEP with Advising Form, Catalog and Assist
II.C.6-5 SARS Report for number of SEPs – 7/1/2014 through 6/30/2015
II.C.6-6 Sample of Communication Letters/Emails for Probation, Dismissal, Graduation and Earned Certificates and degree
II.C.6-7 Flyer for CTE Transitions Day, Focus on Careers Day, Fall Kick Off, and High School Senior Day Fall Kickoff
II.C.6-8 Focus on Careers Day 2013 Attendance Sheet
II.C.6-9 Focus on Careers Day 2013 Program Flyer
II.C.6-10 Focus on Careers Day 2013 Attendance Sheet
II.C.6-11 CTE Transitions Website Focus on Careers Day 2014 Program Flyer
II.C.6-12 CTE Transitions Counselor Day Sign-in Sheet 2014
II.C.6-13 Attendance Sheet 2013
II.C.6-14 Counseling Department Career Workshop Flyer and Website
II.C.6-15 Summer Bridge Meeting Agenda
II.C.6-16 Summer Bridge Schedule
II.C.6-17 Math Summer Boot Camp
II.C.6-18 Health Science AS Degree
II.C.6-19 Child Development Certificate
II.C.6-20 Transfer Fair Announcement
II.C.6-21 Paralegal Studies Program Website
II.C.6-22 CCC Paralegal Pathways Press Release – May 2014

II.C.7
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

- Assessments are administered electronically on campus and in paper format at off-campus sites (II.C.7-1).
- Placement instruments must be approved for use by the California Community College Chancellor’s Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges (II.C.7-2).
- As an open-access institution, the College utilizes an electronic system (CCCApply) to process student applications. Paper applications are used as needed in off campus locations recruitment efforts (II.C.7-3), (II.C.7-4).
- Admissions & Records participates in Program Review and SAO assessment (II.C.7-5), (II.C.7-6).
- The mathematics department regularly evaluates the effectiveness, suitability, and reliability of its placement tests (II.C.7-7), (II.C.7-8), (II.C.7-9), (II.C.7-10), (II.C.7-11), (II.C.7-12), (II.C.7-13).
- ESL placement tests were found to be inaccurate for various levels and prompted ESL faculty to create new writing exercises for placement. The Common Assessment test is due to replace the current placement test, COMPASS ESL, in spring 2016 (II.C.7-14).
- Results from a 2010 English Placement Survey indicated 69% of participating students believed they were placed at the right level of English (II.C.7-15).

Analysis and Evaluation:

The College is an open-access institution and adheres to the State Chancellor’s Office policies for enrollment eligibility. Incoming students may take placement tests in English, mathematics, and ESL year around (II.C.7-1).

In spring 2008, the mathematics department adopted the MDTP assessment tool. Cutoff scores were researched in fall 2009 and reassessed in spring 2012 to improve their alignment with the department’s curriculum. In summer 2014, mathematics faculty once again reviewed and re-adjusted the cutoff scores to incorporate placement levels for new courses.

In fall 2013, discipline faculty evaluated the ESL placement exam administered by the ACT computerized adaptive test COMPASS. During the first week of fall 2013, credit ESL faculty tested, using the same writing prompt that was administered in the past (CESLA), all students enrolled in levels 3-8 of ESL. Faculty graded each sample and compared the results with the COMPASS assessment placement results. The data revealed that 77 percent of students
were placed in a level higher than that warranted by their writing sample, indicating that the computerized COMPASS ESL assessment did not accurately place students into the ESL sequence (II.C.7-14).

In spring 2016, the statewide Common Assessment will replace COMPASS ESL. The Common Assessment encourages the use of multiple measures such as local tests or writing prompts and will give the College discretion in the weighing of various components. Locally added measures will require validation and approval by the State Chancellor's Office prior to implementation (II.C.7-2).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

<table>
<thead>
<tr>
<th>II.C.7-1</th>
<th>LAMC Assessment Website</th>
</tr>
</thead>
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<tr>
<td>II.C.7-2</td>
<td>Chancellor’s Approved Placement Instruments – July 2015</td>
</tr>
<tr>
<td>II.C.7-3</td>
<td>CCCApply Website</td>
</tr>
<tr>
<td>II.C.7-4</td>
<td>LAMC Paper Application</td>
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<tr>
<td>II.C.7-5</td>
<td>A&amp;R Program Review</td>
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<td>MDTP Cut Scores Based on East Model</td>
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<td>II.C.7-8</td>
<td>Comparison MDTP Placement Results – Spring 2008</td>
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<td>II.C.7-9</td>
<td>MDTP Benchmark Memo Spring 2008</td>
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<td>II.C.7-10</td>
<td>MDTP Sample Test Section List Memo – Spring 2012</td>
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<td>II.C.7-11</td>
<td>2014 MDTP Cutoff Scores</td>
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<td>II.C.7-12</td>
<td>Math Placement Criteria – 8/20/2014</td>
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<td>II.C.7-13</td>
<td>Math Placement Model E-mail – 7/31/2014</td>
</tr>
<tr>
<td>II.C.7-14</td>
<td>Evaluation of ESL Placement Test</td>
</tr>
<tr>
<td>II.C.7-15</td>
<td>English Placement test email 4/2010</td>
</tr>
</tbody>
</table>

**II.C.8**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Evidence of Meeting the Standard:**

- The District Board Rules and Administrative Regulations govern the care, maintenance, upkeep, and secure backup of the College’s student records (II.C.8-1a-e).
- Policies for release of student records and provisions of FERPA are detailed in the College catalog, printed course schedules, and website (II.C.8-2a-c).
- The College strictly adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) (II.C.8-3a-m).
- Students are issued randomly generated Student Identification (SID) numbers to protect the security of their Social Security numbers (II.C.8-4).
• The Student Information System (DEC) stores all student records and is backed up by the District server (II.C.8-5).

• Electronic and imaged records are secured in the student information system. All are password protected, and security levels set by employee classification and job duties (II.C.8-6).

• Students may access their password-protected student records, including their transcripts and placement results, via the SIS system (II.C.8-7).

• Following is a list of offices and record keeping practices:

<table>
<thead>
<tr>
<th>Office</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOP&amp;S/CARE</td>
<td>Paper records are kept for seven years in a secure storage, then shredded.</td>
</tr>
<tr>
<td>Non Credit Program</td>
<td>Student information is scanned and stored in a secure District-backed server.</td>
</tr>
<tr>
<td>Counseling</td>
<td>Student files are kept in locked file cabinets.</td>
</tr>
<tr>
<td></td>
<td>SEPs are scanned and stored in Viatron with backup files on the campus share drive.</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>The Transfer Center maintains records in a locked file cabinet at all times.</td>
</tr>
<tr>
<td>Veterans/International Student Programs</td>
<td>Files for both programs are maintained for four years and are kept confidential.</td>
</tr>
<tr>
<td></td>
<td>Non-active files are kept for years and secured. Older files are stored in boxes and locked in the director’s office.</td>
</tr>
<tr>
<td></td>
<td>Military personnel are allowed access to the records of enrolled veterans, pending approval through the Admission &amp; Records policies.</td>
</tr>
<tr>
<td>STEM</td>
<td>The STEM program collects student information in the STEM network shared folder which is backed by the campus server.</td>
</tr>
<tr>
<td></td>
<td>The STEM counseling student records (hard copies) are stored and locked at the STEM Counselor's office.</td>
</tr>
<tr>
<td></td>
<td>Student counseling records will be maintained at this location for the duration of the grant. Upon conclusion of the program, student records will be relocated to the general counseling office where they will become part of the general counseling records.</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>DSP&amp;S maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c).</td>
</tr>
<tr>
<td></td>
<td>In keeping with LACCD recommendations, DSP&amp;S maintains student records in perpetuity (hard copies of student files are kept for five years; thereafter, records are scanned and stored in an electronic format).</td>
</tr>
</tbody>
</table>
Financial Aid | Financial Aid paper records are stored in a locked cabinet for one year until they are scanned and entered into the computer program Viatron. Those paper records are then shredded.

Admissions and Records | Paper Student records are stored securely in a fireproof vault in Admissions and Records. In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years’ files are systematically scanned into Viatron.

**Analysis and Evaluation:**

Student record and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website (II.C.8-4a-m). All employees are reminded of Board policies regarding the appropriate use of confidential information each time they log onto the District computer system (II.C.8-8).

Student data are protected by the student information system and employee access is based upon administrative approval. Users complete the DEC Online Authorization form to identify the access needed. An employee’s level of access is determined at the time of hire and is based on the nature of the position. The IT supervisor automatically receives e-mail messages from the SAP workflow identifying users whose access should be revoked (II.C.8-4).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- II.C.8-1a Interoffice Correspondence from District General Counsel Questions Commonly asked by Faculty – 11/2/2009
- II.C.8-1b LACCD Board Rule Article IV Section 8400
- II.C.8-1c LACCD Board Rule Article II Section 5201
- II.C.8-1d LACCD Administrative Regulation E-105
- II.C.8-1e LACCD Administrative Regulation E-99
- II.C.8-2a 2014-2015 LAMC College Catalog, pages 59-60
- II.C.8-2b Screenshot Fall 2015 Class Schedule
- II.C.8-2c Screenshot Spring 2015 Class Schedule
- II.C.8-3a Admissions and Records Staff Meeting Minutes – 8/27/2015
- II.C.8-3b Council of Instruction Meeting Minutes – 9/2/2015
- II.C.8-3c Academic Senate Meeting Minutes – 9/3/2015
- II.C.8-3d Sociology Department E-mail – 8/28/2015
- II.C.8-3e Counseling Department FERPA training
- II.C.8-3f Student Support Services Committee Minutes – 9/15/2015
- II.C.8-3g Business and Law Staff Meeting Minutes – 8/27/2015
- II.C.8-3h Financial Aid 8/1/2014 Workshop Attendance Sheet 1
- II.C.8-3i Financial Aid 8/1/2014 Workshop Attendance Sheet 2
II.C.8-3j Financial Aid 8/5/2014 Workshop Attendance Sheet 3
II.C.8-3k Financial Aid Workshop Agenda – 8/20/2015
II.C.8-3l Financial Aid Workshop Slides – 8/20/2015
II.C.8-3m College FERPA Webpage
II.C.8-4 E-mail from Information Technology Department – 7/16/2015
II.C.8-5 DEC – Student Information System
II.C.8-6 Email from Manager of IT regarding security of student records
II.C.8-7 SIS System Screenshot
II.C.8-8 Screenshot of Log-in System