

---

## **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	<a href="#">LAMC Mission Statement</a>
II.A.1-2a	<a href="#">Assist.org Website</a>
II.A.1-2b	<a href="#">LAMC Catalog, page 82</a>
II.A.1-2c	<a href="#">IGETC Form</a>
II.A.1-2d	<a href="#">CSU/GE Form</a>
II.A.1-2e	<a href="#">Honors Program Website</a>
II.A.1-3	<a href="#">CTE Website</a>
II.A.1-4a	<a href="#">AJ Advisory Board Minutes</a>
II.A.1-4b	<a href="#">Business Advisory Board Minutes</a>
II.A.1-4c	<a href="#">Paralegal Advisory Board Minutes</a>
II.A.1-5	<a href="#">CTE 2014 Outcomes Survey</a>
II.A.1-6	<a href="#">OIE Student Achievement/Perkins Website</a>
II.A.1-7	<a href="#">CTE Careers Website</a>
II.A.1-8	<a href="#">Math Flow Chart Website</a>
II.A.1-9	<a href="#">English Flow Chart College Catalog, page 120</a>
II.A.1-10	<a href="#">ESL Flow Chart College Catalog, page 122</a>
II.A.1-11	<a href="#">Summer Bridge Program</a>
II.A.1-12	<a href="#">LAMC 2014 Student Success Scorecard</a>
II.A.1-13	<a href="#">Curriculum Committee Approval Process Website</a>

---

II.A.1-14	<a href="#">Screenshot Sample of COR</a>
II.A.1-15	<a href="#">LACCD 2014 Student Survey Q25H</a>
II.A.1-16	<a href="#">Athletic Center Website</a>
II.A.1-17	<a href="#">Culinary Arts Website</a>
II.A.1-18	<a href="#">Non-Credit Website</a>
II.A.1-19	<a href="#">Child Development Website</a>
II.A.1-20	<a href="#">California State Chancellor's Office Website</a>
II.A.1-21	<a href="#">Biology Prerequisite Addendum Form</a>
II.A.1-22	<a href="#">Chemistry Prerequisite Addendum Form</a>
II.A.1-23	<a href="#">English Prerequisite Addendum Form</a>
II.A.1-24	<a href="#">Mathematics Prerequisite Addendum Form</a>
II.A.1-25	<a href="#">Physics Prerequisite Addendum Form</a>
II.A.1-26	<a href="#">Sample of COR ILO</a>
II.A.1-27	<a href="#">Sample of COR ILO</a>
II.A.1-28	<a href="#">Sample of COR ILO</a>
II.A.1-29	<a href="#">DE Website</a>
II.A.1-30	<a href="#">SLO Website</a>
II.A.1-31	<a href="#">SLO Status Reports</a>
II.A.1-32	<a href="#">2014 Mission Learning Report</a>
II.A.1-33	<a href="#">OIE Student Achievement Website</a>
II.A.1-34	<a href="#">LAMC Honors Program Website</a>
II.A.1-35	<a href="#">Transfer Center Website</a>
II.A.1-36	<a href="#">Fall 2014 Faculty Survey</a>

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

### 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\* (II.A.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\* (II.A.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	<a href="#">SLO Website</a>
II.A.3-2	<a href="#">Live SLO, PLO, ILO Reporting page</a>
II.A.3-3	<a href="#">Screen Shot of 2007 Assessment</a>
II.A.3-4	<a href="#">Screen Shot of SLO Status Report</a>
II.A.3-5	<a href="#">LOAC Website</a>
II.A.3-6	<a href="#">SLO Assessment Reports Website</a>
II.A.3-7	<a href="#">Curriculum Course Approval Website</a>
II.A.3-8	<a href="#">SLO Addendum</a>
II.A.3-9	<a href="#">Screen Shot of SLO section in COR</a>
II.A.3-10	<a href="#">Example of Program Approval Form</a>
II.A.3-11	<a href="#">Sample Syllabus</a>
II.A.3-12	<a href="#">Sample Syllabus</a>

---

## 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).

Associate of Arts	48
Associate of Science	3
Transfer Model Curriculum Degree	13
Certificates of Achievement (over 18 units)	22
Certificates of Accomplishment (fewer than 18 units)	21

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.

<b>MEDIAN YEARS TO COMPLETION FOR ASSOCIATE DEGREE AND CERTIFICATE RECIPIENTS AT LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES (2013-2014 award recipients)</b>										
	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	<a href="#">Student Equity Plan</a>
II.A.7-2	<a href="#">DE Website</a>
II.A.7-3	<a href="#">Student Score Card Outcomes/Retention/Success</a>
II.A.7-4	<a href="#">Spring 2016 LAMC Schedule of Classes, page 7</a>
II.A.7-5	<a href="#">DSP&amp;S Website</a>
II.A.7-6	<a href="#">LRC Website</a>
II.A.7-7	<a href="#">Child Development Center Website</a>
II.A.7-8	<a href="#">Facilities Planning Committee Minutes – 12/9/2013</a>
II.A.7-9	<a href="#">Achieving the Dream Website</a>

#### 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](http://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\*:

Standard Stated Requirements	Associated ILO
Communication competency	Written and Oral Communication
Information competency	Information Competency
Quantitative competency	Quantitative Reasoning
Analytic inquiry skills	Problem Solving
Ethical reasoning	Ethics and Values applied to decision making
Ability to engage diverse perspectives	Global Awareness and Aesthetic Responsiveness

- 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	<a href="#">LACCD Board Rule 6201.14</a>
II.A.12-2	<a href="#">LAMC Catalog, page 78</a>
II.A.12-3	<a href="#">LACCD Board Rule 6201.10</a>
II.A.12-4	<a href="#">LAMC Catalog, page 82</a>
II.A.12-5	<a href="#">Curriculum Submission Requirements Website</a>
II.A.12-6	See <a href="#">II.A.11-6</a>

### **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.

<b>NUMBER OF DEGREES OFFERED AT LAMC (CCC curriculum Inventory) 6/8/2015</b>	
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.13-6 [CTE Transitions Website](#)

II.A.13-7 [LAMC Catalog, page 82](#)

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

#### **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	<a href="#">Program Review Website</a>
II.A.16-2	<a href="#">Curriculum Committee Website</a>
II.A.16-3	<a href="#">Curriculum Committee Minutes</a>
II.A.16-4	<a href="#">Child Development EPC report</a>
II.A.16-5	<a href="#">Curriculum Committee minutes 11/17/15</a>
II.A.16-6	<a href="#">Educational Master Plan</a>
II.A.16-7	<a href="#">Curriculum Committee Website</a>
II.A.16-8	<a href="#">SLO Website</a>
II.A.16-9	<a href="#">Program Viability Website</a>
II.A.16-10	<a href="#">Academic Senate Minutes</a>

- 
- 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](#)