
IV.B. CHIEF EXECUTIVE OFFICER

** 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.*

I.V.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

- The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution (See IV.C.3-9, IV.C.3-17, and IV.C.3-18), (IV.B.1-9).
- The CEO provides effective leadership in budgeting and in selecting personnel (See also IV.C1-13 to 17) (IV.B.1-1a and IV.B.1-1b), (IV.B.1-4 through IV.B.1-6),(IV.B.1-8).
- The CEO provides effective leadership in planning and assessing institutional effectiveness (IV.B.1-2), (IV.B.1-3), (IV.B.1-7).

Analysis and Evaluation:

The CEO, in consultation with the Administrative Services unit, the Budget and Planning Committee* (BPC), and College Council, maintains primary authority over College budgets. College Council serves as an advisory body to the CEO and holds the responsibility of vetting the BPC* input pertaining to prioritized funding requests generated from unit Program Reviews*.

The President's participation in District budget and human resources groups aligns College processes with District budget, facilities, and personnel policies (See also IV.C.1-13 to 17), (IV.B.1-1a and IV.B.1-1b). Furthermore, the CEO ensures the College's adherence to all District and local hiring guidelines and exercises leadership, in coordination with Academic Affairs, the Academic Senate, and the faculty union, in matters related to professional development, faculty evaluations, and the tenure process (IV.B.1-4).

Monthly meetings with the Academic Senate's executive committee, joint consultation meetings with union leadership, shared governance meetings, College Council reports, town hall meetings, weekly email messages, and Monte's Minutes are a sampling of the many avenues through which the President demonstrates ongoing engagement with and effective leadership of the campus community (IV.B.1-3). Surveys, service area outcomes (SAO), program learning outcomes* (PLO), and SGOC provide vehicles for institutional self-assessment and culminate in LAMC's Annual Mission Learning Report and Institutional Effectiveness Report (IV.B.1-2)(IV.B.1-7). These reports are aligned with the District and College Strategic planning goals and incorporate Score Card indicators and Institutional Effectiveness Participation metrics in the College's self-evaluation.

The final decision for all personnel hires, including tenure-track faculty, rests with the President. A faculty prioritization list, generated each fall by the Academic Senate, assists the CEO in determining the number of new or replacement positions and the disciplines to which they are allocated (IV.B.1-5). The prioritization process, instituted four years ago and undertaken on an annual basis, has been very effective in promoting transparency and in linking expansions in personnel to institutional planning and Program Review* (IV.B.1-6). Institutional assessment resulted in further personnel change in spring 2015 when, in response to the State and the Board of Trustees demands to expand concurrent enrollment, noncredit, student equity, and the merger of community College programs with adult education, the CEO recommended the addition of another dean of academic affairs to the administrative ranks (IV.B.1-8).

In addition to a performance review conducted by the Chancellor, the President is rated by College employees in a campus survey (See IV.C.3-9, IV.C.3-17, and IV.C.3-18). The results of the spring 2014 survey indicate that the majority of faculty and staff find the President effective along various dimensions (IV.B.1-9).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.1-1a [District Budget Committee](#)
- IV.B.1-1b [Human Resource Council Agendas](#)
- IV.B.1-2 [Mission Learning Report](#)
- IV.B.1-3 [Monte's Minute and Town Hall Meetings](#)
- IV.B.1-4 [Faculty Evaluation Instruments](#)
- IV.B.1-5 [Faculty Prioritization Rubric](#)
- IV.B.1-6 [College Hires for Last Four Years](#)
- IV.B.1-7 [Institutional Effectiveness Report](#)
- IV.B.1-8 [NOI for Interim Dean of Academic Affairs](#)
- IV.B.1-9 [Faculty and Staff Survey](#)

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

- The CEO plans, oversees, and evaluates the administrative structure in relation to the institution's purposes, size, and complexity (IV.B.2-1),(IV.B.2-6 through IV.B.2-8).
- The CEO delegates authority to administrators in a manner consistent with their responsibilities (IV.B.2-2 through (IV.B.2-5).

Analysis and Evaluation:

The College's three divisions, each led by a Vice President, represent academic affairs, administrative services, and student services. The President oversees and evaluates the College's administrative structure and delegates authority to Vice Presidents for the supervision and day-to-day operations of their respective units (IV.B.2-1),(IV.B.2-2). The President conducts an annual basic evaluation and a tri-annual comprehensive performance review of the Vice Presidents (IV.B.2-6).

Student services and academic affairs deans and/or associate deans are supervised by their respective Vice Presidents and delegated the authority to manage and coordinate academic and student services departments and programs (IV.B.2-3a-c). The Dean of Institutional Effectiveness is supervised by the Vice President of Academic Affairs whereas the directors of facilities and information technology report to the Vice President of Administrative Services.

The President participates in weekly cabinet meetings with the Vice Presidents and directors of facilities and information technology to share information on State, District, and College issues and remains abreast of various campus operations (IV.B.2-4). In addition, the President holds individual meetings with Vice Presidents to review their respective unit goals (IV.B.2-5).

The College's organizational structure reflects the purposes, size, and complexity of the institution. All LACCD Colleges are awarded sufficient funding to support the President, Vice Presidents, and the Dean of Institutional Effectiveness. The number of other District-funded administrative positions is based on the size of the institution and determined by a funding formula approved by the LACCD Board of Trustees in FY 2012-2013 (IV.B.2-7).

The results of a fall 2014 faculty and staff survey found that the majority of faculty and staff believed the administrative structure adequately reflects the institution's size, complexity and purpose (IV.B.2-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.2-1 [President's Job Description](#)
- IV.B.2-2 [Organization Chart for the President](#)
- IV.B.2-3a [Organization Chart for Academic Affairs](#)
- IV.B.2-3b [Organization Chart for Administrative Services](#)
- IV.B.2-3c [Organization Chart for Student Services](#)
- IV.B.2-4 [Agenda of President's Cabinet Meetings](#)
- IV.B.2-5 [Vice Presidents' Goals Chart](#)
- IV.B.2-6 [Comprehensive Performance Reviews for Vice Presidents](#)
- IV.B.2-7 [District Allocation Formula](#)
- IV.B.2-8 [Faculty and Staff Survey](#)

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard:

- The CEO guides institutional improvement in relation to values, goals, and priorities (IV.B.3-1),(IV.B.3-2),(IV.B.3-3).
- The CEO ensures that institutional performance standards are set annually and evaluated rigorously (IV.B.3-4),(IV.B.3-5).
- The CEO establishes the linkage of educational planning with planning processes and goals (IV.B.3-6).
- The CEO ensures that the allocation of resources supports and improves learning and achievement (IV.B.3-7),(IV.B.3-8).
- The CEO guides the evaluation of institutional planning (IV.B.3-9),(IV.B.3-10),(IV.B.3-11).

Analysis and Evaluation:

The institutional improvement of the teaching and learning environment is guided by

- A collegial process that sets values, goals, and priorities:
 - The CEO's support of the shared governance structure, town hall meetings, monthly joint consultations with unions, and meetings with the Academic Senate executive committee help to develop a collegial process based on mutual respect and the inclusion of all constituents' viewpoints. A reaffirmation pledge of collegial governance, signed by the leadership and membership of the respective unions and senate, resulted in the Courage to Teach retreat in June 2015 (IV.B.3-1 a-b),(IV.B.3-2).
- Performance standards for student achievement:
 - Performance standards are developed and assessed by discipline faculty within a framework set forth by LOAC* and validated through the Program Review* process (IV.B.3-3).
- Evaluation and planning processes that rely on high quality research and analysis of external and internal conditions:
 - The CEO, with the support of the Dean of Institutional Effectiveness, sets annual institutional performance standards and oversees the development and publication of

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- the annual Mission Learning and Institutional Effectiveness Reports. The reports align with the District and College strategic goals and measure the College's success in meeting institutional goals, performance targets, and student achievement standards (IV.B.3-4).
- Data collected on student achievement, student learning, and institutional performance inform College planning processes and include external indicators related to job placement, labor market analyses, and enrollment and performance data of K-12 schools located in the College's service area (IV.B.3-5).
 - The integration of educational planning with resource planning and allocation to support student achievement and learning:
 - The Educational Master Plan (EMP) and Strategic Master Plan (SMP) form the basis for the development of secondary plans in technology, budget, facilities, strategic enrollment management, human resources, and professional development and are closely tied to resource allocation aimed at student achievement and learning (IV.B.3-6).
 - Ensuring that the allocation of resources supports and improves learning and achievement:
 - The BPC over-base allocation model emphasizes learning and achievement improvements and prioritizes resource requests that directly bolster the mission, strategic master plan goals, and institutional effectiveness benchmarks associated with learning outcomes and student achievement. The periodic evaluation of institution-set standards* results in the formulation of performance improvement recommendations to College Council. These are subsequently forwarded to and carried out by the President (IV.B.3-7).
 - The allocation of new personnel, and faculty in particular, is closely related to student learning and achievement. The Faculty Hiring Prioritization Committee's annual ranking of new faculty requests assist the President in deciding on the allocation of positions for various departments. The ranking scheme is a point system predicated on enrollment and growth patterns, instructional needs, and various discipline-specific metrics such as the proportion of full-time versus adjunct instruction, lab-to-lecture ratios, success and completion rates, relationship to the College's Mission and goals, the number of units and sections offered, all of which relate to student learning and achievement (IV.B.3-8).
 - Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:
 - The College's planning reports and SMP goals are reviewed annually at the College Council Retreat (IV.B.3-9). Furthermore, SGOC's annual evaluation of planning processes provides an additional avenue for the College to assess its effectiveness (IV.B.3-10).
 - The CEO commissioned an external consultant (the ELS Group) in spring 2015 to evaluate the College's planning efforts and to ensure that new state mandates (e.g. Student Success Support Program, Student Equity, and Institutional Effectiveness Partnership Initiative) were fully integrated in current planning efforts. The ELS Group's report contained a number of recommendations that College Council will review in FY 2015-2016. The goal is to streamline the planning processes and avoid duplication among various planning committees (IV.B.3-11).
 - The College will implement the ELS Groups recommendation by conducting a long-term integrated planning initiative that is one of the Quality Focus Essays contained in the Self-Evaluation.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.3-1a [Reaffirmation Pledge](#)
- IV.B.3-1b [Courage to Teach](#)
- IV.B.3-2 [Town Hall Meetings](#)
- IV.B.3-3 [Program Review Process](#)
- IV.B.3-4 [Mission Learning Report](#) and [IE Report](#)
- IV.B.3-5 [Demographic Data from IE Report](#)
[Institutional Effectiveness Report to the Board of Trustees](#)
- IV.B.3-6 [Educational Master Plan](#) and [Strategic Master Plan](#)
- IV.B.3-7 [Annual Review of Student Achievement and Learning Reviewed by College Council](#), page 15 of the [2015 Follow-Up Report](#)
- IV.B.3-8 [Faculty Prioritization Process and Rubric](#)
- IV.B.3-9 [College Council Retreat and Minutes](#)
- IV.B.3-10 [Shared Governance Oversight Committee Evaluation](#)
- IV.B.3-11 [ELS Report](#)

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

- The CEO holds the primary responsibility for accreditation, actively participates in the Accreditation Steering Committee (ASC), and provides the necessary resources and support to facilitate an accurate self-assessment of the College's programs and full compliance with eligibility requirements (IV.B.4-1),(IV.B.4-3 through IV.B.4-7).
- The ASC membership is composed of faculty, staff, administrators, and students (IV.B.4-2).

Analysis and Evaluation:

ASC is a standing committee of College Council that is co-chaired by the faculty accreditation coordinator and the accreditation liaison officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the Vice President of Academic Affairs, reports directly to the President and keeps the College abreast of all revisions of ACCJC standards, procedures, and eligibility requirements. The ASC membership is composed of faculty, staff, administrators, and students; the committee meets weekly to inspect drafts generated by various writing teams, to provide guidance on evidence gathering, and to ensure that the self-evaluation accurately reflects the institution's performance (IV.B.4-1). Writing teams involved in the 2016 effort are each co-chaired by a faculty member and an administrator and enjoy a wide selection of participants chosen amongst various constituents groups.

The CEO's ongoing participation in ASC and oversight of other accreditation-related activities signals the institution's sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements (IV.B.4-2),(IV.B.4-3). Monthly meetings with the union leadership (Joint Consultation Council) and with the executive board of the Academic Senate provide ample opportunities for dialogue and input on accreditation-related matters (IV.B.4-4),(IV.B.4-5).

The President's weekly cabinet meetings with his executive staff provide a venue for the review of policies, procedures, and operations for the College's three divisions and a means to ensure ongoing compliance with accreditation standards and eligibility requirements (IV.B.4-6). The President routinely disseminates information on College, District, and State policies during cabinet meetings and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations (IV.B.4-7).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.4-1 [Accreditation Steering Committee Charter](#)
- IV.B.4-2 [Accreditation Steering Committee Agendas and Minutes and President's Report](#)
- IV.B.4-3 [Town Hall Meeting on Accreditation](#)
- IV.B.4-4 [Joint Consultation Meeting](#)
- IV.B.4-5 [Academic Senate E-Board Meeting](#)
- IV.B.4-6 [President's Cabinet](#) and [Council Agendas](#)
- IV.B.4-7 [ACCJC Follow-Up Report](#)

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

- The CEO oversees the implementation of statutes, regulations, and governing board policies (IV.B.5-1),(IV.B.5-2),(IV.B.5-3).
- The CEO assures effective control of budget and expenditures (IV.B.5-4 through IV.B.5-9).

Analysis and Evaluation:

The CEO receives weekly communications from the District Chancellor's Office regarding Board policy changes and procedures. Monthly Chancellor Cabinet and Chancellor-Presidents' Council meetings provide another venue for deep dialogue at the District level (IV.B.5-1). The President likewise represents the College at the monthly District Budget Committee (DBC). DBC disseminates reports on State and District revenues and expenditures and suggests fiscal strategies for the Chancellor's consideration (IV.B.5-7). All administrative regulations modified or adopted by the Chancellor are communicated locally

at the CEO's cabinet, in shared governance committees, and during monthly Presidents' Council meetings (IV.B.5-2),(IV.B.5-3).

The President seeks BPC's input on regulations, statutes, and governing board policies that may entail a fiscal impact. Non-fiscal matters are forwarded as informational items to the appropriate shared governance committee and other relevant groups. For instance, changes to the bond program are shared with the Facilities Planning Committee, College Council, and the College Citizen Oversight Committee (IV.B.5-4),(IV.B.5-5a-b).

The CEO meets on a quarterly basis with the Vice President of Administrative Services and the District's chief financial officer to review College expenditures and to project ending balances for the fiscal year. The CEO makes fiscal adjustments as necessary to establish a positive end-of-year balance for the College (IV.B.5-6). Updates on these quarterly meetings are shared with the President's cabinet and BPC.

To ensure the effective control of budget and expenditures, the CEO monitors all external and internal fiscal audits. Audit recommendations lead to corrective action plans for the College and the LAMC Foundation in accordance with all District, State, and Federal requirements (IV.B.5-8). As a member of the LAMC Foundation, the President meets with the Foundation Board on a monthly basis and retains oversight of the Foundation's audit process and corrective actions (IV.B.5-9).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.5-1 [Chancellor's Presidents' Council Meetings](#)
- IV.B.5-2 [Administrative Regulations Circular](#)
- IV.B.5-3 [Cabinet Agendas](#) and [President's Council Agendas](#)
- IV.B.5-4 [Semi-monthly Bond Meetings on Campus](#)
- IV.B.5-5a [College Council Agendas](#)
- IV.B.5-5b [College Citizen's Oversight Committee Agendas](#)
- IV.B.5-6 [Cyclical Expenditures Review with the District](#)
- IV.B.5-7 [District Budget Committee Agendas and Minutes](#)
- IV.B.5-8 [District Audit findings and Corrective Actions](#)
- IV.B.5-9 [LAMC Foundation Audit Findings](#)

IV.B.6

The CEO works and communicates effectively with communities served by the institution.

Evidence of Meeting the Standard:

- The CEO works effectively with communities served by the institution (IV.B.6-1),(IV.B.6-2), (IV.B.6-7),(IV.B.6-8).
- The CEO communicates effectively with communities served by the institution (IV.B.6-3 through IV.B.6-6).

Analysis and Evaluation:

The CEO holds regular meetings with K-12 and four-year university leaders, the Chamber of Commerce, the Sylmar Neighborhood Council, the San Fernando Citizens' Oversight Committee, and the Valley Economic Alliance and maintains close ties with business and nonprofit community-based organizations (IV.B.6-1). The CEO serves as the director of the board for the nonprofit San Fernando-based Communities in Schools (CIS) (IV.B.6-2) and was recently appointed by LA County Supervisor Sheila Kuehl to the Board of the Los Angeles County Office of Education (IV.B.6-8).

The President employs a variety of means to reach out to the communities served by the College: Monte's Minute videos, news articles, letters outlining the College's accomplishments and goals, and the Annual State of the College Address represent a sampling of the College's sustained efforts to remain relevant in its surrounding communities (IV.B.6-3),(IV.B.6-4),(IV.B.6-5).

The Foundation publicizes information on College events, activities, and fundraising opportunities and remains the main vehicle through which the College reaches out to businesses, nonprofit organizations, Rotary clubs, United Way, and a host of Northeast Valley organizations and agencies (IV.B.6-6). Recently the LAMC Foundation sponsored an appreciation dinner for current and future donors (IV.B.6-7). The San Fernando Food and Wine Festival, also sponsored by the Foundation, raised \$50,000 for scholarships and various College programs.

As a voting member of the Foundation, the President plays a pivotal role in its support of community organizations and programs that benefit the College's students and strategic goals.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.6-1 [President's Emails Letters, Schedules and Other Documents Related to Community Engagement](#)
- IV.B.6-2 [Communities in School](#)
- IV.B.6-3 [Monte's Minute](#) and [President's Email Blasts](#)
- IV.B.6-4 [College Accomplishments](#)
- IV.B.6-5 [Annual State of the College Address](#)
- IV.B.6-6 [LAMC Foundation Agenda and Minutes](#)
- IV.B.6-7 [LAMC Foundation Appreciation Dinner](#)
- IV.B.6-8 [LACOE Oath of Office](#)