LOS ANGELES MISSION COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

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Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by
Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

to

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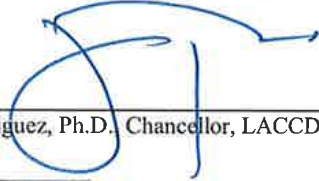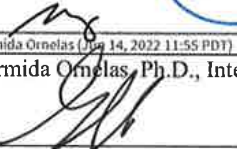Western Association of Schools and Colleges

August 2022

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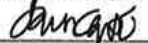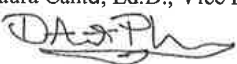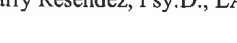
TO: Accrediting Commission for Community and Junior Colleges,
                   Western Association of Schools and Colleges

FROM: Armida Ornelas, Ph.D., Interim President
            Los Angeles Mission College
            13356 Eldridge Avenue
            Sylmar, CA 91342

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

	Date
Francisco C. Rodriguez, Ph.D., Chancellor, LACCD	
Armida Ornelas, Ph.D., Interim President, LAMC	Jun 14, 2022
Gabriel Buelna, Ph.D., President, LACCD Board of Trustees	
Carole Akl, Academic Senate President, LAMC	Jun 14, 2022
Vilma Bernal, Chapter President, LAMC AFT Faculty Guild	Jun 14, 2022
Laura Cantú, Ed.D., Vice President of Academic Affairs, Accreditation Liaison Officer	Jun 14, 2022
D'Art Phares, LAMC Faculty Accreditation Officer	Jun 14, 2022
Robert Parker, C.P.A., LAMC Vice President of Administrative Services	Jun 14, 2022
Larry Resendez, Psy.D., LAMC Vice President of Student Services	Jun 14, 2022

Michael J Griggs (Jun 14, 2022 17:01 PDT)   Jun 14, 2022

Michael Griggs, Chapter Chair, LAMC AFT Staff Guild   Date

Zoila R Doucette   Jun 14, 2022
Zoila Rodriguez-Doucette (Jun 14, 2022 17:13 PDT)

Zoila Rodriguez-Doucette, Representative, LAMC Supervisory Employees Union   Date

Erandy Miranda Peregrino (Jun 14, 2022 17:24 PDT)   Jun 14, 2022

Erandy Miranda-Peregrino, President, LAMC Associated Students Organization   Date

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Contents

A. Introduction

College History

Los Angeles Mission College (LAMC) is located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 as the 9th college in the Los Angeles Community College District and the 100th community college in California. For its first 16 years, LAMC offered classes in scattered storefronts and leased facilities throughout the city of San Fernando and surrounding communities. Northeast San Fernando communities have many hardships with low educational attainment, low income, high unemployment and under employment, and a majority of the area's college students are first-generation college students.

In 1991, LAMC's permanent campus was completed on a 22-acre site in Sylmar, and the College experienced a surge in enrollments and higher visibility in the community. In 2007, the College acquired 11 additional acres, which expanded its footprint to its existing size. In addition, in spring 2017 the College opened a site that serves Sunland-Tujunga and its surrounding communities. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to higher education for generations of students. In fact, over the past 47 years, LAMC has provided higher education opportunities for more than 270,000 students.

More and more students with ever-changing needs pursue knowledge and personal growth through the College's many educational programs. In fall 2020, the College served approximately 9,800 students from Northeast San Fernando Valley communities and surrounding cities. The College provides transfer education, associate degrees, Career Technical Education, certificates, and noncredit instruction. LAMC strives to stimulate the intellectual, social, and economic development of individual students and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages young people to pursue their potential with classes taught in area high schools; supports growth programs with numerous community events; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through partnerships with local businesses and civic organizations.

In 2001, 2003, 2008, and again in 2017, voters approved four separate bond measures (Proposition, A, Proposition AA, Measure J, and Measure CC) designed to help the nine Los Angeles Community College District colleges expand and improve aging facilities. With these funds, LAMC built a parking structure with 1,200 spaces and a power-producing solar panel array on the fourth level; a Center for Child Development Studies building providing a combination of services for the community and academic training for students who wish to become professionals in the field of Early Childhood Education; a Health, Fitness and Athletics Complex featuring modern equipment and energy-saving building construction; the Culinary Arts Institute and Eagles' Landing Student Store with classrooms, laboratories, and dining facilities; the LEED

Platinum-certified Center for Math & Science building; and the Arts, Media and Performance building. In addition, the new Student Services and Administration building is under construction and is slated to be completed in June, 2023.

Student Enrollment Data

While LAMC student headcount had been fairly stable in Fall 2015 to Fall 2019, between 11,000 to 12,000 students each fall term, it decreased by nearly 2,000 students in Fall 2020 (when all classes had to be offered remotely due to the COVID-19 pandemic).

The noncredit area suffered the largest loss in student headcount in Fall 2020, with a 77% decrease in students from Fall 2019 to Fall 2020 (credit student headcount decreased by 8%).

Starting in Fall 2016, there had been a slight decline in credit student headcount, while at the same time there had been an increase in noncredit student headcount. This contributed to the overall stability in total student headcount prior to Fall 2020.

LAMC Student Headcount, Fall 2015 – Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Noncredit-only student enrollments	787	501	1,205	1,184	1,344	312
Credit student enrollments	10,302	10,645	10,491	10,471	10,389	9,523
Total enrollments	11,089	11,146	11,696	11,655	11,733	9,835
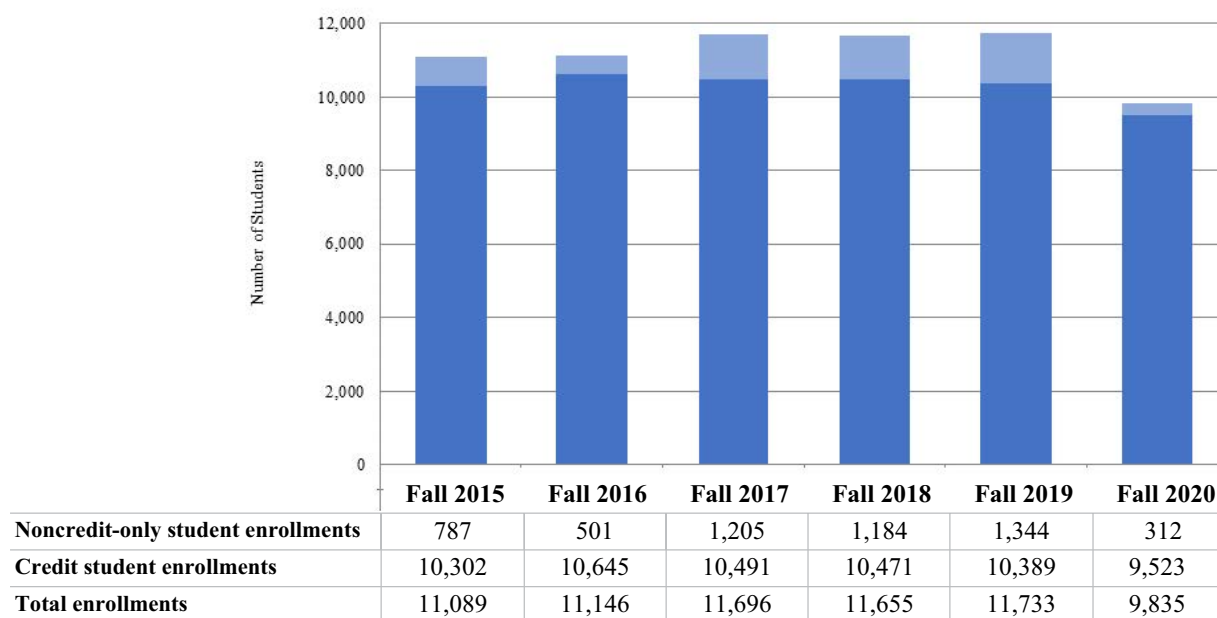
Trends in numbers of student enrollments mirror this headcount, with credit student enrollments gradually declining since Fall 2016 and noncredit student enrollments showing a relatively large increase in Fall 2017 through Fall 2019.

Notably, the percent decrease in credit enrollments from Fall 2019 to Fall 2020 (-13%) was greater than the decrease in credit headcount between those two terms (-8%), meaning that not only fewer students were in attendance, but also that each student on average was enrolled in fewer classes as compared to before the COVID-19 pandemic.

LAMC Student Enrollments, Fall 2015 – Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Noncredit-only student enrollments	955	757	1,767	1,774	1,810	493
Credit student enrollments	24,126	24,165	23,080	22,796	22,432	19,540
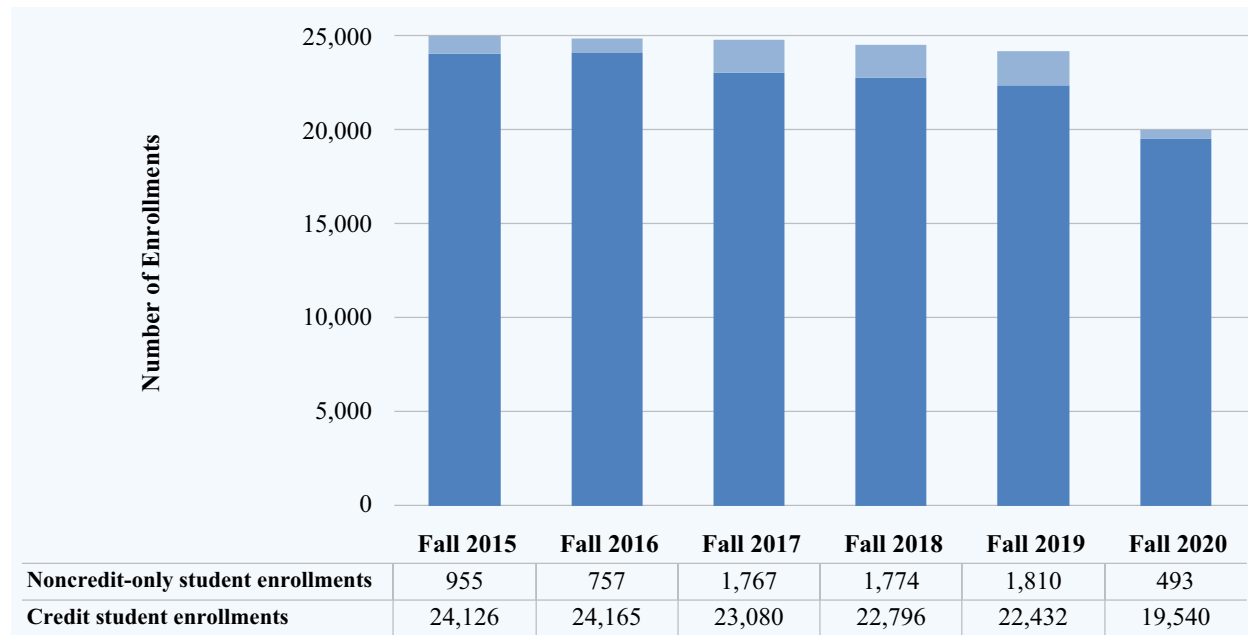
LAMC Annual FTES, 2015-2016 to 2020-2021

Measure	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Credit FTES	6,353	6,354	6,248	6,112	6,212	5,268
Regular Noncredit FTES	129	190	275	253	259	189
Enhanced Noncredit FTES	174	264	219	204	247	132
Total FTES	**6,656**	**6,808**	**6,742**	**6,569**	**6,718**	**5,589**

Student Demographics

In Fall 2020, the majority of students were female (64%), Hispanic (75%) and under age 25 (65%).

Trends from Fall 2015 to Fall 2020 (5-year trends)
- From Fall 2015 to Fall 2020, credit student headcount was stable at approximately 10,500 students each fall term; however, a decrease in credit headcount to about 9,500 students was seen in Fall 2020 due to the COVID-19 pandemic.
- From Fall 2015 to Fall 2019, the percentage of students that were female remained at 61%, but during the pandemic in Fall 2020 it increased to 64% of students.
- Hispanic students are LAMC's largest ethnic population, with percentages ranging from 75% to 79% of students between Fall 2015 and Fall 2020.
- Also in this timeframe, there has been a 7 percentage point increase in the percentage of students that are under 20 years of age (corresponding to an increase in our dual enrollment offerings) and a 7 percentage point decrease in the percentage of students age 20-24.

Trends from Fall 2019 to Fall 2020 (1-year trends)
- From Fall 2019 to Fall 2020 there was an 8% decrease in the number of credit students attending LAMC due to the COVID-19 pandemic (and as a result of classes being offered almost exclusively remotely).
- The percentage decline from Fall 2019 to Fall 2020 in number of credit students by gender was a decrease of 4% in the number of female students, whereas the number of male students decreased by 16%. This suggests that the effects of the pandemic influenced male student enrollment more than female student enrollment.
- While the number of credit Hispanic students decreased by about 1,000 students (13%) from Fall 2019 to Fall 2020, the number of students of other ethnicities actually increased, with Asian students increasing by 22%, Multiethnic students increasing by 21%, Filipino students increasing by 16%, Black students increasing by 8%, and White students increasing by 4%. This can be attributed to the fact that the vast majority of classes in Fall 2020 were offered completely online, and thus students from outside of LAMC's typical service area were more likely than usual to be taking LAMC classes.
- From Fall 2019 to Fall 2020, LAMC experienced credit headcount declines across all age groups, with the exception of students in the age group 25-34, which saw a 4% increase in students. The percentage decline was most pronounced among students age 55 and over (-18%).

Demographics of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 19 to 20)	% Change (Fall 19 to 20)
	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL	**10,241**	**100%**	**10,606**	**100%**	**10,491**	**100%**	**10,471**	**100%**	**10,389**	**100%**	**9,523**	**100%**	**-866**	**-8%**
Gender														
Female	6,197	61%	6,448	61%	6,383	61%	6,344	61%	6,290	61%	6,051	64%	-239	-4%
Male	4,044	39%	4,157	39%	4,097	39%	4,121	39%	4,097	39%	3,421	36%	-676	-16%
Non-Binary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	<1%	N/A	N/A
Unknown	0	0%	1	<1%	11	<1%	6	<1%	2	<1%	48	<1%	46	N/A
Ethnicity														
American Indian	12	<1%	14	<1%	21	<1%	19	<1%	23	<1%	21	<1%	-2	-9%
Asian	295	3%	277	3%	270	3%	271	3%	258	2%	316	3%	58	22%
Black	316	3%	289	3%	285	3%	333	3%	291	3%	315	3%	24	8%
Filipino	215	2%	204	2%	215	2%	234	2%	197	2%	229	2%	32	16%
Hispanic	7,911	77%	8,365	79%	7,828	75%	7,988	76%	8,145	78%	7,122	75%	-1,023	-13%
Multiethnic	139	1%	151	1%	122	1%	111	1%	140	1%	169	2%	29	21%
Pacific Islander	11	<1%	11	<1%	12	<1%	14	<1%	13	<1%	10	<1%	-3	-23%
White	1,189	12%	1,131	11%	1,180	11%	1,124	11%	1,007	10%	1,051	11%	44	4%
Unknown	153	1%	164	2%	558	5%	377	4%	315	3%	290	3%	-25	-8%
Age														
Under 20	2,913	28%	3,225	30%	3,360	32%	3,656	35%	3,812	37%	3,351	35%	-461	-12%
20 - 24	3,785	37%	3,668	35%	3,501	33%	3,313	32%	3,156	30%	2,812	30%	-344	-11%
25 - 34	2,055	20%	2,197	21%	2,164	21%	2,158	21%	2,100	20%	2,189	23%	89	4%
35 - 54	1,200	12%	1,228	12%	1,173	11%	1,082	10%	1,086	10%	978	10%	-108	-10%
55 and over	288	3%	287	3%	293	3%	262	3%	235	2%	193	2%	-42	-18%
Unknown	-	0%	1	<1%	-	0%	-	0%	-	0%	-	0%	0	N/A

Source: LACCD SIS Database

Educational Characteristics

- From Fall 2017 to Fall 2019, there was an increase in the percentage of first-time students that were enrolled full-time (from 40% to 53%, due in part to the launch of the LACCD's LA College Promise program in 2017), but this percentage decreased back to 43% in Fall 2020 during the pandemic.

- Overall, since Fall 2015, there has been a decreasing number and percentage of full-time students at LAMC. In Fall 2020, only 17% of students were enrolled full-time, whereas 25% of students were enrolled full-time in Fall 2015.

- Similarly, since Fall 2015, there has been a steady decrease in the number and percentage of students enrolled at least half-time (i.e., taking 6 or more units). In Fall 2015, 64% of students were enrolled in at least 6 units, while in Fall 2020 less than half of students (49%) were enrolled in at least 6 units.

Part-Time and Full-Time Status of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 19 to 20)	% Change (Fall 19 to 20)
	N	%	N	%	N	%	N	%	N	%	N	%		
First-Time Students														
Full-Time	701	44%	635	44%	695	40%	873	51%	786	53%	443	43%	-343	-44%
Part-Time	887	56%	807	56%	1,041	60%	824	49%	692	47%	594	57%	-98	-14%
TOTAL	**1,588**	**100%**	**1,442**	**100%**	**1,736**	**100%**	**1,697**	**100%**	**1,478**	**100%**	**1,037**	**100%**	**-441**	**-30%**
All Students														
Full-Time	2,570	25%	2,458	23%	2,270	22%	2,226	21%	2,104	20%	1,592	17%	-512	-24%
Part-Time	7,671	75%	8,148	77%	8,221	78%	8,245	79%	8,285	80%	7,931	83%	-354	-4%
TOTAL	**10,241**	**100%**	**10,606**	**100%**	**10,491**	**100%**	**10,471**	**100%**	**10,389**	**100%**	**9,523**	**100%**	**-866**	**-8%**
Unit Load - All students														
Less than 6 units	3,712	36%	4,164	39%	4,363	42%	4,595	44%	4,869	47%	4,898	51%	29	1%
6 – 11.5 units	3,959	39%	3,984	38%	3,858	37%	3,650	35%	3,416	33%	3,033	32%	-383	-11%
12 units or more	2,570	25%	2,458	23%	2,270	22%	2,226	21%	2,104	20%	1,592	17%	-512	-24%

Source: LACCD SIS Database

- From Fall 2015 to Fall 2020, there has been a decrease in the number of first-time, transfer, and continuing/returning students; however, the number of Concurrent High School students has more than doubled during that timeframe. In Fall 2015, Concurrent High School students made up 8% of the LAMC student body, and in Fall 2020 they were 17% of the student body.
- Notably, from Fall 2019 to Fall 2020, there was a 30% decline in the number of first-time students and a 29% decline in the number of transfer students to the college, reflecting that the heart of the COVID-19 pandemic was a challenging time for many students to begin college for the first time or to attend a new institution for the first time.

Enrollment Status of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 19 to 20)	% Change (Fall 19 to 20)
	N	%	N	%	N	%	N	%	N	%	N	%		
First-time student	1,588	16%	1,442	14%	1,736	17%	1,697	16%	1,478	14%	1,037	11%	-441	-30%
Transfer student	802	8%	841	8%	853	8%	643	6%	611	6%	431	5%	-180	-29%
Continuing + Returning student	7,052	69%	7,108	67%	6,766	64%	6,742	64%	6,712	65%	6,436	68%	-276	-4%
Concurrent High School Students	799	8%	1,215	11%	1,136	11%	1,389	13%	1,588	15%	1,619	17%	31	2%
TOTAL	**10,241**	**100%**	**10,606**	**100%**	**10,491**	**100%**	**10,471**	**100%**	**10,389**	**100%**	**9,523**	**100%**	**-866**	**-8%**

Source: LACCD SIS Database

- The majority of credit LAMC students (55%) have an educational goal of "Transfer," and this has remained fairly consistent over the years.
- From Fall 2015 to Fall 2020 the distribution of students' educational goals has remained relatively stable, except the percentage of students with "Occupational" goals decreased 3%, and the percentage of students who were "Undecided" increased 3% in this timeframe.

Educational Goal of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Change (Fall 19 to 20)	% Change (Fall 19 to 20)
	N	%	N	%	N	%	N	%	N	%	N	%		
Occupational	1,321	13%	1,367	13%	1,227	12%	1,031	10%	997	10%	932	10%	-65	-7%
Transfer	5,618	55%	5,919	56%	5,660	54%	5,655	54%	5,707	55%	5,228	55%	-479	-8%
General Education	1,534	15%	1,586	15%	1,601	15%	1,583	15%	1,521	15%	1,400	15%	-121	-8%
Transitional (Basic Skills/ HS/GED)	374	4%	341	3%	321	3%	365	3%	378	4%	388	4%	10	3%
Undecided	1,394	14%	1,393	13%	1,682	16%	1,837	18%	1,786	17%	1,575	17%	-211	-12%
TOTAL	**10,241**	**100%**	**10,606**	**100%**	**10,491**	**100%**	**10,471**	**100%**	**10,389**	**100%**	**9,523**	**100%**	**-866**	**-8%**

Source: LACCD SIS Database

Labor Market Data

Largest Occupations in LAMC Service Area

- The largest occupational sectors in LAMC's service area include Office and Administrative Support Occupations (18,613 jobs), Transportation and Material Moving Occupations (15,488 jobs), and Healthcare Support Occupations (10,472 jobs).

- It is projected that the number of jobs in the Office and Administrative Support Occupations sector will decline by about 7% in the next 10 years, but it will still remain LAMC Service Area's largest sector.

- Median annual income in 2020 for the top 10 largest occupations in LAMC's service area ranged from $30,428 (for Healthcare Support Occupations) to $122,573 (for Management Occupations).

Top 10 Occupations Requiring an Associate's Degree in LAMC Service Area

Occupation	2020 Jobs	2030 Jobs	Change	2018-2019	2020-2021
Office and Administrative Support Occupations	18,613	17,265	(1,347)	(7%)	$20.94
Transportation and Material Moving Occupations	15,488	15,640	152	1%	$16.48
Healthcare Support Occupations	10,472	13,655	3,183	30%	$14.63
Healthcare Practitioners and Technical Occu-pations	10,108	11,158	1,050	10%	$46.93
Educational Instruction and Library Occupations	8,417	8,631	214	3%	$28.35
Management Occupations	8,271	8,434	163	2%	$58.93
Installation, Maintenance, and Repair Occupations	5,474	5,397	(78)	(1%)	$25.15
Personal Care and Service Occupations	2,869	2,967	97	3%	$16.18
Computer and Mathematical Occupations	2,674	2,778	104	4%	$46.82
Architecture and Engineering Occupations	2,660	2,649	(11)	(0%)	$45.79

Source: EMSI Q4 2021 Data Set
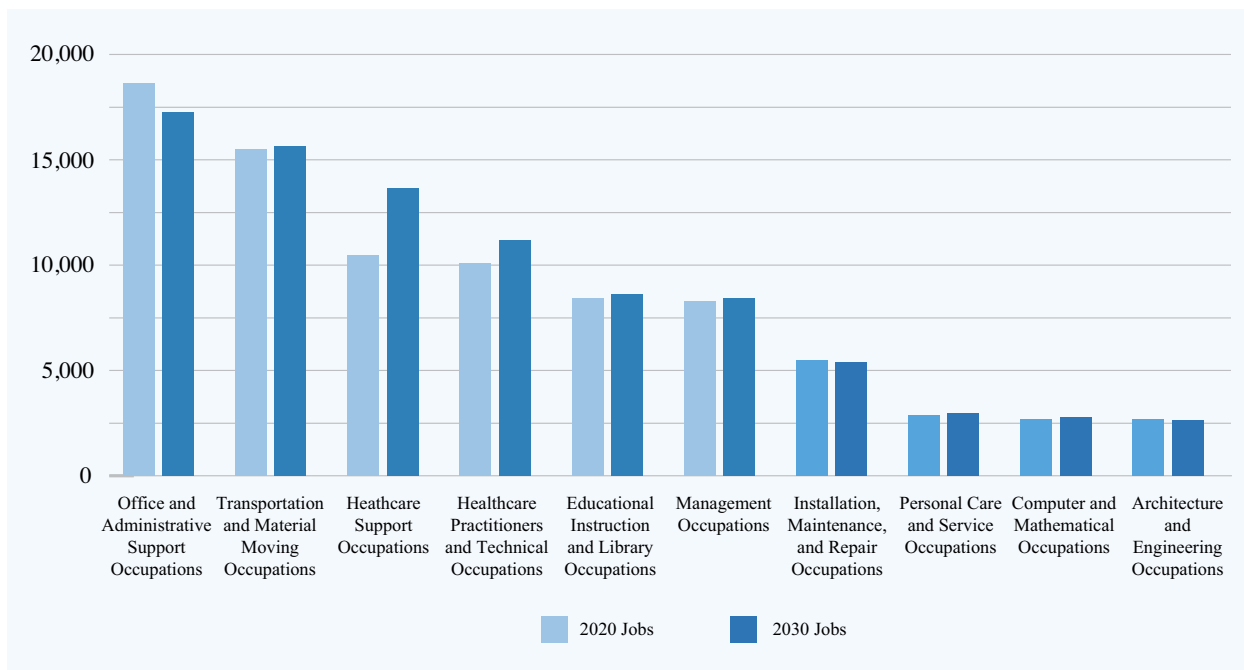
Source: EMSI Q4 2021 Data Set

Fastest Growing Occupations in LAMC Service Area

- The largest growth in number of jobs is expected in Healthcare Support Occupations (+3,183 jobs), followed by Healthcare Practitioners and Technical Occupations (+1,050 jobs), and Arts, Design, Entertainment, Sports, and Media Occupations (+334 jobs).

- The occupation with the largest projected percentage growth in ten years is Healthcare Support Occupations at 30%, followed by Arts, Design, Entertainment, Sports, and Media Occupations at 14%, and then Healthcare Practitioners and Technical Occupations as well as Legal Occupations, which are both projected to grow 10%.

- The College is well-positioned to meet the needs of these growth sectors, as we offer various highly-successful programs in these areas, including programs in health occupations fundamentals, Certified Nurse Assistant and home health aide, pharmacy technician, gerontology, medical billing and coding, multimedia, the arts, interior design, social media, video for live entertainment, and legal assisting (paralegal), to name a few.

Top 10 Fastest Growing Occupations Requiring an Associate's Degree in LAMC Service Area

Occupation	2020 Jobs	2030 Jobs	Change	2018-2019	2020-2021
Healthcare Support Occupations	10,472	13,655	3,183	30%	$14.63
Healthcare Practitioners and Technical Occu-pations	10,108	11,158	1,050	10%	$46.93
Arts, Design, Entertainment, Sports, and Media Occupations	2,386	2,720	334	14%	$32.20
Educational Instruction and Library Occupations	8,417	8,631	214	3%	$28.35
Management Occupations	8,271	8,434	163	2%	$58.93
Transportation and Material Moving Occupations	15,488	15,640	152	1%	$16.48
Computer and Mathematical Occupations	2,674	2,778	104	4%	$46.82
Personal Care and Service Occupations	2,869	2,967	97	3%	$16.18
Legal Occupations	856	945	89	10%	$51.23
Life, Physical, and Social Science Occupations	1,103	1,129	26	2%	$40.81

Source: EMSI Q4 2021 Data Set
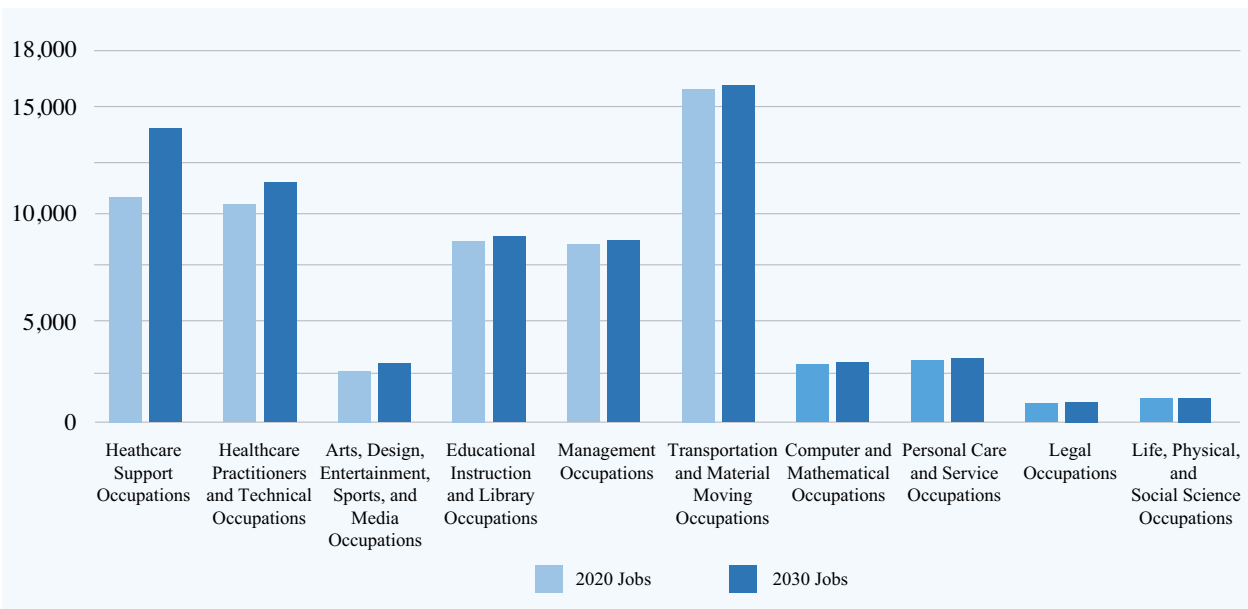
Source: EMSI Q4 2021 Data Set

Demographic Data

The College is one of nine in the Los Angeles Community College District.

The District encompasses 882 square miles and serves approximately 230,000 students annually from a population base of over ten million residents located in the greater Los Angeles area.

- The College's enrollments are concentrated in an area encompassing eleven zip codes that account for 75% of the College enrollment. Over 80% of enrollment is drawn from an extended area that includes the sixteen zip codes that form an approximate ten-mile radius, mostly to the West, South, and East, of the College.

Fall 2019 (Pre-COVID-19) LAMC Student Headcount by Zip Code

Zip	City	Fall 2019 Headcount
91342	Sylmar	2,574
91331	Pacoima	2,209
91340	San Fernando	1,017
91402	Panorama City	619
91343	North Hills	487
91352	Sun Valley	422
91344	Granada Hills	363
91345	Mission Hills	311
91042	Tujunga	303
91605	North Hollywood	254
91405	Valley Glen	194
91606	North Hollywood	168
91040	Sunland	162
91406	Van Nuys	138
91335	Reseda	123
91325	Northridge	118

Population and Population Density of Service Area

LAMC's service area has a population of 594,973 residents, which represents 5.9% of the total population of Los Angeles County, and 1.5% of the total population of California.

LAMC Service Area Population

Location	Total Population
LAMC Service Area	594,973
Los Angeles County	10,081,570
California	39,283,497

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Population of Service Area by Ethnicity

Hispanic residents make up the largest proportion (65%) of LAMC's service area population.

As compared to Los Angeles County and California, LAMC's service area has a lower percentage of Asian, Black, and White residents, and a higher percentage of Hispanic residents.

Ethnicity Breakdown of LAMC Service Area, Los Angeles County, and California, 2020
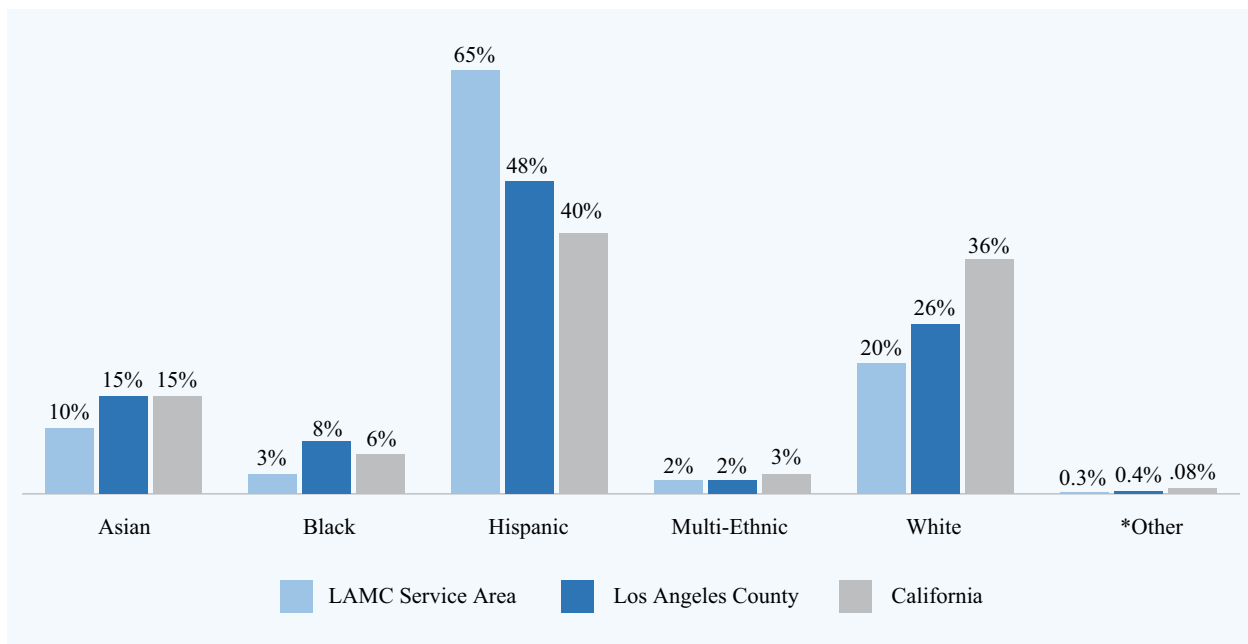
Note: Other category includes American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander
Source: EMSI Q4 2021 Data Set

Compared to LAMC's service area population, LAMC's student body is made up of a higher percentage of Hispanic students (+10%), and lower percentages of White (-9%) and Asian (-4%) students.

Ethnicity Population, LAMC Students compared to LAMC Service Area
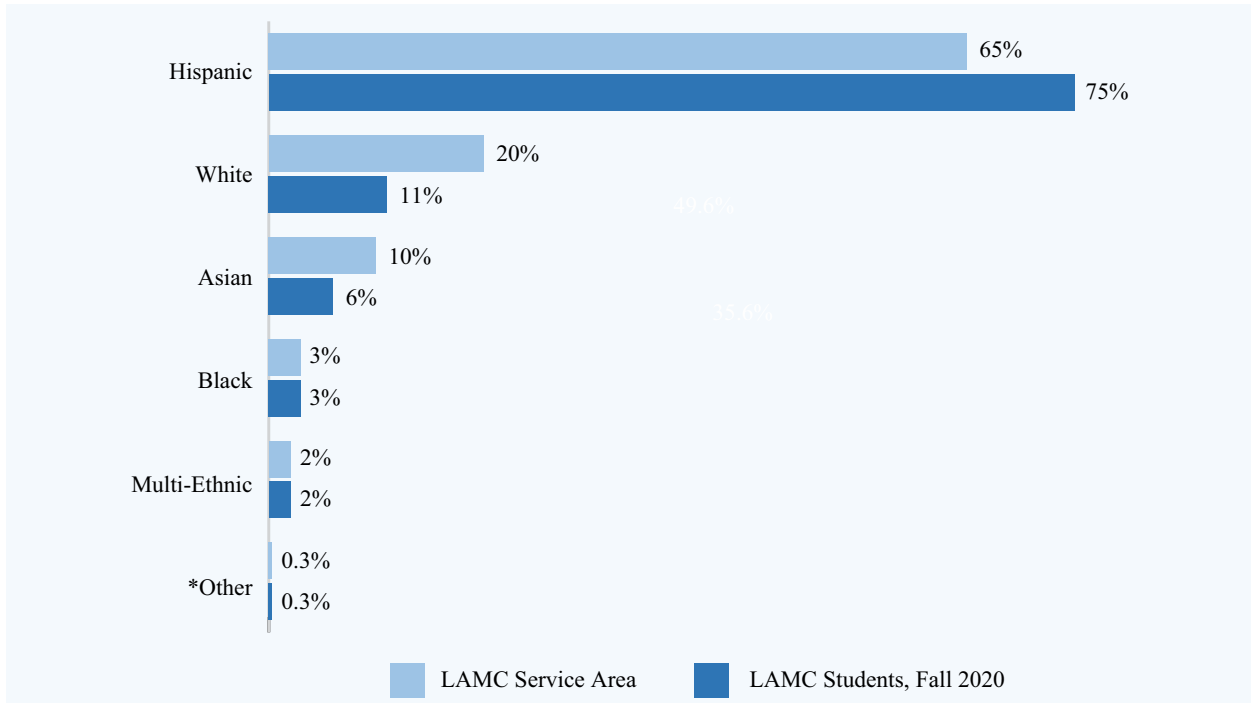
Note: Other category includes American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander
Source: EMSI Q4 2021 Data Set

Population of Service Area by Age

The majority of residents in LAMC's service area are 35 years old and over (53%). LAMC's service area has a similar proportion of age groups as Los Angeles County and California.

Age Breakdown of LAMC Service Area, Los Angeles County, and California, 2020
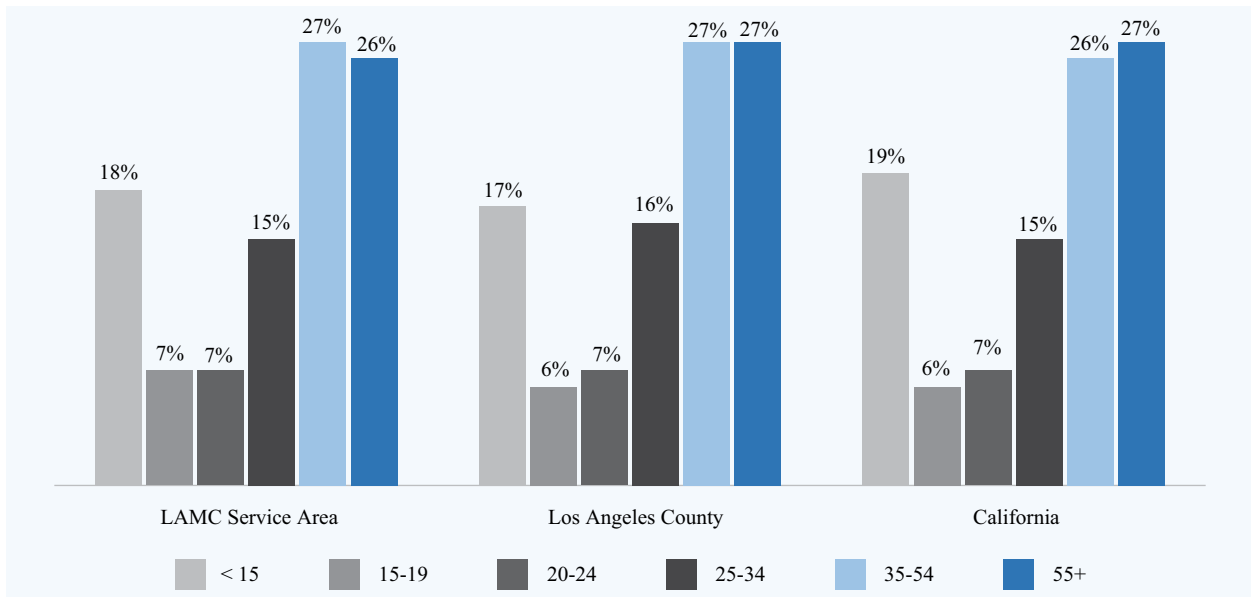
Source: EMSI Q4 2021 Data Set

Population of Service Area by Gender

LAMC's service area has a similar gender distribution as Los Angeles County and California at approximately 50% females and 50% males.

Gender Breakdown of LAMC Service Area, Los Angeles County, and California, 2020
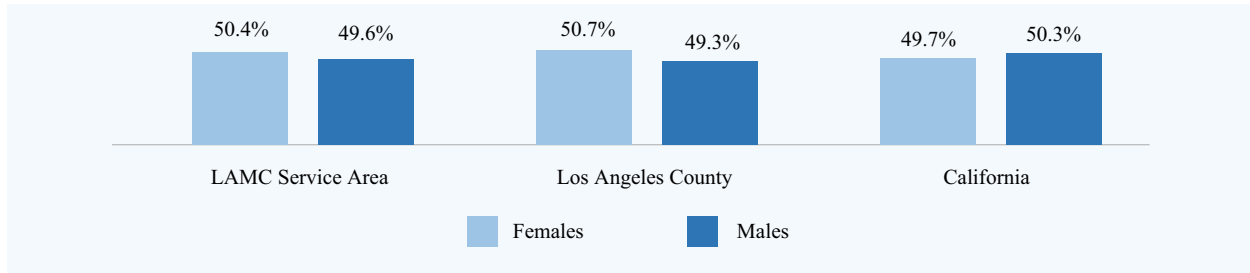
Source: EMSI Q4 2021 Data Set

LAMC's student population has a higher percentage of females (64%) as compared to its service area population.

Gender Population, LAMC Students Compared to LAMC Service Area
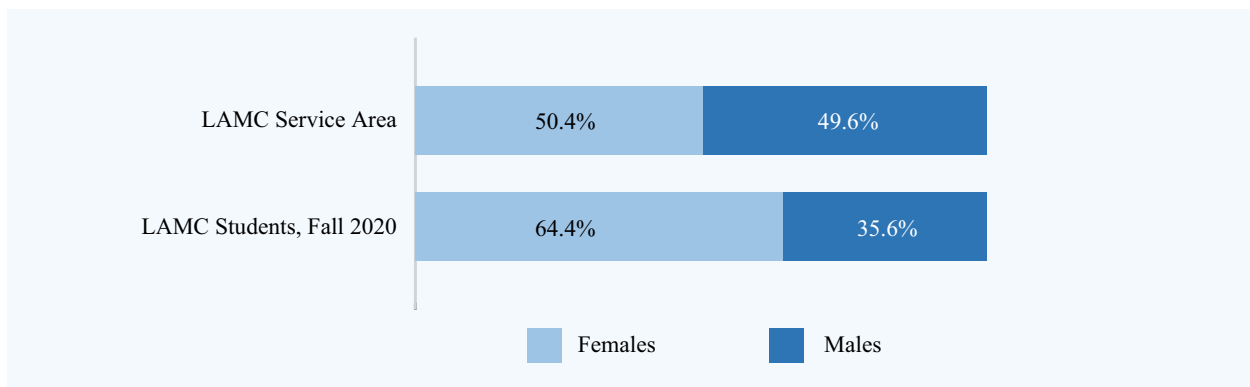
Source: EMSI Q4 2021 Data Set

Population of Service Area by Place of Birth

LAMC's service area has a lower percentage of residents born in the U.S. (57%) compared to Los Angeles County (65%) and California (72%).

Population of California, Los Angeles County, and LAMC Service Area by Place of Birth
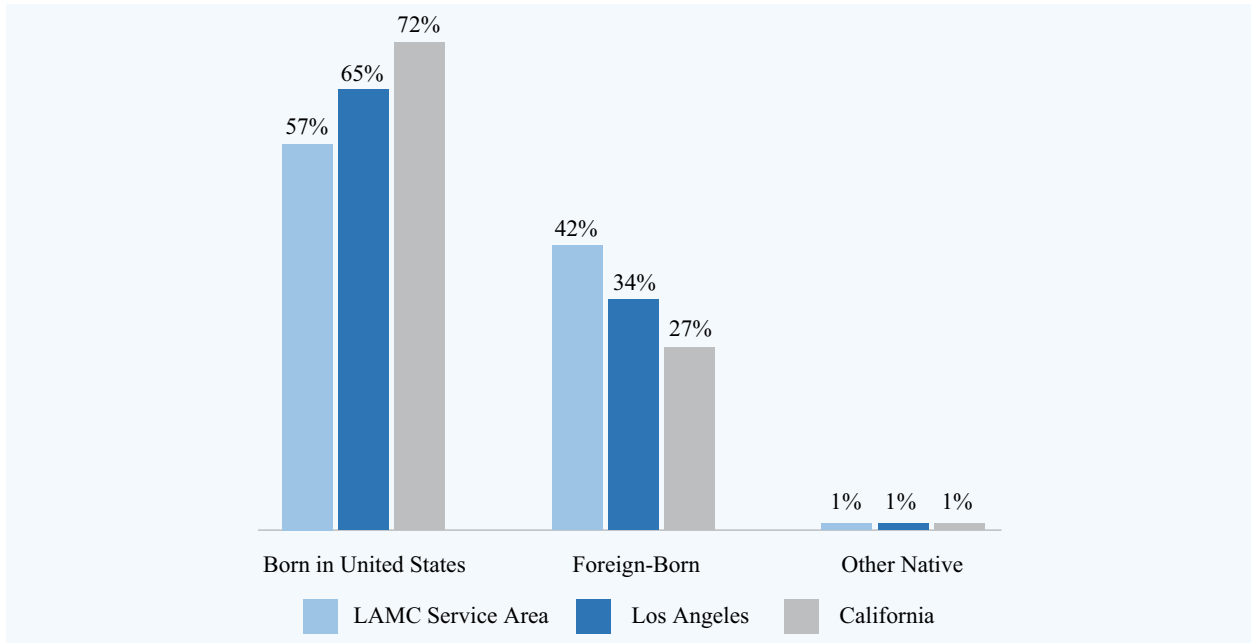
Note: Birthplace data for the LAMC service area uses the weighted average of the zip codes within the LAMC service area.
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Of the relatively large foreign-born population in LAMC's service area, the majority were born in Latin America (70%). The next most common place of birth of foreign residents was Asia (26%).

Place of Birth for Foreign-Born Residents of LAMC Service Area
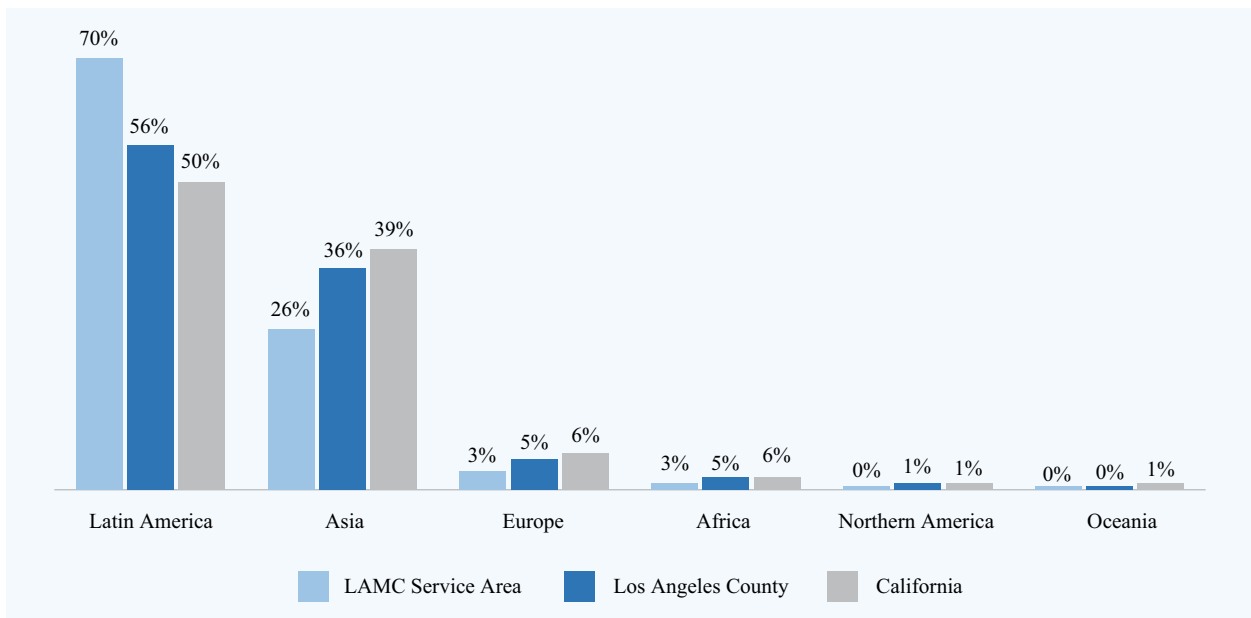
Note: Percentage of foreign-born residents for the LAMC service area uses the weighted average of the zip codes within the LAMC service area.
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

LAMC's service area has a lower percentage of residents who only speak English at home compared to Los Angeles County and California. In fact, the percentage of English-only speakers in LAMC's service area (28%) is half that of the percentage of English-only speakers in California (56%).

Percentage of Population 5 Years and Older Who Only Speak English at Home
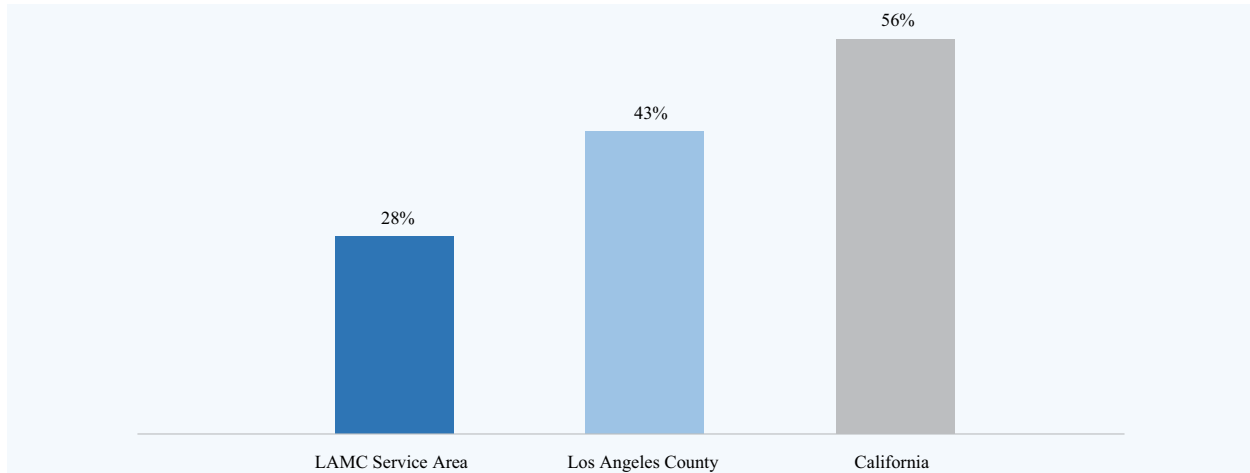
Note: Language data for the LAMC service area uses the weighted average of the zip codes within the LAMC service area.
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

College Service Area Population Growth Projections

• Over the next decade, the population of LAMC's service area is projected to decline

• (-3%), keeping with trends for Los Angeles County (-2%). In contrast, California is projected to experience a 4% growth in population.

Population and Population Projections of LAMC Service Area, Los Angeles County, and California, 2020 and 2030
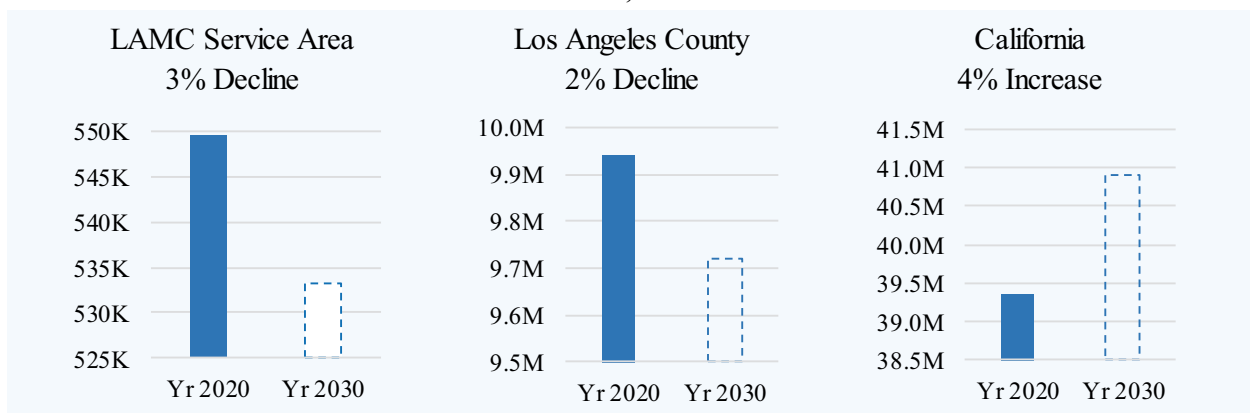
Source: EMSI Q4 2021 Data Set

Population Growth by Ethnicity

• LAMC's service area is projected to experience a change in composition of the ethnicity of its residents by 2030.

- Asian residents in LAMC's service area are projected to grow 6%, in comparison Los Angeles County projects an 8% increase, while California projects a 22% increase.
- Black residents in LAMC's service area are projected to decline 7%, in comparison Los Angeles County projects an 8% decrease. In California there is no change projected in the Black population.
- Hispanic residents in LAMC's service area and Los Angeles County are projected to decline 2%, while California projects a 7% increase in its Hispanic population.
- Multi-Ethnic residents in LAMC's service area are projected to grow 3%, while Los Angeles County projects a 4% increase, and California projects a 10% increase.
- White residents in LAMC's service area are projected to decline 9%. Los Angeles County and California project a 7% decrease.

Population and Population Projections by Ethnicity of LAMC Service Area, Los Angeles County, and California, 2020 and 2030
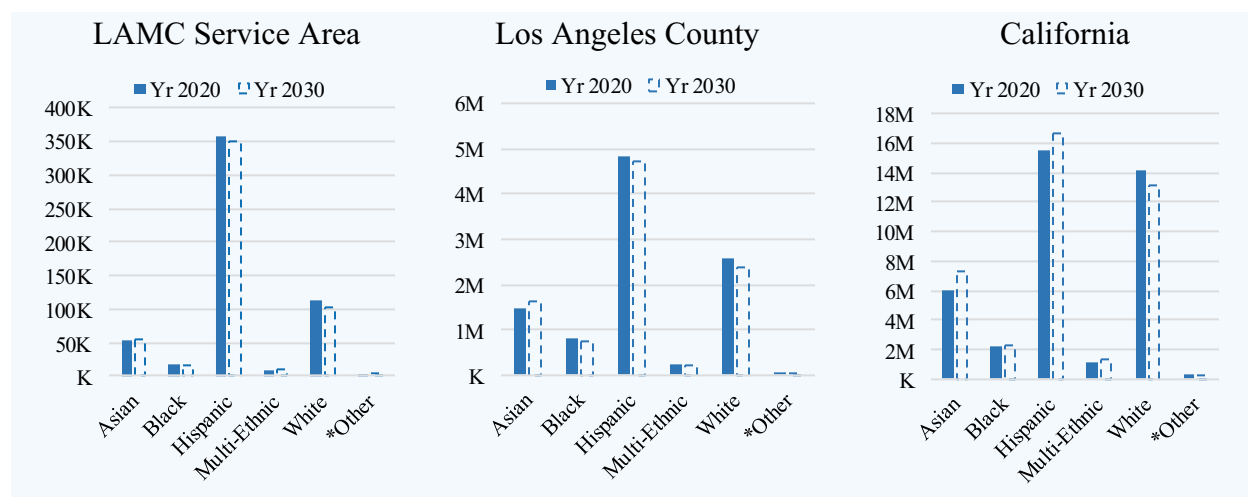
Note: Other category includes American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander
Source: EMSI Q4 2021 Data Set

Population Growth by Age

- In the next 10 years, California, Los Angeles County, and LAMC's service area are all expected to undergo a demographic shift to an older population.
- The age group 55+ is expected to increase 14% in LAMC's service area and in California, while Los Angeles County projects a 12% increase.
- The age group 35-54 is expected to decrease by 4% in LAMC's service area, while increasing 2% in Los Angeles County and 8% in California.
- The age group 20-34 is expected to decrease 9% in LAMC's service area, while Los Angeles County expects a 14% decrease and California expects a 5% decrease.
- The age group 0-19 is projected to have the largest decrease in LAMC's service area at 14%, while Los Angeles county expects an 11% decrease and California a 3% decrease.

Population and Population Projections by Age of LAMC Service Area, Los Angeles County, and California, 2020 and 2030
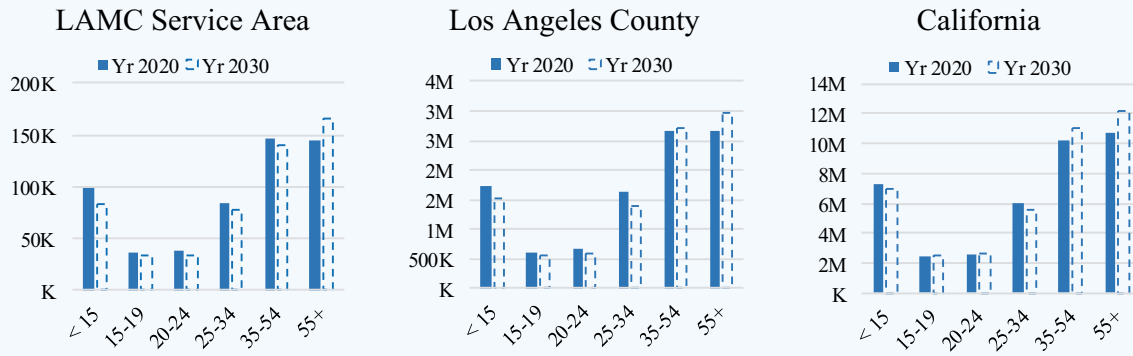
Note: Other category includes American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander
Source: EMSI Q4 2021 Data Set

High School Enrollment Trends

In Fall 2020, ten high schools accounted for 41% of LAMC's first-time student enrollment. All ten high schools are within the Los Angeles Unified School District (LAUSD).

Top 10 High Schools of LAMC First-Time College Students, Fall 2020

High School Name	First-time Students	% of First-time Students
Sylmar High School	73	7%
San Fernando High School	70	7%
John F Kennedy High School	58	6%
Arleta High School	43	4%
John Francis Polytechnic High	39	4%
Granada Hills Charter High Sch	34	3%
Verdugo Hills High School	31	3%
James Monroe High School	29	3%
Valley Academy Arts & Scienc-es	21	2%
Vaughn Next Century Learn Ctr	21	2%

Note: The high school data is based on self-report from CCCApply.
Source: LACCD SIS Database

The number of annual graduates from these 10 high schools makes up about 11% of all graduates from the LAUSD. Two of the high schools are among the high schools with the highest graduate counts from the LAUSD (Granada Hills Charter and John H. Francis Polytechnic).

The number of annual graduates from these 10 high schools has been gradually decreasing over the past few years, a trend seen across the LAUSD in general and which is expected to continue given the projected continued decline in Los Angeles County's population of high school-aged residents in the coming years.

Top 10 High Schools of LAMC First-Time College Students, Count of Graduates

School Name	2017-18	2018-19	2019-20	2020-21
Arleta High	334	301	327	281
Granada Hills Charter High	1,073	1,077	1,121	1,088
James Monroe High	391	437	384	378
John F. Kennedy High	440	451	498	488
John H. Francis Polytechnic	588	612	571	579
San Fernando Senior High	445	423	402	415
Sylmar Charter High	434	377	312	293
Valley Academy of Arts and Sciences	265	251	238	233
Vaughn Next Century Learning Center	140	152	142	154
Verdugo Hills Senior High	284	315	277	273
TOTAL	**4,394**	**4,396**	**4,272**	**4,182**
Los Angeles Unified School District Total	37,973	38,305	37,883	37,369
Percent of District Total	11.6%	11.5%	11.3%	11.2%

Source: California Department of Education

Projected High School Graduates

As discussed previously, the populations of Los Angeles County and California are expected to age over the next decade. In line with these demographic trends, the number of high school graduates are also expected to decline. The decline is projected to be larger in Los Angeles County (-17%) than in the state of California overall (-6%).

Projected High School Graduates, 2019-20 to 2030-31
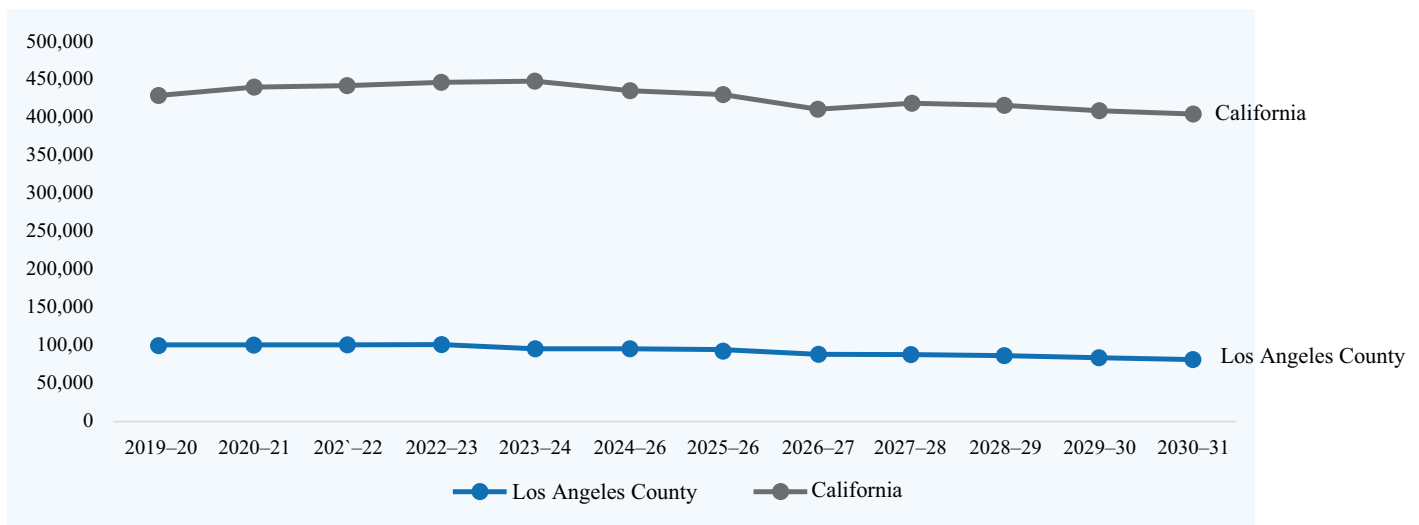
Source: California Department of Finance

Socio-Economic Data

Educational Attainment

LAMC's service area has a lower level of educational attainment than Los Angeles County or the state as a whole. Twenty-nine percent of the adult population age 25 and older in LAMC's service area does not have a high school diploma or equivalent, compared to 20.9% in Los Angeles County and 16.7% in California.

Further, only 20.4% of the population 25 years or older in LAMC's service area have a Bachelor's degree or higher as compared to 32.5% in Los Angeles County and 34% in California.

Highest Educational Attainment Level of Population 25 Years and Older

Highest Educational Attainment Level	LAMC Service Area	Los Angeles County	California
Less than 9th grade	17.5%	12.3%	9.2%
9th to 12th grade, no diploma	11.5%	8.6%	7.5%
High school graduate (includes equivalency)	25.5%	20.6%	20.5%
Some college, no degree	18.3%	19.0%	21.1%
Associate's degree	6.8%	7.0%	7.8%
Bachelor's degree	15.1%	21.2%	21.2%
Graduate or professional degree	5.3%	11.3%	12.8%

Note: Educational attainment level data for the LAMC service area is the weighted average of the zip codes within the LAMC service area.
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Income and Employment

The median household income of LAMC's service area is $1,822 lower than that of Los Angeles County, and $9,013 lower than that of California.

The percent of residents living below the poverty line in LAMC's service area is 0.5% higher than Los Angeles County, and 2% higher than California.

The unemployment rate in LAMC's service area is similar to that of Los Angeles County and California (~6%).

Income and Employment Variables

Income and Employment	LAMC Service Area	Los Angeles County	California
Median Household Income	$66,222	$68,044	$75,235
Percent Living Below Poverty Line	15.4%	14.9%	13.4%
Unemployment Rate	5.9%	6.1%	6.1%

Note: LAMC service area data uses the weighted average of the zip codes within the LAMC service area.
Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Housing Costs

Residents of LAMC's service area with a mortgage have slightly lower median monthly housing costs than those in Los Angeles County (-$69), but higher housing costs than those in California (+$72).

Residents of LAMC's service area without a mortgage have slightly higher median monthly housing costs compared to Los Angeles County (+$49) and California (+$63).

Residents of LAMC's service area who are renters have slightly lower median monthly housing costs than those in Los Angeles County (-$20) or California (-$63).

Median Monthly Housing Cost for Owners and Renters

Occupant Type	LAMC Service Area	Los Angeles County	California
Owners with a Mortgage	$2,429	$2,498	$2,357
Owners without a Mortgage	$657	$608	$594
Renters	$1,440	$1,460	$1,503

Note: LAMC service area data uses the weighted average of the zip codes within the LAMC service area.

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Sites

In addition to the main campus (which is divided into east and west sections), the college has a small off-site location in Sunland/Tujunga.

Specialized or Programmatic Accreditation

• N/A

B. Presentation of Student Achievement Data and Institution-Set Standards

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

As listed in the tables on the following pages, LAMC has established ISS and stretch goals for the following measures of student achievement: successful course completion, degree completion, certificate completion, transfers, licensure examination passage rates, and Career and Technical Education (CTE) employment rates, in accordance with ACCJC guidelines and the College's Mission. In addition, LAMC also regularly looks at course retention and persistence data, which helps to inform discussions of student attainment of achievement outcomes.

The College initially established its ISS in 2013 and began setting stretch, or aspirational, goals in 2014. In 2018, the College aligned its stretch goals with the California Community Colleges Chancellor's Office 2017 Vision for Success goals. The ISS metric goals are also aligned with the performance measure goals in the College's ISMP and support the College's Mission. The ISSs are used to gauge the College's performance in terms of attainment of student achievement outcomes, and the stretch goals serve to challenge the College to strive for even greater success. This is achieved via a thorough annual review process. Performance in relation the ISSs and stretch goals is reviewed and evaluated annually by a task force of the AS on an institutional level and by individual programs via PR at the program level (see Standard I.B.3 for a detailed description of these processes). As a result of these review processes, recommendations regarding the metrics, standards, and stretch goals themselves may be made, and specific actions for continuous improvement in student achievement are also recommended. This information is broadly communicated across the campus and to the public, and it is used in institution-wide planning via the IP Process.

Each metric, ISS, and stretch goal is shown in the summary chart and discussed individually below.

Collegewide Student Achievement Data Overview, ISS and Stretch Goals

Data Element	Definition	Institution-Set Standard	Stretch Goal	2020 Data	2019 Data	2018 Data	3-Year Average
Successful Course Completion Rate	Number of passing grades (A, B, C, P) divided by the number of students enrolled at Census	64.0%	67.0%	67.5% (fall 2020)	65.8% (fall 2019)	66.9% (fall 2018)	66.7%
Course Retention Rate	Number of students retained divided by the number of students enrolled at Census	85.0%	Exceed standard	85.3% (fall 2020)	85.3% (fall 2019)	85.7% (fall 2018)	85.4%
Fall-to-Spring Persistence Rate	Percentage of credit students who complete a course in the fall and re-enrolled the following spring	TBD	67.3% (match ISMP target)	55.5% (fall 2019 – spring 2020)	56.5% (fall 2018 – spring 2019)	59.7% (fall 2017 – spring 2018)	57.2%
Degree Completion – duplicated	Number of associate's degrees awarded during the previous academic year (July-June)	960 degrees	(stretch goal set for unduplicated degrees)	1,548 (2020-2021)	1,376 (2019-2020)	1,392 (2018-2019)	1,439
Degree Completion – unduplicated	Number of students awarded associate's degrees during the previous academic year (July-June)	540 students	793 students	800 (2020-2021)	753 (2019-2020)	729 (2018-2019)	761
Certificate Completion – duplicated	Number of Chancellor's Office-approved certificates awarded during the previous academic year (July-June)	570 certificates	(stretch goal set for unduplicated certificates)	904 (2020-2021)	910 (2019-2020)	920 (2018-2019)	911
Certificate Completion – unduplicated	Number of students awarded certificates during the previous academic year (July-June)	522 students	713 students	763 (2020-2021)	746 (2019-2020)	750 (2018-2019)	753
Transfer	Number of students transferring to a four-year institution	380 students	560 students	495 (2020-2021)	433 (2019-2020)	377 (2018-2019)	434

CTE Licensure Pass Rates

Standard: 90%
Stretch Goal: 100%

- Licensure pass rate is, in programs for which students must pass a licensure examination to work in their field of study, the number of students who passed the licensure examination divided by the number of students who took the examination. Currently, the only program at LAMC that requires a licensure pass rate is the Certified Nursing Assistant (CNA) program, which was launched in Spring 2016. The CNA licensure pass rate has been 100% in every term (Spring 2016 through Summer 2021), except in Spring 2020 when it was 92.3%.

Programmatic Career and Technical Education (CTE) Employment Rates

Program	Performance Standard	Stretch Goal	2018-19	2019-20	2020-21	3-Year Average
Administration of Justice (AS; AS-T; Skill Award)	73%	93.0%	87.5%	90.0%	74.1%	83.9%
Biotechnology and Biomedical Technology (AS; Certificates)	73%	73.2%	***	***	75.0%	75.0%
Business Administration (AA; AS-T)	73%	73.2%	100.0%	70.0%	75.0%	81.7%
Child Development/Early Care and Education (Child De-velopment AA; Early Childhood Education for Transfer AS-T; Certificates; Skill Awards)	73%	78.7%	77.9%	75.7%	65.2%	72.9%
Culinary Arts (AA; Certificates; Skill Awards)	73%	85.7%	78.7%	82.7%	63.8%	75.1%
Health Occupations Fundamentals Skill Award	73%	81.6%	52.9%	78.6%	***	65.8%
Health Professions, Transfer Core Curriculum (Health Science AS)	73%	84.4%	67.7%	81.4%	84.1%	77.7%
Office Technology/Office Computer Applications (AA; Certificates; Skill Awards)	73%	79.9%	53.9%	76.9%	61.5%	64.1%
Paralegal (AA; Certificate)	73%	79.7%	68.2%	76.7%	91.7%	78.9%
Pharmacy Technology (AS; Certificates)	73%	88.7%	85.7%	***	81.3%	83.5%
Restaurant and Food Services and Management (AA; Certificate; Skill Awards)	73%	73.2%	90.0%	54.6%	***	72.3%

*Notes: Employment rate data comes from the Career Technical Education (CTE) Perkins V Employment Core Indicator report (found at: **https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx**).*

*Employment rates are reported for programs that had 10 or more students completing certificates or CTE degrees that year in the 6-digit TOP code and that also had at least 10 students in the Perkins V cohort that year (otherwise "***" is displayed). The College sets employment rate stretch goals to be three percentage points higher than the last reported employment rate for each program (2018-19 or 2019-20) or to be the previous year's ISS, whichever is higher.*

Disaggregated Student Achievement Data – Successful Course Completion

Approved Institution-Set Standard: 64.0%
Stretch Goal: 67.0%

- The successful course completion rate is calculated by dividing the number of students who receive passing grades in credit courses (A, B, C, or P) by the number of students enrolled at census. The approved institution- set standard for course completion or "success" is 64.0%. The College's performance level as of fall 2020 is 67.5%, which meets the minimum performance level set by the standard.

- Analysis of disaggregated data for this outcome shows that male students have lower successful course completion rates than female students and that Hispanic and Black students have lower success rates than White and Asian students. These equity gaps are being addressed by the College's Student Equity Plan and CAP Student Support teams.

Table I-A. Successful Course Completion by Population Group, Fall 2016 – Fall 2020

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	64.9%	**66.5%**	**66.9%**	**65.8%**	**67.5%**
Gender					
Female	67.4%	69.3%	69.6%	67.7%	69.1%
Male	61.3%	62.3%	63.1%	63.1%	65.1%
Ethnicity					
Hispanic	63.4%	64.6%	64.9%	63.8%	65.2%
White	74.8%	78.7%	78.5%	77.7%	79.1%
Asian	74.1%	77.7%	80.0%	77.7%	82.5%
Black	54.3%	60.1%	63.9%	63.3%	66.3%
Multiethnic	67.5%	59.1%	71.4%	72.8%	72.1%
Native American	76.2%	50.0%	53.8%	77.8%	55.8%
Pacific Islander	58.8%	60.0%	59.1%	64.0%	94.7%
Age					
Under 18	66.1%	68.2%	71.4%	71.6%	74.4%
18-21	61.4%	62.6%	61.1%	59.9%	60.4%
22-25	62.3%	64.3%	68.0%	66.5%	68.6%
26-30	69.0%	68.7%	70.6%	70.1%	72.3%
31-40	73.2%	75.2%	77.8%	73.6%	76.9%
41-50	76.9%	81.2%	80.3%	82.0%	77.0%
Over 50	76.8%	80.8%	80.4%	81.1%	80.7%
Entering Status					
First-time Student	60.7%	60.6%	57.3%	55.6%	59.8%
New Transfer	66.9%	66.0%	70.4%	66.0%	71.8%
Continuing Student	66.7%	68.4%	69.3%	68.2%	68.4%
Returning Student	63.7%	66.3%	70.9%	69.0%	68.5%
Concurrent High School Stu-dent	63.7%	68.0%	74.3%	72.1%	71.7%
Educational Goal					
Transfer	64.0%	65.4%	64.3%	64.3%	66.1%
Career/Workforce	70.0%	73.1%	74.9%	71.5%	75.3%
General Education	64.7%	69.3%	68.7%	67.2%	73.6%
College Prep	65.1%	66.7%	71.2%	70.7%	72.6%

Table I-B. Successful Course Completion by Discipline, Fall 2016 – Fall 2020

Discipline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACCTG	62.6%	58.7%	57.5%	61.5%	65.7%
ADM JUS	71.5%	73.1%	65.6%	79.9%	78.3%
AFRO AM	61.4%	82.1%	42.0%	70.0%	82.4%
ALD HTH	100.0%	100.0%	100.0%	100.0%	–
ANATOMY	76.7%	68.9%	73.3%	60.4%	73.6%
ANTHRO	57.9%	58.5%	70.6%	61.0%	69.3%
ART	64.3%	71.1%	64.3%	68.0%	69.3%
ARTHIST	48.0%	–	–	–	66.4%
ASTRON	63.0%	67.6%	85.6%	92.5%	89.6%
BIOLOGY	59.0%	64.6%	64.3%	60.7%	66.9%
BIOTECH	–	76.1%	72.1%	88.5%	42.9%
BUS	68.2%	74.6%	74.4%	68.2%	67.4%
CAOT	75.0%	80.3%	83.8%	87.6%	81.9%
CH DEV	82.9%	80.9%	80.0%	81.4%	79.7%
CHEM	56.9%	54.9%	56.3%	49.6%	58.3%
CHICANO	66.3%	67.0%	70.8%	67.6%	75.7%
CINEMA	57.8%	62.5%	48.8%	55.1%	53.3%
CIS	–	–	–	85.7%	79.1%
CLN ART	79.9%	77.4%	85.9%	73.5%	78.7%

Discipline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CO SCI	61.7%	65.0%	62.6%	64.8%	–
COMM	57.8%	72.1%	72.6%	66.1%	61.0%
COUNSEL	66.3%	69.1%	78.1%	70.5%	65.0%
CS	–	–	–	66.7%	71.9%
DANCEST	44.4%	60.0%	58.6%	62.1%	61.5%
DANCETQ	69.2%	84.6%	80.8%	100.0%	–
DRAFT	–	–	–	–	53.1%
EARTH	–	–	–	57.1%	70.4%
ECON	54.4%	84.4%	65.2%	72.0%	67.1%
EDUC	80.8%	74.7%	69.2%	73.5%	57.8%
EGD TEK	–	–	–	50.0%	67.9%
ENG GEN	–	–	80.6%	70.6%	69.2%
ENGLISH	66.0%	60.9%	60.0%	54.8%	51.2%
ENV SCI	–	65.1%	63.9%	77.4%	82.9%
ESL/E.S.L.	80.4%	63.2%	84.1%	88.7%	77.0%
FAM &CS	62.3%	81.7%	32.3%	67.6%	75.0%
FINANCE	75.8%	83.3%	65.5%	82.4%	84.2%
FRENCH	73.7%	65.4%	73.2%	86.7%	79.4%
GEOG	65.6%	54.5%	64.0%	53.7%	65.2%
GEOLOGY	–	–	45.9%	53.1%	48.5%
HEALTH	66.9%	60.4%	61.3%	63.8%	69.7%
HISTORY	52.2%	62.2%	58.4%	63.1%	57.4%
HLTHOCC	83.4%	56.8%	82.3%	78.0%	78.8%
HTHTEK	–	–	–	92.3%	89.4%
HUMAN	71.3%	74.6%	81.9%	76.5%	70.3%
INTRDGN	72.2%	78.7%	96.6%	88.1%	81.8%
ITALIAN	68.6%	78.3%	61.1%	63.9%	55.2%
KIN	78.6%	85.0%	78.1%	77.1%	88.2%
KIN ATH	88.7%	93.2%	94.7%	96.1%	97.8%
KIN MAJ	64.3%	70.2%	75.6%	74.6%	64.4%
LAW	51.0%	57.3%	70.4%	69.9%	75.5%
LIB SCI	83.3%	–	80.0%	71.4%	63.2%
LING	80.4%	86.1%	81.3%	94.9%	85.0%
MARKET	65.7%	68.9%	54.2%	62.3%	56.8%
MATH	44.6%	48.3%	45.2%	40.6%	44.5%
MGMT	59.6%	65.3%	66.1%	70.6%	70.1%
MICRO	80.2%	82.1%	84.3%	81.0%	83.4%
MULTIMD	77.7%	80.0%	82.0%	73.3%	70.4%
MUSIC	56.7%	60.5%	62.0%	62.6%	48.5%
NURSING	97.6%	97.7%	97.9%	95.5%	92.9%
NUTRTN	–	65.7%	72.6%	74.0%	83.0%
OCEANO	–	–	76.8%	85.5%	82.1%
PHILOS	73.8%	62.4%	67.2%	62.7%	68.9%
PHOTO	75.0%	82.9%	83.1%	80.6%	–
PHRM-CTK	–	84.8%	74.5%	61.1%	74.4%
PHYS SC	67.2%	63.5%	75.0%	65.6%	–
PHYSICS	57.9%	78.1%	78.4%	87.6%	85.7%
PHYSIOL	88.1%	72.4%	86.3%	71.1%	88.2%
POL SCI	70.5%	66.8%	78.5%	64.4%	67.8%
PROFBKG	86.0%	78.9%	83.3%	72.7%	–
PSYCH	66.0%	69.6%	70.2%	76.6%	76.7%
SOC	64.6%	62.5%	65.7%	68.1%	70.2%
SPANISH	75.9%	75.0%	74.1%	73.2%	65.3%
THEATER	74.5%	70.9%	71.1%	76.8%	69.1%
Overall	**64.9%**	**66.5%**	**66.9%**	**65.8%**	**67.5%**

Table I-C. Successful Course Completion by Mode of Delivery, Fall 2020

Note: The number of course sections is indicated in parentheses if there is more than one section. (Due to COVID-19, the majority of classes in Fall 2020 were offered remotely. One class was offered in-person and four classes were hybrid. Classes were 32.9% asynchronous online, and 66.3% were online with a synchronous component).

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
ACCTG 001				61.7% (4)
ACCTG 002				75.6% (2)
ACCTG 015				70.0%
ADM JUS 001			64.4%	89.1%
ADM JUS 002				93.2% (2)
ADM JUS 003				90.3%
ADM JUS 004			70.6%	
ADM JUS 014				100.0%
ADM JUS 039				66.7%
ADM JUS 104			17.9%	80.3% (4)
ADM JUS 160				81.5%
ADM JUS 250				86.7%
AFRO AM 004				82.4% (3)
ANATOMY 001				73.6% (5)
ANTHRO 101			92.5%	68.0% (2)
ANTHRO 102			87.2%	
ANTHRO 104				53.9% (2)
ANTHRO 111				60.5%
ART 201			68.6% (2)	50.6% (3)
ART 202				87.5%
ART 204				92.0%
ART 205				66.7%
ART 206				100.0%
ART 300				72.9% (2)
ART 304				100.0%
ART 305				100.0%
ART 307				100.0%
ART 308				100.0%
ART 501				64.5%
ART 502				84.0%
ART 700				100.0%
ARTHIST 103				63.0% (2)
ARTHIST 110			70.0%	
ARTHIST 120			57.6%	
ARTHIST 130			76.7%	
ASTRON 001			95.0% (2)	
ASTRON 005				62.5%
BIOLOGY 003				66.3% (6)
BIOLOGY 005				50.5% (2)
BIOLOGY 006				78.3%
BIOLOGY 007				76.6%
BIOLOGY 033			86.1%	
BIOTECH 002		42.9%		
BUS 001				65.6% (5)
BUS 005			69.0% (2)	73.7%
CAOT 032				80.5%
CAOT 078				89.2%
CAOT 082				74.1%
CH DEV 001			73.4% (8)	72.2% (6)
CH DEV 002			81.0%	77.3% (2)
CH DEV 007				75.9% (2)
CH DEV 010			78.3% (2)	83.8%
CH DEV 011			86.5%	77.6% (2)
CH DEV 014				100.0%
CH DEV 022				86.7%
CH DEV 030				75.0%
CH DEV 034			92.7%	85.3%
CH DEV 038			73.9%	
CH DEV 042				88.7% (2)
CH DEV 044				96.6%
CH DEV 045				82.1%
CH DEV 058				85.7%
CH DEV 172			87.5%	95.5%
CHEM 051				76.6% (4)
CHEM 065				43.2% (5)

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
CHEM 101				51.6% (2)
CHEM 102				64.3% (2)
CHEM 212				60.0%
CHICANO 002			60.9% (3)	
CHICANO 007			52.5% (3)	84.4% (2)
CHICANO 008			67.6% (4)	86.2% (2)
CHICANO 020			75.0%	
CHICANO 037			84.7% (2)	89.7%
CHICANO 042				53.8%
CHICANO 044			67.4% (3)	
CHICANO 046				75.5% (3)
CHICANO 052			88.6% (3)	94.6%
CHICANO 054			73.3%	
CHICANO 057			85.1%	
CINEMA 003				48.6% (3)
CINEMA 107				71.4%
CIS 124			82.8%	
CIS 148				50.0%
CIS 162				83.3%
CIS 192			66.7%	
CIS 195			100.0%	
CIS 210			92.0%	
CLN ART 050				60.7% (3)
CLN ART 060			66.7%	71.7% (3)
CLN ART 101				87.5% (2)
CLN ART 102				100.0%
CLN ART 103				81.1% (2)
CLN ART 104				73.3%
CLN ART 105				76.9%
CLN ART 106				91.3%
CLN ART 107				89.7%
CLN ART 108				85.7%
CLN ART 150				92.0%
CLN ART 155				92.6%
COMM 101			57.1% (4)	56.5% (12)
COMM 102			84.6%	85.3%
COMM 121			78.1%	
COMM 151			75.0%	
COUNSEL 004			82.8%	46.0% (3)
COUNSEL 017			66.7%	69.4% (4)
COUNSEL 022				75.0%
COUNSEL 040			61.5%	91.3%
CS 101			67.2% (2)	71.8%
CS 102			67.6%	75.0%
CS 112				48.0%
CS 113			78.6%	
CS 114			79.2%	
CS 119			82.8%	
CS 136				75.8%
CS 157				100.0%
DANCEST 805			61.5%	
DRAFT 016			53.1%	
E.S.L. 004A				50.0%
E.S.L. 004B				83.3%
E.S.L. 005A				81.8% (2)
E.S.L. 005B				100.0%
E.S.L. 006A				72.7%
E.S.L. 006B				65.0%
E.S.L. 008				70.7% (3)
E.S.L. 010				83.3%
EARTH 001			75.7%	
EARTH 002			61.0%	

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
ECON 001			65.1% (3)	57.8% (2)
ECON 002			94.0%	57.8%
EDUC 001				53.1%
EDUC 203				62.5%
EGD TEK 101				67.9%
ENG GEN 101			64.3% (2)	81.8%
ENGLISH 028				51.6%
ENGLISH 072				56.2% (6)
ENGLISH 101			49.8% (9)	47.3% (21)
ENGLISH 102			52.2% (6)	46.7% (4)
ENGLISH 103			81.5%	67.6%
ENGLISH 127			83.3%	
ENGLISH 205			52.9%	
ENGLISH 208			53.3%	
ENV SCI 002			65.7%	97.6%
ESL 003A				76.9%
ESL 003B				66.7%
ESL 003C				66.7%
ESL 004C				83.3%
ESL 005C				100.0%
ESL 006C				90.0%
FAM &CS 006			72.7%	
FAM &CS 031				76.5%
FINANCE 008			78.8%	91.7%
FRENCH 001				79.4%
GEOG 001				63.1% (3)
GEOG 007				54.5%
GEOG 015				82.4%
GEOLOGY 001			48.5%	
HEALTH 008				75.5% (3)
HEALTH 011			78.8% (5)	60.2% (6)
HISTORY 001				55.6% (2)
HISTORY 011			72.4% (2)	61.4% (5)
HISTORY 012				29.0% (2)
HISTORY 086			58.2% (2)	
HLTHOCC 062		86.7%		
HLTHOCC 063				84.9% (2)
HLTHOCC 064				72.7% (4)
HLTHOCC 065				80.6% (5)
HTHTEK 100			87.1%	
HTHTEK 110			93.8%	
HUMAN 001				70.3% (2)
INTRDGN 101				85.4%
INTRDGN 102				78.4%
INTRDGN 107				85.2%
INTRDGN 108				87.5%
INTRDGN 116				72.7%
ITALIAN 001				55.2%
KIN 035				100.0%
KIN 316-1				60.9%
KIN 329-1				90.5% (4)
KIN 329-2				100.0% (2)
KIN 329-3				100.0% (2)
KIN 334-1				100.0%
KIN 350-1				84.6%
KIN 350-2				100.0%
KIN 351-1				83.3%
KIN 351-2				75.0%
KIN 351-3				100.0%
KIN ATH 552				100.0%
KIN ATH 557				97.9%
KIN ATH 558				100.0%

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
KIN ATH 563				93.3%
KIN ATH 564				96.6%
KIN MAJ 100				64.4% (2)
LAW 001			76.8%	
LAW 002			65.6%	
LAW 010			90.6%	
LAW 011			56.3%	
LAW 012				81.3%
LAW 013			71.4%	
LAW 016			81.8%	
LAW 017			41.4%	
LAW 018			93.1%	89.5%
LAW 019			75.9%	
LAW 020			89.5%	
LAW 034			70.0%	
LIB SCI 101				63.2%
LING 001				85.0%
MARKET 021			59.3%	
MARKET 022				52.9%
MATH 115				39.4%
MATH 125			33.7% (3)	48.4% (4)
MATH 134			29.4%	
MATH 137				70.0%
MATH 215				50.0%
MATH 227			39.2% (7)	42.8% (10)
MATH 227A			15.0%	50.8% (6)
MATH 227B			36.4%	64.7%
MATH 227S			21.4% (2)	44.4% (5)
MATH 230			58.6%	
MATH 238			42.9% (2)	84.1% (2)
MATH 240			27.1% (2)	35.1% (3)
MATH 240S				31.1% (2)
MATH 245			39.3%	41.5% (3)
MATH 260			34.6%	71.4%
MATH 265			51.7% (2)	50.0% (2)
MATH 266			50.0%	54.7% (2)
MATH 267			66.7%	54.5%
MATH 270				46.2%
MATH 275				66.7%
MGMT 002				67.6%
MGMT 013			66.7%	
MGMT 033			82.4%	
MICRO 020				83.4% (3)
MULTIMD 100				79.5%
MULTIMD 110			82.3%	
MULTIMD 220				77.4%
MULTIMD 310				53.8%
MULTIMD 320				60.9%
MULTIMD 340				70.6%
MULTIMD 350				57.1%
MULTIMD 400				77.8%
MULTIMD 600				50.0%
MULTIMD 610				46.7%
MULTIMD 640				73.3%
MUSIC 101				46.7%
MUSIC 111			55.6% (2)	26.7%
MUSIC 141			43.9% (2)	
MUSIC 321				40.0%
MUSIC 322				100.0%
MUSIC 323				66.7%
NURSING 056	100.0%			
NURSING 399A		93.3%		

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
NURSING 399B		84.6%		
NUTRTN 021			87.5% (4)	72.7% (2)
OCEANO 001			73.8%	91.7%
PHILOS 001			62.6% (2)	78.8%
PHILOS 006			63.0% (2)	
PHILOS 020			85.0%	
PHRMCTK 023				75.0%
PHRMCTK 029				73.7%
PHYSICS 006				57.7%
PHYSICS 037			89.2%	
PHYSICS 038			100.0%	
PHYSIOL 001				88.2% (3)
POL SCI 001			66.4% (8)	74.6% (3)
POL SCI 002				64.7%
POL SCI 007				56.5%
PSYCH 001			78.4% (5)	70.1% (8)
PSYCH 002			75.7%	73.3%
PSYCH 013			78.6%	
PSYCH 014			76.9%	
PSYCH 041			83.6% (4)	90.7%
PSYCH 074				67.6%
PSYCH 090				94.3%
SOC 001			70.3% (3)	60.3% (7)
SOC 002			72.7%	
SOC 003			71.1%	
SOC 004			91.2%	69.2%
SOC 011			84.3%	
SOC 028			82.1%	
SOC 031			80.0%	
SPANISH 001			75.9%	66.0% (5)
SPANISH 002				65.0%
SPANISH 003				71.4%
SPANISH 004				100.0%
SPANISH 035				40.0%
THEATER 100			51.7%	70.3% (2)
THEATER 285				100.0%
Overall	**100%**	**82%**	**68%**	**67.1%**

Programmatic Career and Technical Education (CTE) Employment Rates

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2020 Rank in LACCD	Compared to LACCD Average	Compared to CA State Av-erage	5-Year Average	5-Year Change
California	70.4%	70.9%	71.2%	71.0%	73.9%	–	–	–	71.5%	3.5%
LACCD	67.4%	68.6%	68.4%	68.6%	70.7%	–	–	-3.1%	68.7%	3.3%
Mission	**64.6%**	**66.4%**	**66.6%**	**65.8%**	**67.8%**	**8**	**-2.9%**	**-6.0%**	**66.2%**	**3.2%**
City	66.5%	67.8%	67.3%	66.7%	68.7%	7	-2.1%	-5.2%	67.4%	2.2%
East	70.5%	70.1%	70.0%	70.4%	71.1%	4	0.4%	-2.8%	70.4%	0.6%
Harbor	66.3%	68.0%	67.2%	66.9%	68.9%	6	-1.9%	-5.0%	67.5%	2.6%
Pierce	68.3%	69.2%	69.4%	69.9%	72.7%	2	2.0%	-1.1%	69.9%	4.4%
Southwest	59.8%	62.3%	62.7%	60.9%	66.5%	9	-4.2%	-7.4%	62.4%	6.7%
Trade-Tech	69.3%	71.2%	70.1%	71.5%	71.3%	3	0.5%	-2.6%	70.7%	2.0%
Valley	67.8%	69.1%	69.1%	69.8%	73.8%	1	3.1%	-0.1%	69.9%	6.0%
West	63.5%	66.1%	65.7%	66.9%	69.9%	5	-0.9%	-4.0%	66.4%	6.4%

*Note: The data in the table above is from the CCCCO Data Mart (**http://datamart.cccco.edu/DataMart.aspx**) and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.*

Course Retention

Approved Institution-Set Standard: 85.0%

Stretch Goal: Exceed standard

- The course retention rate is calculated by dividing the number of students who remain in the course after the no-penalty drop date (i.e., did not drop the course) by the number of students who were enrolled in the course at census. The approved institution-set standard for course retention is 85.0%. The College's performance level in fall 2020 was 85.3%, which meets the minimum performance level set by the standard.

- Analysis of disaggregated data for this outcome shows that Black students and students in the 18-30 age group have the lowest course retention rates.

Table II-A. Course Retention by Population Group, Fall 2016 – Fall 2020

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Course Retention Rate	**83.5%**	**84.7%**	**85.7%**	**85.3%**	**85.3%**
Gender					
Female	84.5%	85.4%	86.5%	85.8%	85.8%
Male	81.9%	83.5%	84.5%	84.6%	84.4%
Ethnicity					
Hispanic	83.1%	83.9%	85.1%	84.8%	84.6%
White	86.2%	89.9%	89.3%	89.2%	89.2%
Asian	87.1%	88.7%	90.3%	87.8%	89.4%
Black	77.4%	78.8%	82.6%	80.9%	82.7%
Multiethnic	81.3%	82.3%	84.5%	86.6%	82.9%
Native American	95.2%	84.2%	89.7%	90.7%	82.7%
Pacific Islander	70.6%	85.0%	77.3%	92.0%	100.0%
Age					
Under 18	88.1%	87.2%	88.6%	90.4%	91.6%
18-21	83.7%	84.8%	84.8%	84.3%	82.9%
22-25	79.7%	80.8%	84.5%	83.9%	85.5%
26-30	83.4%	83.2%	84.3%	84.4%	84.8%
31-40	84.2%	86.6%	88.1%	84.9%	86.5%
41-50	86.4%	90.6%	91.1%	89.4%	88.3%
Over 50	89.0%	91.3%	89.5%	91.2%	89.4%
Entering Status					
First-time Student	83.3%	84.3%	84.7%	84.2%	84.7%
New Transfer	84.0%	81.7%	86.5%	84.6%	84.0%
Continuing Student	83.4%	85.1%	85.7%	85.1%	84.8%
Returning Student	80.2%	81.8%	86.1%	84.4%	82.9%
Concurrent High School Student	87.3%	87.0%	88.3%	90.1%	89.9%
Educational Goal					
Transfer	82.8%	83.9%	84.5%	84.7%	84.6%
Career/Workforce	85.8%	86.3%	87.8%	87.4%	86.5%
General Education	83.4%	86.7%	87.3%	86.8%	88.2%
College Prep	84.0%	84.0%	88.7%	86.0%	90.3%

Table II-B. Course Retention by Discipline, Fall 2016 – Fall 2020

Discipline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACCTG	75.9%	79.3%	73.8%	87.2%	79.3%
ADM JUS	91.5%	93.6%	84.1%	94.3%	92.1%
AFRO AM	70.2%	89.3%	76.8%	94.0%	89.2%
ALD HTH	100.0%	100.0%	100.0%	100.0%	–
ANATOMY	85.5%	79.1%	84.7%	76.6%	87.6%
ANTHRO	84.2%	81.7%	81.2%	86.1%	90.0%
ART	79.5%	86.3%	85.8%	85.8%	80.2%
ARTHIST	76.0%	–	–	–	79.9%
ASTRON	86.1%	79.3%	92.8%	95.2%	96.5%
BIOLOGY	84.5%	86.1%	85.8%	86.7%	86.1%
BIOTECH	–	87.0%	86.0%	96.2%	57.1%
BUS	90.7%	90.6%	94.8%	86.9%	88.7%
CAOT	85.8%	88.2%	90.5%	98.2%	89.5%
CH DEV	91.5%	90.1%	91.9%	90.9%	91.4%
CHEM	75.5%	77.9%	79.7%	76.0%	77.4%
CHICANO	86.3%	80.1%	85.0%	86.3%	89.2%
CINEMA	76.7%	89.6%	87.0%	87.7%	83.2%
CIS	–	–	–	89.3%	90.0%
CLN ART	92.0%	90.6%	93.7%	92.5%	94.0%
CO SCI	80.5%	79.5%	80.2%	81.1%	–
COMM	82.9%	83.1%	89.1%	86.3%	83.4%
COUNSEL	90.1%	91.5%	96.2%	90.7%	87.6%
CS	–	–	–	76.2%	83.8%
DANCEST	66.7%	71.4%	82.8%	79.3%	65.4%
DANCETQ	80.8%	84.6%	88.5%	100.0%	–
DRAFT	–	–	–	–	71.9%
EARTH	–	–	–	87.5%	89.6%
ECON	81.1%	94.8%	78.6%	91.7%	84.1%
EDUC	80.8%	87.0%	84.6%	91.2%	81.3%
EGD TEK	–	–	–	87.5%	67.9%
ENG GEN	–	–	83.3%	85.3%	88.5%
ENGLISH	80.6%	76.1%	83.4%	81.9%	79.6%
ENV SCI	–	84.3%	86.1%	93.5%	93.4%
ESL/E.S.L.	92.1%	84.2%	96.3%	95.3%	90.7%
FAM &CS	73.9%	93.5%	61.3%	91.9%	92.9%
FINANCE	84.8%	93.3%	86.2%	97.1%	91.2%
FRENCH	92.1%	88.5%	91.5%	95.0%	88.2%
GEOG	89.3%	72.7%	86.3%	92.5%	94.4%
GEOLOGY	–	–	75.7%	79.6%	87.9%
HEALTH	88.8%	80.2%	87.6%	87.7%	87.1%
HISTORY	74.9%	87.0%	78.2%	88.1%	77.8%
HLTHOCC	92.8%	81.4%	89.6%	88.2%	87.0%
HTHTEK	–	–	–	92.3%	95.7%
HUMAN	90.4%	86.1%	92.8%	97.5%	93.2%
INTRDGN	84.7%	94.4%	97.3%	93.4%	83.1%
ITALIAN	82.9%	81.9%	77.8%	83.3%	86.2%
KIN	88.1%	90.8%	87.1%	88.1%	92.1%
KIN ATH	88.7%	95.5%	94.7%	97.4%	97.8%
KIN MAJ	88.1%	95.7%	97.8%	98.4%	89.0%
LAW	75.2%	77.5%	82.9%	82.5%	87.0%
LIB SCI	91.7%	–	93.3%	95.2%	89.5%
LING	80.4%	86.1%	85.4%	94.9%	92.5%

Discipline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MARKET	85.7%	83.6%	72.9%	85.2%	86.4%
MATH	72.7%	75.9%	74.6%	68.2%	71.7%
MGMT	85.1%	85.4%	83.0%	95.0%	88.5%
MICRO	85.2%	89.3%	91.8%	86.8%	91.7%
MULTIMD	86.1%	89.3%	91.0%	87.8%	84.6%
MUSIC	84.6%	87.4%	88.6%	91.1%	84.0%
NURSING	97.6%	97.7%	97.9%	97.7%	100.0%
NUTRTN	–	78.3%	88.2%	89.5%	93.3%
OCEANO	–	–	96.3%	95.2%	92.3%
PHILOS	88.5%	82.7%	84.5%	84.7%	83.6%
PHOTO	82.1%	97.6%	93.8%	87.1%	–
PHRMCTK	–	91.3%	85.1%	83.3%	87.2%
PHYS SC	79.1%	65.9%	96.3%	89.8%	–
PHYSICS	70.2%	85.9%	83.8%	91.0%	87.6%
PHYSIOL	95.4%	86.7%	96.6%	83.3%	94.4%
POL SCI	91.4%	91.3%	93.3%	91.8%	89.5%
PROFBKG	89.5%	93.0%	91.7%	84.1%	–
PSYCH	84.5%	86.5%	90.3%	90.2%	89.4%
SOC	83.6%	87.8%	86.5%	83.9%	85.5%
SPANISH	88.8%	86.0%	90.4%	87.1%	90.7%
THEATER	86.4%	93.9%	90.5%	91.3%	84.0%
Overall	**83.5%**	**84.7%**	**85.7%**	**85.3%**	**85.3%**

Table II-C. Course Retention by Mode of Delivery, Fall 2020

Note: The number of course sections is indicated in parentheses if there is more than one section. (Due to COVID-19, the majority of classes in Fall 2020 were offered remotely. One class was offered in-person and four classes were hybrid. Classes were 32.9% asynchronous online, and 66.3% were online with a synchronous component.)

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
ACCTG 001				73.7% (4)
ACCTG 002				93.3% (2)
ACCTG 015				85.0%
ADM JUS 001			97.3%	100.0%
ADM JUS 002				95.9% (2)
ADM JUS 003				96.8%
ADM JUS 004			91.2%	
ADM JUS 014				100.0%
ADM JUS 039				94.4%
ADM JUS 104			42.9%	90.6% (4)
ADM JUS 160				92.6%
ADM JUS 250				96.7%
AFRO AM 004				89.2% (3)
ANATOMY 001				87.6% (5)
ANTHRO 101			97.5%	87.6% (2)
ANTHRO 102			94.9%	
ANTHRO 104				90.8% (2)
ANTHRO 111				81.6%
ART 201			80.0% (2)	67.1% (3)
ART 202				100.0%

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
ART 204				92.0%
ART 205				66.7%
ART 206				100.0%
ART 300				79.2% (2)
ART 304				100.0%
ART 305				100.0%
ART 307				100.0%
ART 308				100.0%
ART 501				90.3%
ART 502				84.0%
ART 700				100.0%
ARTHIST 103				80.4% (2)
ARTHIST 110			82.5%	
ARTHIST 120			72.7%	
ARTHIST 130			83.3%	
ASTRON 001			95.8% (2)	
ASTRON 005				100.0%
BIOLOGY 003				82.5% (6)
BIOLOGY 005				92.8% (2)
BIOLOGY 006				83.3%
BIOLOGY 007				89.1%
BIOLOGY 033			94.4%	
BIOTECH 002		57.1%		
BUS 001				88.2% (5)
BUS 005			87.9%	92.1%
CAOT 032				87.8%
CAOT 078				97.3%
CAOT 082				81.5%
CH DEV 001			91.8% (8)	89.1% (6)
CH DEV 002			85.7%	86.4% (2)
CH DEV 007				86.2% (2)
CH DEV 010			94.2% (2)	91.9%
CH DEV 011			86.5%	89.8% (2)
CH DEV 014				100.0%
CH DEV 022				93.3%
CH DEV 030				90.6%
CH DEV 034			92.7%	94.1%
CH DEV 038			87.0%	
CH DEV 042				97.2% (2)
CH DEV 044				96.6%
CH DEV 045				92.3%
CH DEV 058				92.9%
CH DEV 172			87.5%	100.0%
CHEM 051				87.1% (4)
CHEM 065				71.2% (5)
CHEM 101				72.6% (2)
CHEM 102				78.6% (2)

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
CHEM 212				60.0%
CHICANO 002			80.0% (3)	
CHICANO 007			75.4% (3)	95.6% (2)
CHICANO 008			85.9% (4)	91.7% (2)
CHICANO 020			95.0%	
CHICANO 037			86.1% (2)	92.3%
CHICANO 042				73.1%
CHICANO 044			91.9% (3)	
CHICANO 046				94.1% (3)
CHICANO 052			96.0% (3)	94.6%
CHICANO 054			100.0%	
CHICANO 057			91.5%	
CINEMA 003				83.5% (3)
CINEMA 107				82.1%
CIS 124			86.2%	
CIS 148				77.8%
CIS 162				100.0%
CIS 192			88.9%	
CIS 195			100.0%	
CIS 210			92.0%	
CLN ART 050				86.9% (3)
CLN ART 060			100.0%	95.7% (3)
CLN ART 101				96.9% (2)
CLN ART 102				100.0%
CLN ART 103				96.2% (2)
CLN ART 104				100.0%
CLN ART 105				87.2%
CLN ART 106				100.0%
CLN ART 107				93.1%
CLN ART 108				90.5%
CLN ART 150				100.0%
CLN ART 155				100.0%
COMM 101			75.7% (4)	83.0% (12)
COMM 102			100.0%	100.0%
COMM 121			90.6%	
COMM 151			91.7%	
COUNSEL 004			100.0%	79.0% (3)
COUNSEL 017			97.6%	90.8% (4)
COUNSEL 022				80.6%
COUNSEL 040			84.6%	91.3%
CS 101			81.3% (2)	87.2%
CS 102			82.4%	87.5%
CS 112				68.0%
CS 113			92.9%	
CS 114			91.7%	
CS 119			86.2%	
CS 136				78.8%

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
CS 157				100.0%
DANCEST 805			65.4%	
DRAFT 016			71.9%	
E.S.L. 004A				91.7%
E.S.L. 004B				100.0%
E.S.L. 005A				81.8% (2)
E.S.L. 005B				100.0%
E.S.L. 006A				95.5%
E.S.L. 006B				95.0%
E.S.L. 008				90.2% (3)
E.S.L. 010				83.3%
EARTH 001			93.2%	
EARTH 002			82.9%	
ECON 001			78.9% (3)	84.4% (2)
ECON 002			98.0%	88.9%
EDUC 001				71.9%
EDUC 203				90.6%
EGD TEK 101				67.9%
ENG GEN 101			85.7% (2)	95.5%
ENGLISH 028				61.3%
ENGLISH 072				86.8% (6)
ENGLISH 101			74.1% (9)	82.3% (21)
ENGLISH 102			78.5% (6)	62.2% (4)
ENGLISH 103			88.9%	83.8%
ENGLISH 127			94.4%	
ENGLISH 205			88.2%	
ENGLISH 208			80.0%	
ENV SCI 002			88.6%	97.6%
ESL 003A				84.6%
ESL 003B				75.0%
ESL 003C				83.3%
ESL 004C				100.0%
ESL 005C				100.0%
ESL 006C				95.0%
FAM &CS 006			90.9%	
FAM &CS 031				94.1%
FINANCE 008			90.9%	91.7%
FRENCH 001				88.2%
GEOG 001				93.7% (3)
GEOG 007				97.0%
GEOG 015				94.1%
GEOLOGY 001			87.9%	
HEALTH 008				83.3% (3)
HEALTH 011			95.2% (5)	82.8% (6)
HISTORY 001				87.3% (2)
HISTORY 011			85.5% (2)	79.5% (5)
HISTORY 012				50.0% (2)

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
HISTORY 086			81.8% (2)	
HLTHOCC 062		86.7%		
HLTHOCC 063				88.7% (2)
HLTHOCC 064				78.2% (4)
HLTHOCC 065				93.8% (5)
HTHTEK 100			96.8%	
HTHTEK 110			93.8%	
HUMAN 001				93.2% (2)
INTRDGN 101				85.4%
INTRDGN 102				81.1%
INTRDGN 107				85.2%
INTRDGN 108				89.6%
INTRDGN 116				74.5%
ITALIAN 001				86.2%
KIN 035				100.0%
KIN 316-1				69.6%
KIN 329-1				94.7% (4)
KIN 329-2				100.0% (2)
KIN 329-3				100.0% (2)
KIN 334-1				100.0%
KIN 350-1				88.5%
KIN 350-2				100.0%
KIN 351-1				91.7%
KIN 351-2				75.0%
KIN 351-3				100.0%
KIN ATH 552				100.0%
KIN ATH 557				97.9%
KIN ATH 558				100.0%
KIN ATH 563				93.3%
KIN ATH 564				96.6%
KIN MAJ 100				89.0% (2)
LAW 001			80.4%	
LAW 002			84.4%	
LAW 010			93.8%	
LAW 011			81.3%	
LAW 012				87.5%
LAW 013			89.3%	
LAW 016			95.5%	
LAW 017			58.6%	
LAW 018			93.1%	100.0%
LAW 019			93.1%	
LAW 020			94.7%	
LAW 034			95.0%	
LIB SCI 101				89.5%
LING 001				92.5%
MARKET 021			92.6%	
MARKET 022				76.5%

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
MATH 115				87.9%
MATH 125			55.4% (3)	78.7% (4)
MATH 134			44.1%	
MATH 137				90.0%
MATH 215				81.8%
MATH 227			63.7% (7)	75.0% (10)
MATH 227A			35.0%	79.3% (6)
MATH 227B			72.7%	82.4%
MATH 227S			60.7% (2)	68.8% (5)
MATH 230			86.2%	
MATH 238			57.1% (2)	88.6% (2)
MATH 240			52.5% (2)	77.0% (3)
MATH 240S				72.1% (2)
MATH 245			75.0%	67.9% (3)
MATH 260			53.8%	77.1%
MATH 265			72.4% (2)	85.4% (2)
MATH 266			67.9%	84.9% (2)
MATH 267			90.5%	72.7%
MATH 270				76.9%
MATH 275				85.7%
MGMT 002				88.2%
MGMT 013			86.1%	
MGMT 033			94.1%	
MICRO 020				91.7% (3)
MULTIMD 100				86.4%
MULTIMD 110			85.5%	
MULTIMD 220				90.3%
MULTIMD 310				84.6%
MULTIMD 320				91.3%
MULTIMD 340				94.1%
MULTIMD 350				57.1%
MULTIMD 400				83.3%
MULTIMD 600				68.2%
MULTIMD 610				86.7%
MULTIMD 640				80.0%
MUSIC 101				90.0%
MUSIC 111			85.7% (2)	86.7%
MUSIC 141			80.7% (2)	
MUSIC 321				70.0%
MUSIC 322				100.0%
MUSIC 323				100.0%
NURSING 056	100.0%			
NURSING 399A		100.0%		
NURSING 399B		100.0%		
NUTRTN 021			94.9% (4)	89.6% (2)
OCEANO 001			88.1%	97.2%
PHILOS 001			80.0% (2)	84.6%

Course	On-Campus	Hybrid	100% Online	Online – w/Synch
PHILOS 006			83.6% (2)	
PHILOS 020			92.5%	
PHRMCTK 023				80.0%
PHRMCTK 029				94.7%
PHYSICS 006				65.4%
PHYSICS 037			89.2%	
PHYSICS 038			100.0%	
PHYSIOL 001				94.4% (3)
POL SCI 001			88.9% (8)	91.3% (3)
POL SCI 002				88.2%
POL SCI 007				91.3%
PSYCH 001			91.0% (5)	85.5% (8)
PSYCH 002			82.9%	88.9%
PSYCH 013			97.6%	
PSYCH 014			89.7%	
PSYCH 041			96.7% (4)	93.0%
PSYCH 074				82.4%
PSYCH 090				94.3%
SOC 001			84.1% (3)	81.6% (7)
SOC 002			93.9%	
SOC 003			78.9%	
SOC 004			97.1%	92.3%
SOC 011			96.1%	
SOC 028			87.2%	
SOC 031			86.2%	
SPANISH 001			96.6%	91.3% (5)
SPANISH 002				85.0%
SPANISH 003				71.4%
SPANISH 004				100.0%
SPANISH 035				88.0%
THEATER 100			86.2%	75.7% (2)
THEATER 285				100.0%
Overall	**100.0%**	**90.0%**	**84.6%**	**85.7%**

Table II-D. State and District Comparison of Course Retention Rates, Fall 2016 – Fall 2020

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2020 Rank in LACCD	Compared to LACCD Average	Compared to CA State Av-erage	5-Year Average	5-Year Change
California	86.5%	86.6%	86.9%	86.9%	88.7%	–	–	–	87.1%	2.2%
LACCD	84.5%	86.1%	86.1%	86.1%	86.4%	–	–	-2.3%	85.8%	1.9%
Mission	**83.4%**	**84.7%**	**85.5%**	**85.4%**	**86.0%**	**5**	**-0.4%**	**-2.8%**	**85.0%**	**2.6%**
City	82.8%	84.4%	84.2%	82.8%	83.5%	9	-2.9%	-5.2%	83.5%	0.7%
East	86.8%	87.7%	87.8%	87.4%	87.0%	3	0.6%	-1.7%	87.3%	0.2%
Harbor	84.2%	86.3%	86.5%	86.5%	86.6%	4	0.2%	-2.2%	86.0%	2.4%
Pierce	84.7%	85.9%	85.8%	86.2%	87.4%	2	1.0%	-1.4%	86.0%	2.7%
Southwest	81.6%	82.9%	83.5%	84.1%	85.5%	8	-0.9%	-3.2%	83.5%	3.9%
Trade-Tech	85.4%	87.7%	86.6%	87.3%	85.7%	7	-0.7%	-3.0%	86.5%	0.3%
Valley	84.7%	86.7%	86.5%	87.3%	88.2%	1	1.8%	-0.5%	86.7%	3.5%
West	81.9%	84.6%	84.7%	85.0%	85.9%	6	-0.5%	-2.8%	84.4%	4.0%

Note: The data in the table above is from the CCCCO Data Mart (http://datamart.cccco.edu/DataMart.aspx) and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

Persistence

Approved Institution-Set Standard for fall-to-spring persistence: TBD
Stretch Goal: 67.3% (to match ISMP)

- The fall-to-spring persistence rate is the proportion of students, excluding concurrently enrolled high school students, retained from fall to spring at the college in the selected academic year, excluding students who completed an award or transferred to a postsecondary institution.
- Analysis of disaggregated data for this outcome shows that Black students have lower fall-to-spring persistence rates than other ethnicities. A concerning trend is the overall decrease in fall-to-spring student persistence over the years.

Table III-A. Fall-to-Spring Persistence by Population Group, 2015-16 to 2019-20*

	Fall 15 to Spring 16	Fall 16 to Spring 17	Fall 17 to Spring 18	Fall 18 to Spring 19	Fall 19 to Spring 20
LAMC	**62.1%**	**60.0%**	**59.7%**	**56.5%**	**55.5%**
California	68.9%	68.1%	67.9%	67.5%	66.5%
Gender					
Female	62.1%	60.0%	59.9%	55.7%	54.4%
Male	62.1%	59.9%	59.5%	58.0%	57.6%
Ethnicity					
Hispanic	62.2%	60.6%	60.9%	57.9%	56.6%
White	62.1%	61.8%	59.8%	52.7%	54.3%
Asian	66.4%	58.6%	51.2%	54.3%	54.9%
Black	51.9%	40.6%	42.6%	45.5%	39.8%
Multiethnic	62.2%	46.7%	54.4%	52.9%	56.1%
Native American**	–	–	–	–	82.4%
Pacific Islander**	–	–	–	–	–
Age					
19 or less	71.7%	72.1%	71.0%	68.3%	69.8%
20 to 24	62.9%	61.4%	60.7%	59.0%	57.2%
25 to 29	53.1%	51.7%	50.8%	45.9%	48.9%
30 to 34	57.2%	49.7%	49.6%	47.0%	41.7%
35 to 39	55.8%	54.3%	47.5%	45.6%	45.3%
40 to 49	59.5%	57.0%	56.2%	52.4%	46.9%
50 and older	61.3%	57.3%	57.1%	54.0%	51.8%

*Note: The data in the table above is from the CCCCO LaunchBoard (**https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx**) and may differ from campus-based data reported in other tables and in previous reports due to differing data definitions and time periods.*

**Disaggregated data is masked by the CCCCO for privacy due to the low number of students.*

Degree Completion

Approved Institution-Set Standard for Number of Degrees Awarded: 960
Approved Institution-Set Standard for Number of Students Awarded Degrees: 540
Stretch Goal: 793 students

- The College has established institution-set standards for both the number of degrees awarded from July 1 through June 30 each year ("duplicated" count) and the number of students attaining degrees ("unduplicated" count) during the same period. The approved institution-set standard for the number of degrees awarded is 960 and the approved institution-set standard for the number of students attaining degrees is 540. The College awarded 1,548 degrees in 2020-21, which greatly exceeds the minimum performance level set by the standard. The College's current performance level for number of students attaining degrees is 800 students, which also meets the minimum performance level set by the standard.
- Analysis of disaggregated data for this outcome shows that male students are not completing degrees at the same rate as female students. While male students on average comprise 40 percent of the student body, they made up only 30 percent of those attaining degrees in 2020-2021.

Table IV-A. Degrees Awarded, 2016-17 to 2020-21
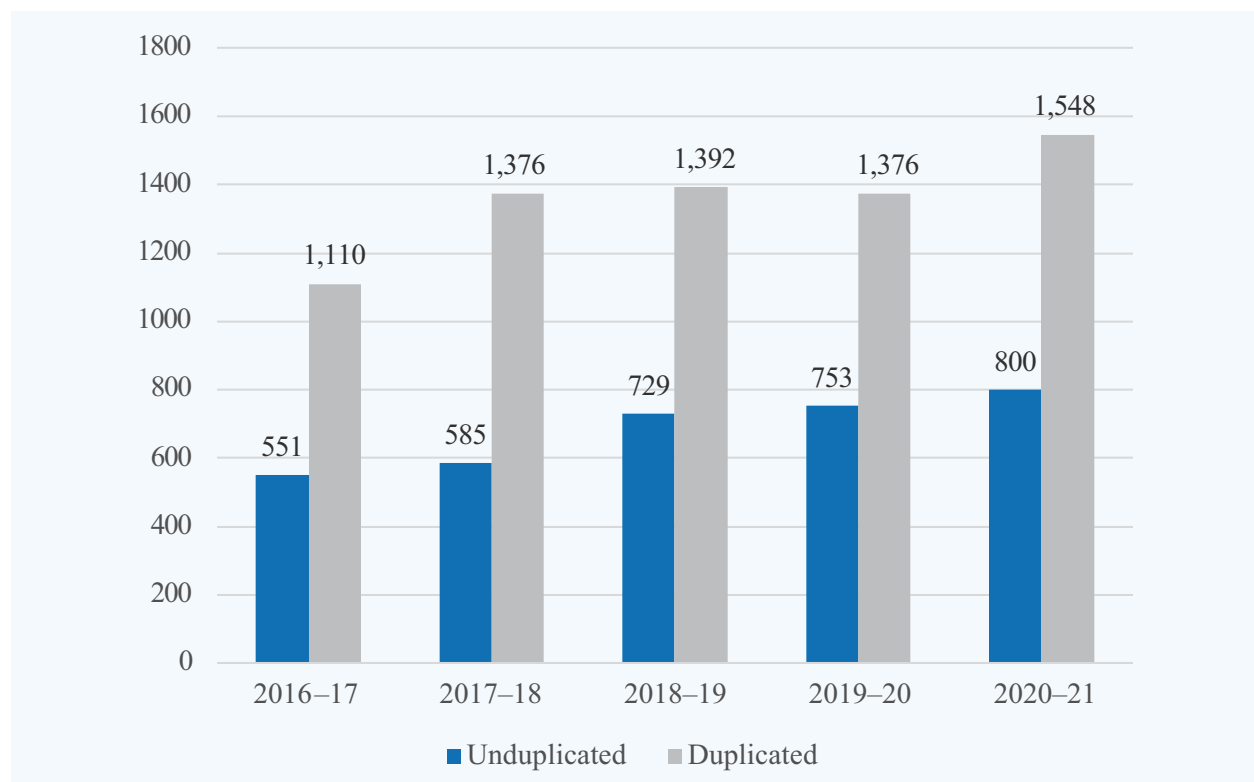
Table IV-B. Students Attaining Degrees by Population Group, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Gender					
Female	68.9%	69.2%	65.8%	67.3%	69.9%
Male	31.1%	30.8%	34.2%	32.7%	30.1%
Ethnicity					
Hispanic	82.4%	76.1%	79.1%	80.7%	79.4%
White	9.3%	11.1%	9.5%	9.2%	8.3%
Asian	3.5%	4.4%	4.5%	4.5%	4.0%
Black	1.8%	1.5%	2.6%	1.6%	2.7%
Multiethnic	0.5%	1.2%	0.7%	1.3%	2.2%
Native American	0.0%	0.2%	0.1%	0.1%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.1%
Unknown	2.5%	5.5%	3.4%	2.5%	3.3%
Age					
Under 18	0.2%	0.3%	1.0%	0.1%	1.0%
18-21	22.4%	21.0%	21.4%	22.4%	26.6%
22-25	34.9%	31.8%	33.2%	33.6%	29.2%
26-30	19.1%	19.8%	21.7%	19.3%	17.8%
31-40	15.6%	15.9%	13.6%	13.9%	16.9%
41-50	5.6%	8.2%	6.6%	7.4%	5.2%
Over 50	2.2%	2.9%	2.6%	3.2%	3.2%

Table IV-C. Degrees Awarded, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounting	10	6	4	16	22
Administration of Justice	15	13	10	11	13
Administration of Justice for Transfer	19	35	33	40	42
Art	5	3	4	5	2
Art History for Transfer	–	0	4	2	2
Art, Gallery and Museum Studies	0	0	0	1	0
Biology, General	12	2	11	17	12
Biology for Transfer	7	10	12	18	9
Biotechnology	–	0	4	6	7
Business Administration	11	8	5	4	15
Business Administration for Transfer	41	53	47	85	78
Chemistry	–	–	–	–	0
Chicano Studies	5	8	15	16	22
Child Development	18	38	38	40	28
Communication Studies for Transfer	10	4	16	17	18
Computer Applications and Office Technologies	6	9	4	5	–
Computer Programmer	–	–	1	1	3
Computer Science	3	8	4	1	1
Computer Science for Transfer	–	0	3	6	6
Computer Science - Business	0	1	1	–	–
Culinary Arts	11	12	19	18	14
Cyber Security	–	–	1	2	6
Early Childhood Education for Transfer	17	22	35	34	39

	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary Teacher Education for Transfer	0	2	9	14	24
Engineering	–	–	–	6	3
English	1	1			1
English for Transfer	3	5	10	8	14
Family Studies	0	0	0	5	7
Finance	1	1	–	–	–
Food Mgmt Prod Services & Related Tech-niques	9	2	5		1
Foods and Nutrition	0	1	–	–	–
Full Stack Developer	–	–	–	0	2
General Studies: Arts and Humanities	6	7	14	29	25
General Studies: Communication and Liter-ature	28	40	56	56	81
General Studies: Natural Sciences	63	109	177	128	163
General Studies: Social and Behavioral Sci-ences	187	359	428	429	481
Gerontology	0	0	0	1	1
Health Science	66	73	85	75	99
Interdisciplinary Studies	–	2	–	–	
Interior Design	0	2	3	8	5
Kinesiology for Transfer	–	8	14	12	15
Legal Assisting (Paralegal)	8	7	12	9	19
Liberal Arts: Arts and Humanities	3	2	2	–	–
Liberal Arts: Business	38	29	9	–	–
Liberal Arts: Communication and Literature	33	17	6	1	–
Liberal Arts: Natural Sciences	52	36	15	3	–
Liberal Arts: Social and Behavioral Scienc-es	207	203	47	11	–
Liberal Studies-Multiple Subject Teacher Prep.	12	20	2	3	–
Management	5	4	3	1	4
Marketing	1	2			
Mathematics	20	10	12	4	1
Mathematics for Transfer	7	7	15	19	10
Multimedia: Animation and 3D Design Conc.	3	1	4	5	4
Multimedia: Graphic and Web Design	2	3	12	3	6
Multimedia: Video Production Concentra-tion	0	1	3	3	4
Nutrition and Dietetics for Transfer	–	1	4	4	6
Painting	3	1	1	2	0
Pharmacy Technician	–	0	7	6	6
Philosophy for Transfer	1	0	0	0	1
Physical Science	0	0	0	1	0
Physics	–	–	–	–	0
Political Science	1	0	1	1	–

	2016-17	2017-18	2018-19	2019-20	2020-21
Political Science for Transfer	6	12	14	19	26
Psychology	31	29	6	2	1
Psychology for Transfer	39	57	61	73	96
Restaurant Management		8	7	11	6
Social Justice Studies for Transfer				1	4
Sociology	13	9			1
Sociology for Transfer	59	65	63	59	62
Spanish	6	1	1	1	
Spanish for Transfer	4	3	3	3	13
Studio Arts for Transfer	2	3	6	13	11
Theatre Arts for Transfer		1	4	2	6
Total Degrees Awarded	**1,110**	**1,376**	**1,392**	**1,376**	**1,548**

Table III-A. Fall-to-Spring Persistence by Population Group, 2015-16 to 2019-20*

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
California	130,120	140,807	160,634	187,640	196,661	198,585
LACCD	9,088	11,467	12,855	15,354	16,976	16,219
Mission	**812**	**1,113**	**1,370**	**1,387**	**1,361**	**1,278**
City	693	878	1,073	1,240	1,218	1,597
East	2,041	2,161	2,168	2,703	3,046	4,018
Harbor	887	1,412	1,382	1,671	1,842	2,134
Pierce	1,777	2,531	3,025	4,212	4,593	2,305
Southwest	752	793	741	801	883	1,040
Trade-Tech	513	593	670	539	726	756
Valley	1,090	1,320	1,384	1,565	1,928	1,892
West	523	666	1,042	1,236	1,379	1,199

Note: The data in the table above is from the CCCCO Data Mart and may differ from the campus-based data report-ed in the report and in other tables due to differing data definitions and time periods.

*Data pulled November, 2021

Certificate Completion

Approved Institution-Set Standard for Number of State-Approved Vocational & GE-related *Certificates Awarded*: 570

Approved Institution-Set Standard for Number of State-Approved Vocational & GE-related *Students Attaining Certificates*: 522

Stretch Goal: 713 unduplicated students receiving State-Approved Vocational & GE-related certificates

• The College has also established institution-set standards for both the number of *certificates awarded* from July 1 through June 30 each year ("duplicated" count) and the number of students attaining certificates during the same period ("unduplicated" count). The approved institution-set standard for the number of certificates awarded is 570 and the approved institution-set standard for the number of students attaining certificates is 522 (as most students only receive one

certificate at a time). The College's current performance level for number of certificates awarded is 884, which meets the minimum performance level set by the standard. The College's current performance level for number of students attaining certificates is 749, which also meets the minimum performance level set by the standard and even exceeds the stretch goal.

Table V-A. Certificates Awarded, 2016-17 to 2020-21
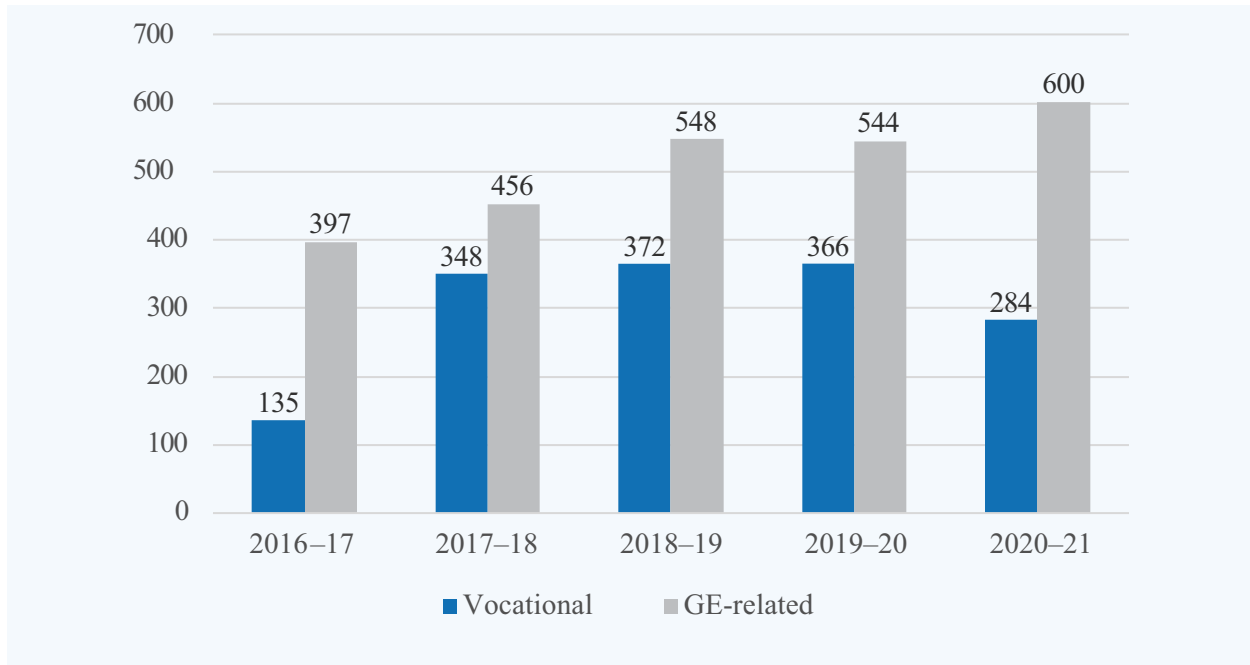
Table III-A. Fall-to-Spring Persistence by Population Group, 2015-16 to 2019-20*

	2016-17	2017-18	2018-19	2019-20	2020-21
Certificates Awarded (duplicated)	532	804	920	910	884
Students Attaining Certificates (unduplicated)	495	648	750	746	749

Table V-C. Students Awarded Certificates by Population Group, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Gender					
Female	73.2%	73.4%	70.5%	67.6%	72.6%
Male	26.8%	26.6%	29.5%	32.4%	27.4%
Ethnicity					
Hispanic	80.9%	72.2%	75.2%	80.0%	79.1%
White	10.7%	13.6%	13.3%	9.3%	8.9%
Asian	4.0%	5.7%	4.5%	4.7%	4.6%
Black	1.7%	1.3%	3.1%	2.0%	2.5%
Multiethnic	0.7%	1.2%	0.5%	1.1%	1.9%
Native American	0.1%	0.3%	0.0%	0.1%	0.2%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.1%
Unknown	1.9%	5.7%	3.4%	2.7%	2.7%

	2016-17	2017-18	2018-19	2019-20	2020-21
Age					
Under 18	3.9%	5.7%	2.7%	0.7%	2.4%
18-21	20.1%	19.4%	19.6%	22.7%	27.8%
22-25	31.7%	27.5%	28.4%	30.5%	27.6%
26-30	16.5%	19.3%	17.5%	19.7%	17.1%
31-40	14.3%	13.9%	16.9%	15.1%	16.0%
41-50	8.7%	8.8%	8.1%	7.8%	5.4%
Over 50	4.8%	5.4%	6.8%	3.4%	3.9%

Table V-D. Vocational Certificates Awarded by Program, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounting	–	2	4	10	10
Biotechnology Lab Assistant	–	14	13	25	3
Biotechnology Research Lab Assistant	–	0	4	7	7
Certified Nurse Assistant & Home Health Aide	16	5	5	3	3
Child Development	18	46	56	44	42
Child Development Core		93	112	85	76
Child Development: Dual Language Learning	2	4	8	9	6
Child Development: Family Child Care	1	1	3	2	4
Child Development: Infant & Toddler	5	9	13	8	10
Child Development: Preschool	19	25	21	25	10
Child Development: School-Age Child Care	1	1	3	4	4
Child Development: Special Needs	5	11	13	25	16
Cloud Computing	–	–	–	1	1
Computer Programmer	–	–	3	2	3
Culinary Arts	19	31	18	23	9
Cyber Security Associate		–	1	4	2
Family Studies	–	0	2	6	6
Full Stack Developer	–		0	0	5
Fundamentals of Medical Billing and Coding	–	7	12	2	7
Gerontology	0	0	1	1	1
Interior Design	1	3	0	6	1
Legal Assisting (Paralegal)	20	28	23	15	17
Microcomputer Applications Manage-ment	2	5	2	1	1
Microcomputer Programming	2	5	2	1	1
Multimedia: Animation and 3D Design	1	3	4	6	1
Multimedia: Graphic and Web Design	4	6	1	4	6
Multimedia: Video Production	1	2	3	3	3
Office Administration	5	–	–	1	
Office Assistant	3	6	2		2
Pharmacy Technician - Basic	–	12	20	17	18
Probation/Correction Officer	0	0	0	0	1
Professional Baking and Patisserie	5	14	16	12	4
Restaurant Management	4	13	6	14	4
Teacher's Assistant	–	–	1	–	–
Teacher's Assistant - Bilin-gual/Bicultural	–	1	–	–	–
Teacher's Assistant - Exceptional Children	1	–	–	–	–
Total Degrees Awarded	**135**	**347**	**372**	**366**	**284**

Table V-D. Vocational Certificates Awarded by Program, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21*
California	63,949	81,069	96,521	100,341	101,466
LACCD	9,100	9,401	10,352	10,481	11,756
Mission	**532**	**795**	**915**	**898**	**872**
City	812	1,019	1,114	1,409	1,718
East	1,478	1,764	1,983	1,782	2,427
Harbor	429	399	649	678	836
Pierce	1,802	1,708	2,030	2,074	1,911
Southwest	311	271	308	358	449
Trade-Tech	1,473	1,381	1,189	1,002	1,106
Valley	1,552	1,239	1,273	1,422	1,476
West	711	825	891	862	961

Note: The data in the table above is from the CCCCO Data Mart and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.
*Data pulled November, 2021

Transfer

Approved Institution-Set Standard: 380
Stretch Goal: 560

- The College's institution-set standard for transfer refers to the total number of students who transfer to California State University (CSU) and University of California (UC) System schools. The approved institution-set standard for the number of students transferring to CSU and UC schools is 380 students. The College's current performance level for this outcome is 495 students, which exceeds the minimum performance level set by the standard. The original stretch goal was to increase transfer 35% by 2022 based on 2016-17, but it appeared unrealistic based on current trends. Thus, the stretch goal was revised to be reached by 2027.

- The College recognizes that transfer rates and transfer time are below the State average and is prioritizing resources to shorten transfer time and increase transfer rates.

Table VI-A. Transfers, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21*
CSU	371	368	340	390	453
UC	44	40	37	43	42
TOTAL	**415**	**408**	**377**	**433**	**495**

Table VI-B. Transfers to CSU by Gender and Ethnicity, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Total	**371**	**368**	**340**	**390**	**453**
Gender					
Female	62.8%	64.1%	67.1%	61.8%	61.8%
Male	37.2%	35.9%	32.9%	38.2%	38.2%
Ethnicity					
Hispanic	72.8%	76.9%	72.1%	75.4%	76.8%
White	6.7%	7.6%	8.8%	10.5%	6.6%
Asian/Pacific Islander	4.9%	3.8%	3.5%	1.8%	4.2%
Black	2.2%	2.2%	1.5%	2.8%	0.9%
Multiethnic	1.6%	0.8%	1.8%	0.5%	0.9%
Native Ameri-can	0.8%	0.0%	0.3%	0.3%	0.2%
Non-US resi-dent	6.7%	7.1%	5.6%	6.2%	5.7%
Unknown	4.3%	1.6%	6.5%	2.6%	4.6%

Table VI-D. State and District Comparison of Six-Year Transfer Rates

	2009-10 Cohort	2010-11 Cohort	2011-12 Cohort	2012-13 Cohort	2013-14 Cohort	2013-14 Rank in LACCD	Com-pared to LACCD Average	Com-pared to CA State Average
California	38.2%	39.5%	39.2%	39.7%	39.6%	–	–	–
LACCD	31.4%	33.7%	32.6%	34.0%	32.9%	–	–	-6.7%
Mission	**25.9%**	**28.4%**	**29.9%**	**30.8%**	**30.5%**	**5**	**-2.3%**	**-9.0%**
City	23.8%	25.9%	26.6%	30.8%	28.6%	6	-4.3%	-11.0%
East	27.8%	33.7%	27.3%	32.7%	30.5%	5	-2.4%	-9.1%
Harbor	26.5%	31.7%	29.7%	31.4%	31.1%	4	-1.8%	-8.5%
Pierce	44.3%	43.9%	44.1%	40.8%	41.1%	1	8.3%	1.6%
Southwest	21.6%	24.2%	27.5%	28.7%	24.1%	7	-8.8%	-15.5%
Trade-Tech	17.4%	18.5%	22.3%	19.0%	15.6%	8	-17.2%	-23.9%
Valley	35.7%	38.2%	36.6%	37.7%	34.4%	2	1.5%	-5.2%
West	25.0%	29.1%	25.2%	28.2%	31.6%	3	-1.2%	-7.9%

Notes: The data in the table above is from the CCCCO Data Mart and may differ from campus-based data reported in other tables due to differing data definitions and time periods. According to CCCCO methodology, a student enters the transfer cohort if by six years after initial enrollment the student has completed twelve credit units and attempted a transfer-level math or English course. The transfer rate is calculated by dividing the number of students with enrollments at a bachelors-granting institution within six years after initial enrollment at the community college by the total size of the Transfer Cohort. For more information on transfer methodology, see: http://datamart.cccco.edu/App_Doc/Transfer%20Cohort%20Methodology.doc C. Organization of the Self-Evaluation Process

C. Organization of the Self-Evaluation Process

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

The ASC oversees and manages the accreditation process. Co-chaired by the ALO and Faculty Accreditation Officer, its members include the College President, the three Vice Presidents, and representatives from all constituent groups on campus. It monitors the preparation of the self-evaluation report (and any other reports required by the ACCJC), identifying responsible parties and creating the timeline for completion.

Accreditation leaders began attending ACCJC trainings in fall 2020. That same semester, ASC reviewed the District's "crosswalk" which divided sections of the ISER into District and College responsibilities, divided Part G into 11 sections, and identified team leads (primarily shared-governance committee chairs and administrators) for each section of parts A-G. The original team leads changed over time as retirements, committee position changes, and other factors dictated. (Note: Standards IVC and IVD were written by District personnel.)

ISER Parts	Responsible party/Team Leads
A & B	Sarah Master (Dean of Institutional Effectiveness)
C, E & F	D'Art Phares (Faculty Accreditation Officer)
G: Standard IA	D'Art Phares (IPC faculty co-chair) Bamdad Samii (CC faculty co-chair)
G: Standard IB	Sarah Master (Dean of Institutional Effectiveness) & Jan Silver (EPC faculty co-chair)
G: Standard IC	Nicole Albo-Lopez/Kimberly Manner/Laura Cantú (VPAA) & Carole Akl (AS President)
G: Standard IIA	Tom Folland (Curriculum vice-chair) & Rita Grigoryan (Curriculum chair)
G: Standard IIB	Kelly Enos (Academic dean) & Al Ybarra (Library department chair & LRC Director)
G: Standard IIC	Larry Resendez (VPSS) & Patricia Rodriguez (SSSC faculty co-chair)
G: Standard IIIA	Ronn Gluck (Administrative Analyst) & Robert Parker (VPAS)
G: Standard IIIB	Ebru Durukan (FPC faculty co-chair) & Andy Good (Director of College Facilities)
G: Standard IIIC	Carlos Gonzalez (CTC admin co-chair) & John Huynh (CTC faculty co-chair)
G: Standard IIID	Robert Parker (VPAS) & Diane Stein (BPC faculty co-chair)
G: Standard IVA	Monte Perez/Armida Ornelas (College President) & Zenaida Barredo (SGOC co-chair)
G: Standard IVB	Monte Perez/Armida Ornelas (College President) & Kelly Enos (Academic Dean)

ASC also created a timeline to guide the creation process which, like the list of team leads, has changed over time:

LOS ANGELES MISSION COLLEGE ACCREDITATION SELF EVALUATION REPORT TIMELINE 2020-2023

Date	Milestone
September 2020 – October 2020	• Establish timeline for writing the report • Create team framework for writing teams • Assignment of Standard Team Leads
October 8, 2020	• ASC meeting
October 16, 2020	• ACCJC Training for writing teams
October 2020	• Team leads establish the writing team for their standard • Team leads establish the meeting schedules for their standard • Begin gathering information and resources • Local campus training for teams
November 12, 2020	• ASC Meeting
December 10, 2020	• ASC Meeting
December 2020	• ASC Meeting • Teams begin writing outline for their standard
January 7, 2021 January 2021	• ASC Meeting • Standard teams continue to meet
February 1, 2021	• First Draft Outline due to ASC from all standard teams
February 11, 2021	• ASC Meeting • Standard Teams begin writing after ASC feedback
March 2021	• Standard Teams continue to meet and collect evidence
March 11, 2021	• ASC Meeting
April 2021	• Standard Teams continue to meet and collect evidence
April 1, 2021	• Second Draft due to ASC from all standard teams
April 8, 2021	• ASC Meeting • Standard Teams continue writing after ASC feedback
May 2021	• Standard Teams continue to meet and collect evidence
May 13, 2021	• ASC Meeting
June 1, 2021	• Third Draft due to ASC from all standard teams
June 10, 2021	• ASC meeting • Standard Teams continue writing after ASC feedback
July 2021	• ASC meeting?
August 2021	• ASC meeting?
September 1, 2021	• Fourth Draft due to ASC from all standard teams
September 9, 2021	• ASC meeting • Standard Teams continue writing after ASC feedback
October 14, 2021	• ASC Meeting
November 1, 2021	• Fifth Draft due to ASC from all standard teams
November 11, 2021	• ASC meeting • Standard Teams continue writing after ASC feedback
December 9, 2021	• ASC meeting
January 13, 2022	• ASC meeting

Date	Milestone
February 2022	• ASC Leadership to work with Graphic Arts • Review and merge standard drafts into one cohesive document
February 10, 2022	• ASC meeting-ASC and Team Leads review document for clarification and accuracy (one voice)
March 2022	• Last changes/additions to the FINAL report • Complete evidence submission/collection • FINAL editing (one voice) • Prepare Self-Evaluation Report for publishing
March 10, 2022	• ASC meeting
April 2022	• Campus Wide vetting of Report • Town Hall • AFT Approval
April 14, 2022	• ASC meeting
May 2022	• Senate approval
May 12, 2022	• ASC meeting
June 2022	• CC approval
June 9, 2022	• District IESS ISER review • ASC meeting
July 2022	• District Board approval
August 1, 2022	• Final report to ACCJC
September 8, 2022	• ASC meeting
October 13, 2022	• Requests from Visitation Team • ASC meeting
November 10, 2022	• ASC meeting
December 8, 2022	• ASC meeting
January 12, 2023	• ASC meeting • Preparation for Team Visit-logistics
February 9, 2023	• Campus wide training in preparation for the Team Visit • Team Visit • ASC meeting
March 9, 2023	• ASC meeting
April 13, 2023	• ASC meeting
May 11, 2023	• ASC meeting

In February 2021, a kick-off meeting was held to which all responsible parties and team leads were invited. At that meeting, ASC leaders reviewed assignments and the timeline, and gave guidelines on evidence identification and collection, writing style protocols, and use of the common documents on the accreditation website. Team leads were instructed to begin seeking

volunteers from administrators/managers, faculty, staff, and students, and to arrange team meetings to begin the evidence-gathering and writing. That process continued through spring 2021 and on into spring 2022. Throughout this process, ASC reviewed drafts, assisted in evidence-gathering, and provided feedback to the writing teams.

To ensure inclusiveness and encourage broad participation, starting in spring 2021 and continuing through spring 2022, the accreditation co-chairs presented regular updates at governance councils and committees, and during Flex Day, the Faculty Accreditation Officer presented a report on the process and progress to the campus, inviting any interested parties to become involved.

In early April 2022, the completed draft of the document was posted for review, with local approval scheduled for May and District approval for June and July 2022.

D. Organizational Information

Interim College President
Armida Ornelas, Ph.D.

Executive Assistant to the President
(Vacant)

Executive Assistant
Oliva Sanchez Ayala

Public Relations Manager
Alejandro Guzman

Sr. Office Assistant
(Vacant)

Graphic Designer
Tyler Staines

LAMC Foundation

Vice President of Academic Affairs
Laura Cantú, Ed.D.

Vice President of Administrative Services
Robert Parker, C.P.A.

Vice President of Student Services
Larry Resendez, Psy.D.

Vice President of Academic Affairs
Laura Cantú, Ed.D.

Administrative Assistant, Academic Affairs

Academic Scheduling

Dean of AMP, BLPS, CFES, CAPs
Marla Uliana

- Arts, Media & Performance
- Business, Law & PublicSafety
- Child, Family & Education Studies
- Child Development Center
- Counseling Instruction
- CTE Committee

Dean of Society, Culture & Communication CAPs
Madelline Hernandez

- Chicano Studies
- Global Languages and Society
- English, Communication Studies, and Journalism
- Social Sciences
- Dual Enrollment

Dean of STEM, Health & Human Performance CAPs
Farisa Morales, Ph.D.

- Health & Human Performance
- Life Sciences
- Mathematics, Computer Science, and Engineering
- Physical Sciences
- NSF Grants
- Professional Development

Dean of Adult Education
Fabiola Mora

- ARCC
- College NOW
- LRC & Library
- Sunland-Tujunga

Institutional Effectiveness Dean
Sara Master, Ph.D.

- Enrollment Management Data
- Integrated Planning
- SLO

- Culinary Arts
- Curriculum

Vice President of Administrative Services
Robert Parker, C.P.A.

Regional IT Manager
Mark Henderson

Sheriff Deputy
Deputy L. Davis

Administrative Assistant, Admin Services
Tara Ward-Thompson

Administrative Analyst, Financial
Thomas Anderson

College Financial Admistrator
Jerry Huang

Administrative Analyst
Ronn Gluck

Facilities Director
Andy Good

Facilities Assistant
Denise Marrin

Supervising Accounting Tech
Zenaida Barredo

Personnel Assistant

Operations Manager
Steve Harvey

General Forman
Don Fleming

Accounting Techs

Payroll Assistant

Custodial Supervisor

Electricians

Cashier

Custodians

Plumber

College Store Manager
Zoila Rodriguez-Doucette

Stock Control Assistant

Maintenance Assistant

Stock Control Assistant

HVACs

Bookstore Buyer

Gardners

Cashier

Groundskeepers

Vice President of Student Services
Larry Resendez, Psy.D.

**Administrative Assistant,
Student Services**
Monica Alfaro

Dean of Student Services
Carlos Gonzalez

Dean of Student Services
Ludi Villegas

Dean of Student Services
Lorena Lopez

Carlos Gonzalez	Ludi Villegas	Lorena Lopez
Athletics	Counseling	Admissions and Records
CALWORKs	DSPS	ASO
Career Education Pathway (Title V HSI)	EOP&S/CARE/CAFYES	Career Center
Dream Resource Center	Foster Kinship Care Education	Center for Wellness/ Student Health Center
Finanical Aid	International Students	College Culture Re-Entry Hub
Outreach and Recruitment	Student Support Services (TRiO)	College Promise
STEM METAS (Title III HSI)	Veterans Resource Center	Transfer Center
Welcome Center	Student Discipline	Ombudsperson

E. Certification of Continued Compliance with Eligibility Requirements

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

LAMC is part of the California Community College system which operates under the California Community Chancellor's Office. The College is authorized to operate by the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. As part of the Los Angeles Community College District, Los Angeles Mission College is governed by a locally elected, seven-member board of trustees.

LAMC is, and has been continuously since its founding in 1975, accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A letter of reaffirmation of accreditation is posted on the College's Accreditation website. (**ER1-01**)

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

LAMC has operated continuously since it was established in 1975. LAMC served a student body of over 9,500 students throughout 2020. (**ER2-01**) The College awarded 1,376 degrees and 1,086 certificates in the 2019-20 academic year. (**ER2-02**) The current catalog and schedule of classes reflect the College's ongoing operation. (**ER2-03**; **ER2-04**)

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers over 50 associate degree programs and over 80 certificates. All associate degree programs are two years in length. (**ER3-01**; See II.A.5 for more on degree programs.) The majority of the College's courses are degree applicable; those that aren't are designated "NDA" in the Catalog. (**ER3-02**) The Catalog lists degrees and course credit requirements (**ER3-03**) and general education courses and requirements. (**ER3-04**)

Many of the certificate programs' requirements also meet requirements for degree programs, so the school does not have data differentiating students in degree programs from those in non-degree programs. Over half of the College's credit students officially state their goal is to transfer to a four-year college or university (**ER3-05**).

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

LAMC's Chief Executive Officer, Dr. Armida Ornelas, was appointed Interim President of LAMC by the LACCD Board of Trustees in the summer of 2021. (**ER4-01**) She reports to the Chancellor and possesses the authority to administer all Board Policies and APs and administer the academic, student service, and administrative operations of the College. Standards IV.B and IV.C detail her responsibilities as the Chief Executive Officer of the College, which is a full-time position in the District. She also serves on the Chancellor's Cabinet and the President's Council. Dr. Ornelas, an employee of the District for 24 years, previously held a position as Vice-President of Instruction at East Los Angeles College. Prior to that she was a tenured faculty member in Political Science. She holds a doctorate from UCLA in Education. (**ER4-02**) Neither Dr. Ornelas nor the District Chancellor serve as chair of the Board of Trustees. (**ER4-03**) Dr. Ornelas was preceded by Dr. Monte Perez, who served as LAMC's President from 2011 to 2021. The College informs the Commission of all Presidential appointments. (**ER4-04**)

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As detailed in Standard III.D.5, the Los Angeles Community College District conducts annual fiscal audits by an external certified public accountant for the District and for each campus. The Board of Trustees reviews these audit reports annually in public sessions and discusses management responses to any exception. The District files audit reports with the Los Angeles County Office of Education, the State Chancellor's Office, and any other public agencies as required. Los Angeles Mission College is not audited as a separate entity. An independent firm conducts audits of the LACCD financial aid programs on an annual basis. The District received an unmodified external audit, with no identified material weaknesses, for 2019-20 (**ER5-01**). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years.

As noted in III.D.15, the District monitors student loan default rates, reports to the USDE, and complies with all federal regulations. The most current official three-year Cohort Default Rate (CDR) for the College is 7.5%. (**ER5-02**) The College ended 2021 with a surplus of $2.8M and expects to run a surplus of at least $1M this year as well. (**ER5-03** – see highlights)

Evidence List

ER1-01_ReaffirmationLetter.pdf

ER2-01_HeadcountTrend.pdf

ER2-02_FromISSReport2020.pdf

ER2-03_Catalog.pdf

ER2-04_2022SpringSchedule.pdf

ER3-01_DegreeProgs.pdf

ER3-02_NDAInCatalog.pdf

ER3-03_DegreesInCatalog.pdf

ER3-04_GEInCatalog.pdf

ER3-05_CreditEdGoalsEmail.pdf

ER4-01_BoardAppoint6-2-21.pdf

ER4-02_President'sSite.pdf

ER4-03_BoardOfTrusteesSite.pdf

ER4-04_ACCJCContactInfo.pdf

ER5-01_FinancialAudit.pdf

ER5-02_CDRReport10.pdf

ER5-03_BPCMinutes11-2-21.pdf

F. Certification of Continued Institutional Compliance with Commission Policies

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

Los Angeles Mission College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College's Accreditation website (accessible via Quicklinks at the bottom of the College's homepage) communicates the College's accreditation status and other information to campus constituencies and the public. The site contains information about the College's current status, past accreditation reports, and correspondence with the ACCJC. Starting in spring 2021, the accreditation site also contained an announcement of the coming site visit and the date of the visitation. Third-party comment is also solicited there and a link is provided to the ACCJC third-party comment form. (**CP1-01**) In addition, a Town Hall is scheduled April 21, 2022 to discuss the accreditation cycle, and in May-July of 2022, the ISER will be presented to various College and District committees for approval, culminating at the Board of Trustees.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has established ISS and stretch goals for the following measures of student retention and achievement: successful course completion, course retention, certificate completion, degree completion, transfer, licensure examination passage rates, and Career and Technical Education (CTE) employment rates. (**CP2-01**) The annual report of ISS data is compiled by the Colleges OIE and analyzed by an AS task force, which then recommends changes for improvement to the AS, CC, and elsewhere. (**CP2-02**; **CP2-03** – see highlights; See **I.B.3** for more information on the ISS process.) The College incorporates aspects of its ISS data in PR, including successful course completion and retention, certificate and degree completion, and (for CTE programs) licensure examination passage rates and employment rates. Programs analyze data, make plans for improvement, and report on plans implemented after prior PRs. (**CP2-04**; See **I.B.5** for more information on the PR process.) ISS data is also used in the College's IP process, both in creating the top-level Goals and Objectives, and in creating the specific Activities intended to promote those goals. (**CP2-05** – see highlights; See **I.B.9** for more information on the IP process)

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

 The College follows Title 5 and the Program Course and Handbook Approval guidelines issued by the California Community Colleges Chancellor's Office as detailed in AP 4020 (Curriculum Development) for processes to develop course and program curricula. (**CP3-01**) AP 4020 and the College's Curriculum approval process (See **II.A.2** for details.) ensure credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes, and fall within normally-accepted standards for higher education. As noted in **II.A.9**, the College does not offer courses based on clock hours. The Catalog lists the number of credits required for each degree and certificate. As required by AP 4100, associate degrees require a minimum of 60 semester credit hours, (**CP3-02**) The Catalog also specifies the fees and tuition associated with the costs of attending the College, including nonresident tuition, information on instructional material fees, and the refund policy. (**CP3-03**) Tuition is consistent across the institution; no programs or courses have special tuition adjustments. (See Standard **I.C.2** for more information.) As explained in Standard **I.C.6**, the College Catalog and college website inform students of tuition and fees.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The institution has District-approved policies to address the transfer of classes to and from other institutions, and these policies and procedures are clearly communicated to students via the District website and in the Catalog. (**CP4-01**; **CP4-02**; **CP4-03**; **CP4-04**; *C***P4-05**; **CP4-06**; See standard **II.A.10** for more information.)

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College does not offer correspondence education. The College offers Distance Education via the District's subscription to the Canvas LMS. Regular and effective contact between DE instructors and students is a required part of DE course design. The DE addendum (required to offer a course online) defines the requirement in terms of hours per unit and requires the instructor to explain how such contact will be maintained. (**CP5-01** – see pages 1-2 and 7-8) The District provides a Canvas lesson explaining the requirement and explaining methodologies that can fulfill it. (**CP5-02**) Faculty evaluations verify that adequate student contact is maintained. (**CP5-03**; **CP5-04** – see highlights p. 3) The College provides comparable learning support services for online students through Canvas. (**CP5-05**) Student support services are also all offered online. (**CP5-06**; See **II.C.1** for full information on student support services.) The College ensures that the student who registers is the same person who participates, completes the course, and receives the credit in compliance with AP 4105 which states "Consistent with federal regulations pertaining

to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit." (**CP5-07**) The authentication process requires students to use their LACCD-issued secure login and personal password on the student portal, PeopleSoft SIS, to access the learning management system Canvas. (**CP5-08**)

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The College details the process for student complaints in the catalog (**CP6-01**) and on the website (**CP6-02**). Students may submit the complaint form online or via mail. (**CP6-03** — see highlights at bottom.) The College's only accrediting or licensing body is the ACCJC, and the Accreditation website (accessible from a link on the homepage) shows the current accreditation status and contains a link to the ACCJC's Third Party Comments site. (**CP1-01**)

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

The primary source of information about LAMC is the Catalog, published each year. The Catalog focuses on educational programs and student services. (**CP7-01**; See I.C.2 for more details on the Catalog contents.) The College ensures that the information in its Catalog about programs and policies is both accurate and appropriate through a rigorous process of checks and reviews. (**CP7-02**; See **I.C.2** for details on the Catalog and its review process.) The Catalog affirms its accuracy and provides information about the College's current accreditation status. (**CP7-03**) The College's recruitment (the Outreach program) is headed by a Student Services Dean (Carlos Gonzalez at this time) and conforms to the ACCJC's Policy on Institutional Advertising, and Student Recruitment.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Consistent with BP 5130, the College follows standard practices with regards to financial responsibility requirements, program record keeping, and accountability in compliance with Title IV. (**CP8-01**) The College's Financial Aid Office complies with FSA audits. (**CP8-02**) The College has not been subject to any findings by the Department of Education. (See **III.D.15** for more information.) The Cohort Default Rate (CDR) for LAMC has remained within the acceptable ranged as defined by Department of Education. No additional efforts beyond standard requirements have been enacted or required. (**CP8-03**) Contracts with third-party servicers that provide services relating to the processing and delivery of federal financial aid are handled through the District's Central Financial Aid Unit (CFAU) as the servicers provide the same

services for all nine campuses and the CFAU. All contracts between the college/district and third-party servicers meet the compliance requirement as the contracts are negotiated and approved by the district office. (See Standard **III.D.16**)

Evidence List

CP1-01_AccreditationSite.pdf

CP2-01_ISSReport.pdf

CP2-02_ISSASReview.pdf

CP2-03_ASMinutes6-3-21.pdf

CP2-04_FromPRAUChDev.pdf

CP2-05_IPProtocol.pdf

CP3-01_AP4020.pdf

CP3-02_AP4100.pdf

CP3-03_FeesInCatalog.pdf

CP4-01_AP4050.pdf

CP4-02_AP4051.pdf

CP4-03_AP4052.pdf

CP4-04_AP4235.pdf

CP4-05_CreditInCatalog.pdf

CP4-06_TransferInCatalog.pdf

CP5-01_DEAddendum.pdf

CP5-02_R&EContactLesson.pdf

CP5-03_DEReviewGuidelines.pdf

CP5-04_FacultyEvalForm.pdf

CP5-05_CanvasSS.pdf

CP5-06_SSOnlineSite.pdf

CP5-07_AP4105.pdf

CP5-08_SISLoginSite.pdf

CP6-01_ComplaintsInCatalog.pdf

CP6-02_ComplaintsSite.pdf

CP6-03_ComplaintFormWeb.pdf

CP7-01_ContentsInCatalog.pdf

CP7-02_CatalogProcess.pdf

CP7-03_AccredInCatalog.pdf

CP8-01_BP5130.pdf

CP8-02_FISAP.pdf

CP8-03_CDRReport.pdf

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
- The College Mission Statement describes the College's broad educational purposes, its intended student population and commitment to student success, as well as the types of credentials it offers. (**IA1-01**; **IA1-02**)

Analysis and Evaluation
The College's Mission Statement includes all required components and is appropriate to an institution of higher learning.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
- The College uses mission-relevant data in many ways to assess its performance, set priorities, and make plans that direct institutional priorities toward meeting students' educational needs.
- ISS are one way this is done. The College annually gathers and reviews data on these metrics, many of which directly reflect accomplishment of the College mission, including Successful Course Completion, Degree Completion, Certificate Completion, Transfers, and Job Placement Rates. (**IA2-01** – see pages 1 ff., 16 ff., and 28 ff.) The data are reviewed and analyzed by a AS task force, which then recommends modifications and activities for improvement as appropriate. (**IA2-02** – see highlights) Task force recommendations are shared with the CoI and EPC for feedback, (**IA2-03** – see highlights; **IA2-04** – see item 4) and they are then presented to the Senate and CC for discussion and approval. (**IA2-05** – see starting bottom of 2nd page; **IA2-06** – see highlights p. 2) The data and resulting conclusions and recommendations are then posted online. (**IA2-07**). (See Standard I.B.3 for more information about the ISS.)

- Another way mission-specific data is used in planning is through the annual ISMP Performance Measures Update. The College compiles data each year detailing its performance on a number of metrics associated with the strategic planning goals and objectives documented in the College's ISMP, and publishes a report showing this. (**IA2-08**) Many of these metrics, like the ISS measures, are directly related to the mission. (**IA2-09** – see highlights p. 1-3) As with the ISS Report, this data is widely reported, analyzed, and used in the College's IP process. (**IA2-10** – see highlights; Sample minutes showing this process: **IA2-11** – see highlights p. 2; **IA2-12** – see highlights p. 2;) Both the ISS report and the ISMP measures are then reviewed and discussed at the annual CC retreat, which the co-chairs of all of the shared governance committees attend. (**IA2-13** – see highlights p. 2-3) They are also distributed to the committees for use in the annual IP process. (**IA2-14**)

- PR incorporates data analysis for a variety of mission-connected measures and uses it to formulate plans for improvements. Academic programs' Annual Updates require programs to analyze trends in enrollment, success, and retention, all of which are disaggregated by ethnicity, age, gender, and time of day/mode of delivery. Academic AUs also include a review and analysis of data on program completions (degrees and certificates) and on SLO and PLO assessments (among other measures), and there is a question about how the program enables the College to fulfill its mission. A new section was also added to the 2021-2022 PRAU screens to further address the areas of diversity, equity, and inclusion, as this is now specifically part of the College's newly-revised mission statement. Based on the data analysis and self-evaluation—including the program's contribution to mission-accomplishment—each program develops plans (objectives) and, where indicated, resource requests, for improvement and to address any issues revealed. (**IA2-15**; **IA2-16**) Similarly, Student Service units' Annual Updates ask them to analyze data derived from student surveys and other sources to assess service units' performance on such mission-relevant Service Area Outcomes (SAOs) as, "The rate at which student-athletes transfer to 4 year universities and maintain a minimum 2.0 GPA will exceed the corresponding rates of non-athletes," and "The number of students completing math classes with a grade of C or better will increase as a result of math tutoring." They also respond to a question that asks about how the program or service enables the College to fulfill its mission, and a new screen was also added to the 2021-2022 that covers the topics of diversity, equity, and inclusion. And, like with the Academic programs, each Student Services program develops plans (objectives) and, where indicated, resource requests, for improvement and to address any issues revealed (**IA2-17** – see highlights; **IA2-18**)

Analysis and Evaluation

The College reports and analyzes mission-relevant data and uses these analyses to set priorities and create plans to improve practices and processes via the ISS and ISMP performance metrics and the College's IP and PR processes.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

- PR ensures that all programs and services align themselves to the mission by requiring academic disciplines and service units to regularly assess how they contribute to the College's fulfillment of mission in PRAUs. (**IA3-01**; **IA3-02**) Based on this—and on analysis of the mission-relevant data discussed in I.A.2 – both academic programs and service units create improvement plans ("Objectives") in PR to improve performance. These Objectives are the heart of program- and unit-level planning at the College. (**IA3-03**; **IA3-04**) At the institutional level, the College's Mission Statement and mission-relevant data from the ISS and ISMP Performance Measures are central in the creation of the College's highest-level planning (ISMP Goals and Objectives). And the Mission Statement, ISMP Goals and Objectives, the ISS Report, and ISMP Performance Measures are all considered in the creation of specific ISMP Activities intended to improve the College's quality and efficiency. (**IA3-05** – see highlights; **IA3-06** – see ISMP Goals p. 12, and Activities pp. 13-19)
- Finally, resource allocation flows from the above processes: PR Objectives and ISMP Activities that require funding are prioritized by BPC and are used to determine the order of resource allocation. (**IA3-07**) (See I.B.9 for full details on resource allocation.)

Analysis and Evaluation

Programs and services are regularly evaluated to ensure alignment with the mission. The mission guides decision-making and planning at both the institutional level in the ISMP and at the program- and unit-levels, via PR. Those plans in turn guide the budget allocation process.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

- The Mission Statement appears in the catalog and on the College website. (**IA1-01**; **IA1-02**)
- The College regularly reviews its mission statement in accordance with its Mission Statement Review process. (**IA1-01**) The last review began in January 2021. (**IA1-02** – see highlights p3) As per the process, the SGOC requested that several committees and campus constituencies examine the Mission Statement and make recommendations to be reviewed by CC during its annual retreat. (**IA4-03**; **IA4-04** –see highlights p2) The CC Retreat took place on August 27, 2021, and after discussion, CC recommended modification of the Mission Statement. (**IA4-05** – see highlights p. 4-5) President Ornelas then hosted a Town Hall on September 14, 2021, to announce and explain the proposed changes and seek feedback and input from students, community, and other stakeholders. (**IA4-06**) President Ornelas announced her approval of the proposed changes at

CC in October 2021, and the new Mission Statement was approved by the District's Board of Trustees in February 2022. (**IA4-07**)

- IPC is currently in the process of reviewing the Mission Statement Review process and considering revisions to improve it. (**IA4-08** – see highlights; **IA4-09** – see highlights)

Analysis and Evaluation

The College's Mission Statement is regularly reviewed and widely published. Changes to the Mission Statement are approved by the Board of Trustees.

Conclusions on Standard I.A: Mission

The College's Mission Statement defines the College's purpose, student population, credential offerings, and commitment to student achievement and success. It is regularly reviewed, Board-approved, and widely published. Programs and services are aligned to the mission, and it informs planning (primarily through the ISMP and PR processes) and resource-allocation.

Improvement Plan(s)

As a result of this accreditation process, and as discussed in I.A.4, IPC is currently working to improve institutional effectiveness by more directly integrating the Mission Statement Review process with the IP process.

Evidence List

IA1-01_MSInCatalog.pdf

IA1-02_MSWeb.pdf

IA2-01_ISS2020.pdf

IA2-02_ISSReviewSummary.pdf

IA2-03_CoIMinutes5-5-21.pdf

IA2-04_EPCMinutes5-17-21.pdf

IA2-05_CCMinutes08-27-21.pdf

IA2-06_ASMinutes6-3-21.pdf

IA2-07_StudentAchieveWeb.pdf

IA2-08_StratPlanningWeb.pdf

IA2-09_ISMPPerforance.pdf

IA2-10_IPProcess.pdf

IA2-11_PDCMinutes11-10-20.pdf

IA2-12_DECMinutes11-10-21.pdf

IA2-13_CCMinutes8-27-21.pdf

IA2-14_ISMPReviewEmail.pdf

IA2-15_FromPRAUMath.pdf

IA2-16_AcadDEIScreen.pdf

IA2-17_SSPRAUExcerpts.pdf

IA2-18_SSDEIScreen.pdf

IA3-01_FromPRAUMath.pdf

IA3-02_FromPRAUCounsel.pdf

IA3-03_FromPRAUChDev.pdf

IA3-04_FromPRAUEOPS.pdf

IA3-05_IPProtocol.pdf

IA3-06_ISMP2019–2024.pdf

IA3-07_BPCAllocationProcess.pdf

IA4-01_MSReviewProcess.pdf

IA4-02_CCMinutes1-21-21.pdf

IA4-03_MSReviewEmail.pdf

IA4-04_CCMinutes3-18-21.pdf

IA4-05_CCMinutes8-27-21.pdf

IA4-06_MSReviewTownHall.pdf

IA4-07_BoardAgenda2-2-22.pdf

IA4-08_IPCMinutes9-27-21.pdf

IA4-09_IPCMinutes11-22-21.pdf

B. Assuring Academic Quality and Institutional Effectiveness

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

- The College's dialogs about outcomes, equity, quality, institutional effectiveness, and student learning and achievement occur in many places through many processes. Such discussions are an integral part the College's central planning processes, the IP process and PR process, form parts of many committees' objectives, and occur frequently in administrative and faculty meetings from the President's Cabinet to the Senate to department and discipline meetings.

  - LAMC routinely engages in dialog, through the ISS process, about student achievement outcomes and their continuous improvement (see I.B.3 for details on the ISS process).

  - The College's IP process involves discussions about all aspects of College operations. (**IB1-01** – see highlights) As part of the planning process, each year the College's "planning committees" (Educational Planning, Student Support Services, Facilities Planning, Technology, Distance Education, Professional Development, and IP) discuss data reflecting broad measures of performance, including the ISMP Performance Measures report (which details performance on many college-wide goals) and the ISS Report (which focuses on student success and achievement outcomes). (**IB1-02** and see I.B.4 for details on IP and the ISMP; Sample minutes showing discussion: **IB1-04**; **IB1-05**; **IB1-06** – see highlights in all) These reports are also discussed at CC's annual retreat (**IB1-07**), and at the AS. (**IB1-08**; **IB1-09** – see highlights in each)

- PR also encourages discussions on a variety of topics, all leading to continuous improvement. Academic PR promotes regular discussions and planning regarding academic quality, while Student Services PR does the same regarding focus on student support; both also promote discussion of and planning for student success and achievement. Both encourage departments or units to internally discuss aspects of outcomes, equity, quality, and continuous improvement of student learning and achievement, and to report out and discuss these topics with the appropriate "validating" committee (EPC for academics; SSSC for services). (See I.B.5 for details on the PR process.) Academic PR's annual updates involve each program's analysis of trends in enrollment, student success and retention (disaggregated), the awarding of certificates and degrees, SLO/PLO assessment, curriculum status, and institutional efficiency. On the student services side, units discuss SAO assessments, service provision (locations, hours, services provided), and quality and accessibility of services. (**IB1-10** – see especially pages 9-29 & 37-38; **IB1-11**– see especially pages 3-4, 14-15, & 23-25)

- Student learning outcomes are the focus of the LOAC. (**IB1-12**; see I.B.2 for complete details on outcomes and LOAC.). Discussions occur in LOAC meetings during cyclical presentations

given by each academic program regarding SLO and PLO assessments and given by each student service unit regarding SAOs. (**IB1-13**; **IB1-14**; **IBI-15** – see highlights; **IBI-16** – see highlights) LOAC also leads campus-wide discussion of SLOs/PLOs/ILOs/SAOs at annual SLO Summits and Fall flex day presentations. (**IB1-17**; **IB1-18**)

- Student equity is regularly discussed in Student Equity Access and Success Committee meetings (**IB1-19** – see highlights p. 1; **IB1-20** & **IB1-21** – see highlights in both), at LOAC Committee meetings (**IB1-22** – see highlights), and in CPRs. (**IB1-23**; **IB1-24** – see highlights in both)

- The Faculty Evaluation process (as defined by the contract) includes a discussion of instructional quality and continuous improvement thereof on an individual basis. (**IB1-25** – see highlights p. 2)

- Discussions about academic quality are central to the work of the CurC (See II.A.2 for details on the Curriculum process.)

- Another important dialog about institutional effectiveness regularly occurs via the SWOT Report process. In the SWOT report process, the College's three VPs—of Academic Affairs, Student Services, and Administrative Services—annually assess their own units and create reports outlining their division's major strengths, weaknesses, opportunities, and threats. These reports are discussed in PROC, common themes are identified, and recommendations for institutional improvements are created based on the analyses. All this is then synthesized into an institutional-level report. (**IB1-26**) The report is discussed at planning committee meetings as part of the IP process. (**IB1-27**; **IB1-28**; **IB1-29** – see highlights in all. See I.B.9 for details of the IP process)

- The institutional effectiveness of the College's shared-governance structure and process is discussed in the College's annual shared-governance review. The SGOC annually requests a report from each shared-governance committee about its accomplishments and challenges during the year, with an eye to the effective functioning of the College's shared-governance process. (**IB1-30**)

- The SWOT reports and the shared-governance review, along with the metrics from the ISS Report and the ISMP Update, are discussed at the CC annual retreat each summer in the context of planning for the coming academic year. (**IB1-31** – see highlights p. 2-4)

- In 2017, the AS created the GPSC, which provides a forum for discussions and planning focused on improving student success and achievement. (**IB1-32**) GPSC and its work groups focus on student success and achievement. For example, GPSC is currently developing PM, forming cross-functional student-success teams, and is discussing establishing a first-year experience program. (**IB1-33**; **IB1-34** – see highlights in both)

Analysis and Evaluation

The College engages in sustained, substantive, and collegial dialog about student outcomes and equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement in myriad ways. The ISS, IP, PR, and SWOT processes provide college-

wide discussions connected to planning that include most of the topics outlined in the standard. Learning and Service Area Outcomes are regularly discussed at LOAC and its summits, and in PRs. Recently, Guided Pathways has become a central location for discussion about continuous improvement of student outcomes and equity. CC and the AS routinely host discussions that cover all of these topics, and their committees (like SEAS and Curriculum) have long been the locations for more topic-specific discussions.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

- Based on a clear, publicized process (**IB2-01**) the College has defined course-level SLOs, degree-and certificate-level PLOs, and institution-level ILOs, and has defined assessment protocols for each. All are under the general oversight of the Senate's LOAC.
- The College's faculty define and assess SLOs for all courses. The Curriculum process ensures that every course has SLOs, and maps to ILOs, in its Course Outline of Record, (**IB2-02** – see highlights p. 10; sample: **IB2-03**) District policy requires SLOs to be listed in all course syllabi. (**IB2-04**; sample: **IB2-05**)
- SLOs are assessed at least every three years on a defined cycle that is reviewed annually. The assessment process includes evaluation of student learning and planning for instructional improvement based on assessment results. Benchmarks for success and assessment rubrics are defined for each SLO. (**IB2-06**) Completion of SLO assessments requires reflecting and reporting on results, the process, and improvements to teaching suggested by the assessment. (**IB2-07**) Regular completion of assessments is monitored via PR and is considered in faculty evaluations.
- Faculty have also defined PLOs for each program, and there are seven ILOs for the institution. PLOs must be included in the curriculum form for each program. (**IB2-08** – see highlight p. 2) PLOs are listed in the catalog and in the online PM software under degrees and certificates. (**IB2-09**; **IB2-10**). ILOs are listed on the College's website and in the Catalog. (**IB2-11**; **IB2-12**)
- PLOs and ILOs are also assessed, at minimum, over a three-year cycle. Authentic ILO assessments have been conducted by special task forces of LOAC that designed the assessments and ensured the assessments were completed, and LOAC evaluated and reported the results. (**IB2-13**; sample: **IB2-14**) With the adoption of a new curriculum and learning outcomes assessment system, eLumen, both PLO and ILO assessments going forward will be able to be completed via roll-up assessments. (eLumen went live for outcomes in January 2022; it is scheduled to go live for curriculum in spring 2022.) Roll-up assessments utilize the "Curriculum Maps" of course SLOs to both PLOs and ILOs in eLumen. (**IB2-15**; **IB2-16**) Starting in Spring 2022, eLumen will provide PLO and ILO assessment reports based on the assessments of the mapped SLOs. (Samples: **IB2-17**; IB2-18 Note that eLumen is being used to report roll-up assessments starting Spring 2022 and these reports reflect the fact that few SLO assessments have yet been entered; this is why the data fields are sparsely populated.)

- In addition, the eLumen system supports disaggregation of outcomes data. Previously, ILO data has been disaggregated, but SLO and PLO data typically has not. The new system will provide outcomes data for all outcomes disaggregated by student groups. The PROC has already requested that the PR system be modified to include discussion of this disaggregated data. (**IB2-19**; **IB2-20** – see highlights in both)
- Service Area Outcomes (SAOs) have been defined for all student and learning support services programs/units and are assessed at least every three years on a defined cycle that is reviewed annually. When creating a SAO, units are asked to specify how the SAO contributes to student learning. (**IB2-21**) SAOs and their assessment results are reported in PRAUs and analysis of the results is used as part of the PR planning process (See details in II.C.2)
- LOAC oversees all learning outcomes assessments, and instructional departments annually submit formal written reports to LOAC that provide summaries of their SLO and PLO assessments and their assessment efforts. In addition, both instructional departments and service units regularly present on their SLO/PLO or SAO assessments to LOAC for discussion and feedback (**IB2-22**; **IB2-23**; **IB2-24**; **IB2-25** – see highlights p. 2; pg2; **IB2-26** – see highlights pp. 1-3) LOAC itself is responsible for conducting ILO assessments and is currently in the process of assessing four of the College's seven ILOs in the Spring 2022 semester using the eLumen roll-up method. (**IB2-27** – see highlights p. 2; **IB2-28** – see highlights pp. 4-5)
- Finally, reflection on outcomes assessment results is part of both academic and student services PR processes: PRAUs require discussion of outcomes assessment (**IB2-29**; **IB2-30**) and every three years, the CPR process generates recommendations connected to student achievement data, outcomes assessments, and evaluation narratives. (Samples: **IB2-31**; **IB2-32**; **IB2-33** – see highlights; **IB2-34** – see highlights)

Analysis and Evaluation

SLOs and PLOs, and their assessments, have been established for all instructional programs. Service Area Outcomes and assessments have been established for all learning support services and student support services. In addition, the College has defined, and regularly assesses, seven Institutional Learning Outcomes. All student learning and service area outcomes are assessed and analyzed on (at minimum) a three-year cycle. Assessments and analyses, along with plans for improvement, are reported in central reporting systems that are monitored by LOAC, and LOAC and the PR process support ongoing improvements in outcomes assessment and attainment.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
- The College has established institution-set standards (ISSs) and "stretch goals" for the following measures of student retention and achievement: successful course completion, course retention, certificate completion, degree completion, transfer, licensure examination passage

rates, and Career and Technical Education (CTE) employment rates, and publishes a report on them annually on the OIE website. (**IB3-01**)

- The College initially set ISSs in 2013 and began setting stretch, or aspirational, goals in 2014. In 2018, the College aligned its stretch goals with the California Community Colleges Chancellor's Office 2017 Vision for Success goals. The ISS metric goals are also aligned with the performance measure goals in the college's ISMP and support the college's mission. (**IB3-02** – see highlights pages 2-3)

- The ISSs are used to gauge the College's performance in terms of attainment of student achievement outcomes, and the stretch goals serve to challenge the College to strive for even greater success. This is achieved via a thorough annual review process. Each year, a task force of the AS, using extensively disaggregated LAMC trend data and comparative State- and District-level data provided by the OIE, evaluates the College's performance on each measure in relation to the ISSs and stretch goals. The task force then issues recommendations regarding the standards and stretch goals themselves, and it also suggests specific actions for continuous improvement in student achievement, and reports its findings to the AS. (**IB3-03**; **IB3-04**)

- The AS task force's conclusions and recommendations are shared with the EPC and CoI for review and feedback prior to submission to the AS for approval. They are also shared at the annual CC retreat, used by the College's planning committees in the College's annual Integrated Planning process, and shared at other venues like the annual Flex Day gathering. (**IB3-05**; **IB3-06**; **IB3-07**; **IB3-08**; **IB3-09**; **IB3-10**) In addition, the College completes and submits ACCJC Annual Reports that document its established ISSs and goals. (**IB3-11**)

- At the program level, academic departments review and assess their achievement data during PR, and compare them to the ISSs and program-level standards where applicable. Disciplines evaluate their levels of performance in relation to student success and achievement metrics, develop strategies and/or interventions for improvement in student outcomes, and assess the effectiveness of any implemented strategies and interventions. (**IB3-12** – see pages 15-34 & 53-58) In addition, job placement updates and discussion of Perkins core indicator metrics also occurs at Career and Workforce Education meetings (**IB3-13** & **IB3-14** – see highlights in both).

Analysis and Evaluation

The College follows a comprehensive process for developing, monitoring, and re-evaluating campus-wide student achievement outcome performance expectations and goals, which are broadly reviewed and regularly used in planning improvements in student success and achievement. A task force of the AS annually analyzes the College's overall performance in relation to the ISSs and stretch goals. The task force's conclusions and recommendations are subsequently shared with the CoI and EPC and are approved by the AS. Furthermore, this information is presented at events like the CC retreat and Flex days, and it is used in institution-wide and program-level planning via the Integrated Planning and PR processes in pursuit of continuous improvement. The ISS data and documentation are posted publicly on the OIE website.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

- The college uses assessment data to drive college planning to improve student learning and student achievement in several ways. One important source of data on student learning and achievement is the College's ISS process. All of the ISS metrics are focused on learning and achievement, are disaggregated in various ways, and are reviewed by an AS task force that makes recommendations based on the data. These recommendations are widely shared and are used in the College's IP process. (See details on the ISS process and data in I.B.3)

- Also at the institutional level, the College has identified key performance metrics reflecting accomplishment of its ISMP Goals and Objectives, metrics that reflect both institutional effectiveness and student learning and achievement, and annually updates data on these metrics; the ISMP Measures reports are also shared widely and are used in each year's IP process. (See details on the ISMP Measures and the IP process in I.B.9)

- At the program/unit levels, the College's primary planning to improve student learning and achievement occurs through PR (See I.B.5 for details on PR). PR includes the analysis of various assessment data (among other things) to drive planning. Academic PRAUs involve analysis of learning outcomes assessment and student success data along with the creation of plans ("Objectives") for improvement. (**IB4-01** – see especially pages 2-29) Student Services PRAUs involve the analysis of Service Area Outcomes (SAO) assessment data, again along with the creation of Objectives for improvement. (**IB4-02** – see especially pages 3-13 and 23-25) Every three years, CPR includes specific questions about how programs/units evaluate if they are meeting their instructional/service area goals and objectives, and what data is used to inform this analysis. (**IB4-03**; **IB4-04** – see highlights p. 2 in both)

- Learning outcomes are also used in program- and unit-level planning. PLO/SLO/SAO assessment data drives instructional changes to improve success and achievement through the various outcomes assessment processes. As detailed in I.B.2 above, programs and units regularly report assessment results and improvement plans at LOAC meetings and in PRAUs. As noted in the bullet above, the CPR process requires departments/units to develop long-term (three-year) plans aligned with (among other things) SLO/PLO/SAO/ILO outcomes assessments. (**IB4-03**; **IB4-04** – see highlights in both)

Analysis and Evaluation

At the institutional-planning level, the IP process relies on ISS and ISMP Performance Metrics data, both of which include student success and achievement data, to shape institutional planning. At the program/unit level, the PR process requires all units to address student achievement and learning outcomes in creating their improvement plans. To further assist programs and units in improving student success, the College's Learning Outcomes processes require learning/service area outcomes assessment data to be analyzed and used in planning improvements, which are reported to LOAC and through the CPR process.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

- On the program- and unit-levels, LAMC assesses its performance in accomplishing its mission and plans for improvement through PR, a comprehensive mechanism to gauge student achievement, evaluate student learning outcomes, assess program/unit effectiveness, and create improvement objectives. PR consists of two types of reports: Annual Updates (PRAUs) and once-every-three-years in-depth comprehensive reports (CPRs); CE programs additionally complete biannual reviews as required by the Perkins Act. AUs are completed using the College's online PR review system; CPRs include an Annual Update and a written report based on a series of questions developed by the committees that review and validate CPRs, the EPC for academic PR and the SSSC for Student Services PR. Both AUs and CPRs involve a process of analysis of both qualitative and quantitative data, self-assessment, and planning. The PR process is detailed in the PR Guide created by the PROC. (**IB5-01**)

- NOTE: This Standard explains the overall PR process with an emphasis on academic PR. For more details on academic PR, see II.A.2; student services PR is detailed in II.C.1.

- PRAU DATA ANALYSIS:
  - The Academic AU process includes analysis by each program of program-specific and institutional data from the District's Student Information System. This data is provided in several areas: enrollment, success, retention, and program completion. Enrollment, success, and retention data is disaggregated by ethnicity, age, gender, and time of day/mode of delivery. All data is reviewed and analyzed. (**IB5-02** – see pages 10-27; **IB5-03** – see pages 9-23)
  - Academic AUs also include a review and analysis of data on the program's curriculum status and its SLO and PLO assessments. The SLO/PLO portion is in alignment with the LOAC's SLO/PLO/ILO assessment process and oversight. (**IB5-02** – see pages 28-33 & 42-43; **IB5-03** – see pages 24-29 & 37-39) Learning outcomes at the course level are directly tied to ILOs which, in turn, are based on the College's Mission. (**IB5-04**) [Similarly, Student Services units are asked to specify how SAOs contribute to student learning, including ILOs if applicable. (**IB5-05**) SAOs and their assessment results are reported in Student Services' PRAUs and analysis of the results is used as part of the PR planning process (See standard II.C.2 for student services PR)]

- PRAU SELF-EVALUATION:
  - Programs not only analyze the data, they also are asked to evaluate their performance. Some of this is imbedded in the data analysis (see pages cited above); other aspects of self-evaluation include questions about how the program enables the College to fulfill its mission,

how facilities and technology are being used to support the program's effectiveness, and any significant events or activities in the State, surrounding community, College, and/or field that may have an impact on the program in the coming year(s). (**IB5-02** – see pages 40-41, 44, 50-51; **IB5-03** – see pages 35-36, 40, 42)

- PRAU PLANNING:
  - Based on the data analysis and self-evaluation—including the program's contribution to mission-accomplishment—each program develops plans (Objectives) and, where indicated, resource requests, to improve student learning and achievement. All planning objectives originating in PR must be linked to at least one of the ISMP goals. (**IB5-02** – see pages 2-9; **IB5-03** – see pages 2-8) Programs are also asked to evaluate their success in meeting previously-identified objectives, identifying completed objectives and evaluating resulting improvements. (**IB5-02** – see pages 45-52; **IB5-03** – see pages 41-44)
  - For CTE programs, the system also incorporates the required biannual Perkins reporting. (**IB5-02** – see pages 53-58)

- CPRs:
  - In addition to PRAUs, all academic programs complete CPRs every three years as seen in the current schedule and listing of past CPRs. (**IB5-06**; **IB5-07**) All CPRs for instructional programs involve completing both that year's AU and an additional written report to the EPC, the committee responsible for evaluating and validating CPRs. The VPAA is an ex-officio member of EPC, as are the Dean of Institutional Effectiveness and another academic dean, ensuring administrative participation in the CPR process. (**IB5-08** – see highlights) CPRs include longer-term (three-year) plans for program development and improvement. Objectives identified in these plans are aligned with the college mission and ISMP goals. The reports also answer a series of questions created by and updated regularly by EPC. The current set of questions includes evaluations of curriculum, scheduling, communication, social media use, DE provisions, departmental morale and participation, and student equity. (**IB5-09** – see highlights; **IB5-10**)
  - EPC forms task forces to review each program's AU and CPR using a validation rubric. (**IB5-11** – see highlights; **IB5-12**) The teams examine both the AU and CPR narratives, discuss their findings with the rest of EPC, and formulate additional questions for programs where further clarification is needed. (**IB5-13** – see highlights)
  - EPC then meets with program faculty to discuss the CPR, hear a presentation from the department, and hear answers to any additional questions. Following the discussion, and based on the review of the AU and CPR and its discussion with the program, EPC formulates a set of commendations and recommendations for that program. (**IB5-14**) The commendations/recommendation are communicated to the program and the recommendations are recorded in the PR system where they become part of future years' PRAUs, in which programs are asked to report back about changes stemming from those recommendations. For example, Physical Sciences received recommendations in its 2018 CPR reading "Continue working on degree and certificate development," and "Review success rates at the course level to direct

resources more effectively." (**IB5-15**) Their responses to these recommendations are detailed in their 2020-21 Annual Update. (**IB5-16** – see highlights)

- In addition to the PR process, evaluation of strategic goals and objectives is a regular part of the SWOT report process (detailed in I.B.1), the ISS process (which includes extensive analysis of disaggregated data, including by program and mode of delivery – see details of this process in I.B.3), and the IP process in general and the annual ISMP Performance Measures report in particular (detailed in I.B.9).

Analysis and Evaluation

The College monitors the fulfillment of its mission in several ways: a PR process that reflects each program's/unit's contribution to accomplishment of the College mission and includes analysis of learning outcome and student achievement data; assessments of SLOs/PLOs/SAOs/ILOs; PROC's annual SWOT report summaries; annual assessments of the College's performance in the ISS process; and the annual evaluation of Goal- and Objective-accomplishment in the IP process.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

- The committee most involved with the Student Equity Plan (SEP) and the College's equity work in general is SEAS. SEAS helps create and implement the Student Equity and Achievement Program (SEAP). (**IB6-01**)

- SEAS assisted the College in revising its SEP in 2019, and it evaluates and updates this plan, noting funding for activities, on an annual basis. The SEP uses disaggregated data to identify LAMC's equity gaps in terms of the student populations disproportionately impacted for each of the metrics (which are related to student access, retention, and success), and it describes the activities that the College is undergoing to help close the identified equity gaps. (**IB6-02**; **IB6-03**; sample update reports: **IB6-04**; **IB6-05**)

- Some of the equity activities that arise through this process are given funding by SEAS. To evaluate those activities' effectiveness, academic programs and student service units receiving Student Equity and Achievement funds are asked to report on the status and success of equity activities annually in PR. (**IB6-06**; **IB6-07** – see Part 4)

- Guided Pathways (GP) is forming Student Support Teams (SSTs) for each Career and Academic Pathway (CAP), and these teams will, going forward, be engaged in a continuous process of analysis and planning to identify and address equity gaps as part of the design recommendations surrounding GP's 4th Pillar, "Ensuring that Learning is Happening with Intentional Outcomes." (**IB6-08**; **IB6-09** – see highlights) CAP teams will use disaggregated data to determine how different students within each CAP perform with reference to certain

milestones and momentum points. As an example, the College, as part of the 2019-24 ISMP, has set a goal of a 95% of students completing a student educational plan. If one of the SSTs finds that only 75% of their CAP's students have completed one, that SST would enter into a 6-step planning process outlined in the CAP SST plan. (**IB6-10**) All proposed interventions (such as publicizing the benefits of completing an SEP) would be the vetted using this process, with only the ones more likely to succeed moving forward.

- Performance gaps in student achievement outcomes for subpopulations of students may also be identified via the analysis of the disaggregated data used in the College's annual ISS review process. Recommendations resulting from this analysis to address these gaps are shared with the campus community and are provided to the College's planning committees for use in the College's annual Integrated Planning process. (see I.B.3 for more information)

- Data on enrollment, success, and retention are disaggregated in the annual Academic PR screens by student age, gender, and ethnicity, and by the time of day/mode of delivery in which the courses are offered. The data are analyzed by each discipline, and objectives and resource requests may be developed based on identified gaps (**IB6-11**).

- As noted above, as part of the CPR process, every three years both academic departments and student service units are asked to explain how they are "addressing student equity/social justice through the use of data and best practices to support the success of all students?" (**IB1-23** & **IB1-24** – see highlights in both)

- A standing agenda item on the LOAC agenda is to discuss "Equity and Assessment," and the LOAC website contains a section with resources for faculty regarding "Equity and Assessment" (**IB6-12** – see highlights; **IB6-13** – see highlights p. 2; **IB6-14**).

- Each of the College's ILOs has in the past been assessed by collecting authentic assessment data that are disaggregated, analyzed, and discussed, and recommendations are made to close identified gaps. For example, based on the College's assessment of its Information Competency ILO conducted in fall 2020, LOAC recommended the formation of a Black student success center, such as an Umoja program (**IB6-15** – see pp. 5-8 and highlights p. 12).

- While ILO data has been disaggregated for analysis (and will continue to be going forward), the College's prior outcomes reporting system did not allow disaggregation of outcomes for SLO/PLO data. With the implementation of the eLumen system for learning outcomes assessment starting in January 2022, analysis of disaggregated SLO and PLO data based on course and student characteristics will become part of the PR process (as detailed in I.B.2), allowing more detailed equity analyses. (Samples: **IB2-17**; **IB2-18**) NOTE: PLO "roll-up" reports in eLumen rely on SLO data and because eLumen has only recently been adopted, few SLO assessments have been entered into the eLumen system, so this report is largely unpopulated. It is included here as an example of how eLumen provides disaggregated data.

- Following President Perez's instructions (**IB6-16** – see highlights p. 2), in 2020 the College

formed a Race, Equity, and Inclusion Task Force (REIT) to explore actions the College could take to better address equity issues. The task force met several times over the next months and a number of actions have been taken based on its work:

- The College developed a formal statement, approved through shared governance, which affirmed the commitment of faculty, staff, and administration to redress institutional racism. A link to the statement was placed on the main page of the College website. (**IB6-17**)

- The College formed the Mission College Umoja Task Force in early 2021, in alignment with recommendations from analysis of the ISS and ILO data showing performance gaps for Black student, to explore the adoption of an Umoja program. The goal of the task force was to prepare and submit an application to the Umoja Community Program, which was done in spring 2021. (**IB6-18**) The application is pending review. (**IB6-19**) If it is approved, we will launch the program in fall 2022 – and we would be invited to participate in a Summer Learning Institute in advance of the formal launch. Space on campus is being identified to house the program. We are currently considering the Campus Center lower level adjacent to ASO as a temporary location with a plan to move the program into the still-under-construction Student Services Building which we anticipate would take place after that building's completion in 2023.

- In fall 2021, the College began an equity-focused "curriculum audit." Instructors who signed up were given a stipend to complete a Canvas course in which they would explore equity issues in education and at the College, and redesign their courses with a focus on equity and cultural sensitivity. (**IB6-20**)

• The College's equity efforts have resulted in the campus being named an "Equity Champion of Higher Education" in 2021 by the Campaign for College Opportunity. (**IB6-21**)

Analysis and Evaluation

The Student Equity, Access, and Success Committee is the primary body that analyzes disaggregated data to identify and remediate equity gaps among students; this analysis and planning forms the basis of the College's Student Equity Plan, and SEAS funds some equity initiatives and analyzes those initiatives' results. In addition, the ISS process identifies performance gaps and makes recommendations to address them, and the recently formed Guided Pathways CAPs teams will also be analyzing disaggregated data to develop action plans to improve equity outcomes. On the program/unit level, the College also disaggregates and evaluates achievement and learning data, identifies achievement gaps, and plans actions to address those gaps as part of the PR (PRAU and CPR) processes. Finally, LOAC already practices analysis of equity issues revealed through outcomes assessment. Equity analyses will be enhanced once SLO and PLO data is disaggregated in the new learning outcomes assessment system, eLumen, after spring 2022.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

- At the District level, review of policies and procedures is covered in IV.C.7.

- The OIE regularly conducts campus-wide faculty/staff and student surveys to assess governance and decision-making processes, institutional effectiveness, campus climate, student needs, and services provided to students, faculty, and staff. (**IB7-01**) The data and survey-results are communicated via the website and used in Student Services PR and elsewhere to evaluate unit and college efficiency. (Example: **IB7-02** – see highlights) These evaluations have led to specific changes in College practices to support continuous improvement. For example, the student complaint system was redesigned, and a more accessible and responsive system was implemented in spring 2021. (**IB7-03** & **IB7-04** – see highlights in both; **IB7-05**)

- At the college level, many campus policies and practices are established and evaluated by the committees established by CC and the AS. As just a few examples:

  ◦ IPC regularly evaluates the College's integrated planning and resource allocation process for its effectiveness, modifying the process as needed. Each year, the committee reviews the previous year's process, solicits suggestions for improvement from the planning committees, and implements changes for improvements where appropriate. (**IB7-06** – see highlights; **IB7-07** – see highlights)

  ◦ PROC establishes, evaluates, and continuously improves and revises the PR policies and practices across the three College divisions. (**IB7-08** – see highlights) Additionally, as part of the Annual Update process, one question specifically solicits feedback and suggestions for improvements regarding the PR process; PROC compiles these, discusses them, and makes improvements to the process where appropriate. (**IB7-09** – see highlights) Finally, the committees which conduct the CPR processes for academic programs and student services units annually review the CPR process, making improvements wherever possible. (**IB7-10** – see highlights; **IB7-11** – see highlights)

  ◦ SGOC annually evaluates the functions of each of the shared governance committees and establishes shared governance policies and practices. At the end of each spring term, each shared governance committee completes an annual self-evaluation form. One question in the evaluation specifically asks the committee for suggestions on how to improve the College's shared governance process. SGOC reviews each committee's self-evaluation and makes recommendations for improvement (**IB7-12**), then reports its findings for discussion at CC. (**IB7-13** – see highlights pages 3-4)

- In one change arising from this accreditation process, and to further enhance review of policies and practices, the ASC proposed in fall 2021 that the AS and CC require each of the committees chartered by them to add a "regular review of policies and procedures under that

committee's purview" to its charter, and both bodies did so. (**IB7-14** – see highlights p. 3; **IB7-15** – see item 10) While many committees' charters already state the institutional policies and practices that they oversee (for example, policies concerning curriculum and related matters by the Curriculum Committee, procedures for evaluating student learning outcomes by the LOAC, and budget allocation and evaluation procedures/policies by the BPC), and these committees do evaluate and improve those policies/practices as part of this oversight, we felt it was important for the charters to also explicitly mention the regular evaluation of these policies and practices. Several committees have already updated their charters to include this addition; for example, LOAC updated its charter to include "annually review the College's learning outcomes procedures and practices for efficiency." (**IB7-16**; **IB7-17**; **IB7-18**; see objectives in all.) Other committees are currently reviewing their charters; all will be completing this process in the months ahead.

- The PR/CPR process requires academic programs and student services units to review and evaluate their policies and practices in a cycle of continuous improvement. (See standard I.B.5 for details on PR)

Analysis and Evaluation

Many policies and practices are decided at the District level. Locally, the process for regularly evaluating institutional practices occurs in two main ways, through the OIE's student- and faculty/staff-surveys, and through reviews conducted by committees responsible for policies and practices that report to CC and AS. In addition, in a change stemming from this process, the College took steps in fall 2021 to make committee-level review of policies for efficiency more regular and complete going forward. Finally, at the program/unit level, the College's PR process requires instructional programs and student and learning support services to evaluate their policies and practices to assure effectiveness in supporting academic quality, student learning and achievement, and accomplishment of the College's mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

- The College leadership regularly disseminates information related to the assessment and evaluation of institutional activities in a variety of ways, including:
  - ISS are one way this is done. The College annually gathers and analyzes data on these metrics which broadly measure student success and achievement and posts the report and data for the public. (**IB8-01**) The data are reviewed and analyzed by an AS task force, which then recommends modifications and activities for improvement as appropriate. (**IB8-02**) Task force recommendations are vetted through CoI and EPC and then taken to AS for discussion and approval. (**IB8-03** – see highlights p. 2) They are then posted online and shared out at Flex Day and the CC Retreat. (**IB8-04**; see also I.B.3 for a more thorough explanation of this process)

- Another way assessment and evaluation data are disseminated is through the ISMP Performance Measures Update. The College compiles data each year showing its performance on the metrics associated with the strategic planning goals documented in the College's ISMP, and publishes a report showing this. (**IB8-05**; **IB8-06**)
- Data in the ISS Report and the ISMP Performance Measures update are both widely reported and discussed. Per the College's IP process (**IB8-07** – see highlights) many committees hear reports on the data and discuss it. (Sample minutes: **IB8-08** ; **IB8-09**; **IB8-10** – see highlights in all, p. 2)
- Each division VP (Academic Affairs, Student Services, and Administrative Services) completes an annual SWOT Report (Strengths//Weaknesses/Opportunities/Threats) detailing major themes found in each division's PRs for that year. The SWOT reports are shared with PROC, which discusses them and synthesizes the information into an institution-level report that contains institution-wide themes and recommendations for improvement. (**IB8-11**)

- Annual CC Retreats review progress reports on ISMP, SWOT, and ISS goals, identify strengths and weaknesses, and prioritize areas of focus for the next academic year which are then shared with the planning committees for use in the ISMP planning cycle. (**IB8-12** – see highlights p. 2).
- The OIE website, which is accessible to the public, collects the above-mentioned reports as well as other assessment and evaluation data. (**IB8-13** – see highlights).
- Assessment and evaluation data collected on learning and service area outcomes assessment and CPR reports and validations are also posted on the College's website (**IB8-14**; **IB8-15**; **IB8-16**).

Analysis and Evaluation

The College broadly communicates the results of all of its assessment and evaluation activities so as to foster ongoing dialog regarding student success and institutional effectiveness among all campus stakeholders and members of the surrounding community. This information is shared through campus events such as Flex Day, committee meetings, faculty and staff retreats, PR reports, the ISMP, and the College website. In addition, one aspect of the QFE project on improving institutional communications will be to consider additional ways to discuss and make intentional use of data from College and District surveys.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
- Many aspects of institutional evaluation and planning—including the creation of the District Strategic Plan, but also involving much of the planning for budget, technology, facilities,

and governance—happen at the District level, and the District's contributions to these areas detailed in Standards III and IV.

- The College's primary planning to improve both institutional effectiveness and academic quality occurs through its comprehensive IP process. The IP process is a campus-wide process that involves institution-level evaluation, short- and long-term planning, and allocation of physical and financial resources. The College's 2016 ISER identified integrated planning as an area needing work in the QFE. Since that time, the IPC was formed to better integrate planning and budget allocation. IPC designed a new process that was implemented in 2018 to create the College's 2019-24 ISMP. (**IB9-01**) IPC has been developing, reviewing, and revising the process since then, resulting in the adoption in November 2021 of the College's current IP protocol. (**IB9-02**; **IB9-03**) The process guides both the creation of a new ISMP and annual reviews and updates to existing ISMPs.

- CREATION OF A NEW ISMP:

  ○ Whenever the District creates a new District Strategic Plan (DSP)—currently on a 5-year cycle (**IB9-04**)—or or when directed to do so by CC, IPC, which includes members representing all campus constituencies, oversees a campus-wide process to create a new ISMP. This process includes reviewing internal and external data reflecting the College's institutional effectiveness, attainment of the College's mission, and student learning and achievement. Data includes the College's ISS measures (Detailed in I.B.3), performance measures of the current ISMP (Detailed in I.B.4), and survey data. After reviewing data and seeking input from all campus constituencies, IPC drafts a set of college-specific, top-level Goals and focused Objectives that form the foundation of a new ISMP. The Goals and Objectives are reviewed by, and submitted for approval to, the AS and CC. CC may also recommend specific Goals or Objectives for emphasis in the coming year. (**IB9-05** – see highlights) The result of this process, completed for the first time in 2019, formed the basis of the College's 2019–2024 ISMP. (**IB9-01** – see pages 5-12)

  ○ The next step in the IP process is to create specific Activities intended to achieve the ISMP Goals and Objectives. The College's "Planning Committees" (Educational Planning, Student Support Services, Distance Education, Professional Development, Technology Planning, and Facilities Planning) consider the ISMP Goals and Objectives, the College's mission, ISS data and recommendations, SWOT analysis recommendations, and performance measures for the current ISMP, and create Activities based around each committee's area of focus. Those Activities, and any associated resource requests, are submitted to IPC, which reviews and revises them, inviting all interested parties to provide feedback. IPC consults with and identifies the parties responsible for each Activity's implementation, estimates on-going and one-time costs (where appropriate), and finally submits the completed Activity list to the AS and CC for approval. (**IB9-01** – see pages 13-19)

  ○ IPC, working with the College's OIE, also develops a set of metrics to assess accomplishment of the College's Goals and Objectives; these form the basis for annual ISMP Performance Measures reports. These measures are widely reported and used to inform both creation of new, and annual updates of existing, ISMPs. (**IB9-06**)

- ANNUAL UPDATES OF EXISTING ISMPs:
  - Once the ISMP is created, IPC oversees an annual review of the ISMP Activities. Each Activity's progress and performance is assessed by the Planning Committee in which it originated, and those committees then report progress to IPC, which in turn reports on the ISMP as a whole at the annual CC Retreat. The Planning Committees may also propose modification of existing and creation of new Activities at this time in light of changing circumstances, new areas of emphasis identified by CC, updated data in the ISMP Performance Measures and ISS reports, and other considerations. IPC will review/revise the newly-proposed Activities and invite comments on them from the campus community. IPC also reconsiders the ISMP's areas of emphasis and may propose changes to them. Finally, new and modified Activities are submitted to the AS, and they propose changes to areas of emphasis for the coming year are submitted to CC for approval. (**IB9-07** – see highlights)
- INTEGRATION OF BUDGET ALLOCATION:
  - The new protocol also establishes that activities arising through either PR or the ISMP processes that include resource requests (human, physical, technological, or other financial) are to be prioritized for budget allocation. The ISMP process has been evolving since 2018; the implementation of integrated budget allocation with planning is the final piece and is part of an actionable improvement plan adopted during this accreditation process.
  - In the new budget allocation process (**IB9-08**) there are tracks for PR funding requests and IP Activity funding requests. Funding requests from PR are prioritized by the appropriate VP (Academic PR by the VPAA; Student Service PR by the VPSS; Administrative Services by the VPAS) assisted by their deans and managers. The prioritization will then be reviewed by the relevant shared governance committee: EPC for academic programs' requests; SSSC for student service units' requests; FPC for Administrative Services. Those committees will provide feedback to the VPs, who will then finalize their prioritizations. As this is happening, funding requests arising through the annual ISMP planning process will be prioritized by IPC. All four prioritized lists shall be forwarded to the BPC for integration and final prioritization. Finally, as funds become available, BPC will monitor funding in order of prioritization.
  - The College is engaging in a trial run of the new process in 2022. Both Academic Affairs and Student Services divisions are currently engaging in a trial run, prioritizing the budgetary requests that have come in each division's PR; those requests, along with the ISMP requests from IPC, will go to BPC in summer 2022 and be integrated into a single master priority list. Administrative Services will be regularly completing PR starting in summer 2022 (**IB9-09** – see item 7) and will join the other two divisions in this process starting in fall 2023. BPC has already revised its charter to include the process and has established criteria for prioritization in the coming cycle (**IB9-10** – see highlights; **IB9-11** – see highlights; **IB9-12**), which it will complete in fall 2022. This trial run involves only Program 100 funds. College leadership will be meeting over summer 2022 to consider how categorical and grant-based funds can also be integrated in the process.

Analysis and Evaluation

The College has a robust program of campus-wide, systematic evaluation and planning. Central to institutional planning is the College's IP process, which brings multiple "planning committees" together each year to review the College's ISMP, analyze data reflecting student learning and achievement and institutional effectiveness, and develop specific plans ("Activities" in the ISMP) for institutional improvement. The process is overseen and coordinated by the IPC. The final steps in the process bring together all budget requests—both those from the IP process and those arising through the department/discipline/service unit-focused PR process (as detailed in I.B.5 and II.C.1) —to create a single prioritized list of requests that are funded, as monies become available in the coming fiscal year. This comprehensive, integrated process addresses fulfillment of the College's mission and the short- and long-term needs of the College for continuous improvement of educational programs and services.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Academic quality and institutional effectiveness are central goals for the College. Dialogs surrounding these topics occur in a variety of venues on a regular basis. Both the learning outcomes assessment process and ISS process provide data on the College's quality of education and institutional effectiveness. SLOs/PLOs and SAOs have been defined for all courses/programs and units and are regularly assessed on a defined cycle. ISSs and stretch-goals have been defined and are re-examined each year and revised as needed; the analysis also leads to plans for improvement. And the College has identified key metrics from its ISMP to further facilitate data-driven analysis; all of these data sources are widely communicated and analyzed each year. So too are the College's policies and procedures. Data from both outcomes assessment and the ISS process are central to the College's PR process. PR involves all academic programs and service units in data-driven analysis, discussion, and planning for improvements based on quality and effectiveness. At the institutional level, the IP process also involves data-driven analysis and planning for improvement using ISS, ISMP, SWOT, and other data. The ISS, PR, and IP processes all measure mission-accomplishment, and PR directly addresses this in its questions. To allow the College to identify and address equity gaps at a more granular level, ISS, PR, SEP, and learning outcomes data are disaggregated and analyzed by student subgroup.

Improvement Plan(s)

As a change arising from this accreditation process, and to further enhance review of policies and practices, the ASC proposed in fall 2021 that the AS and CC require each of the committees chartered by them to add a "regular review of policies and procedures under that committee's purview" to its charter, and both bodies did so. Many committees have already amended their charters; other committees are currently reviewing their charters. All charter changes will be completed in the next few months.

The College has also adopted—and is in the process of a trial run—of an actionable improvement plan to implement improved integration of resource allocation with planning as discussed in I.B.9. The process will integrate planning through both PR and the IP process with budget prioritization and resource allocation.

Evidence List

IB1-01_IPProtocol.pdf

IB1-02_ISMPPerfUpdate.pdf

IB1-03_ISSReport.pdf

IB1-04_DECMinutes11-10-21.pdf

IB1-05_PDCMinutes11-10-20.pdf

IB1-06_IPCMinutes9-28-20.pdf

IB1-07_CCAgenda8-28-20.pdf

IB1-08_ASMinutes6-3-21.pdf

IB1-09_ASMinutes11-5-20.pdf

IB1-10_PRAUMath.pdf

IB1-11_PRAUCounsel.pdf

IB1-12_LOACCharter.pdf

IB1-13_LOACPresentSchedule.pdf

IB1-14_LOACPresentSample.pdf

IB1-15_LOACMinutes9-26-18.pdf

IB1-16_LOACMinutes11-28-18.pdf

IB1-17_LOACSummitList.pdf

IB1-18_SLOsFlexDay.pdf

IB1-19_SEASCharter.pdf

IB1-20_SEASMinutes1.pdf

IB1-21_SEASMinutes2.pdf

IB1-22_LOACMinutes3-24-21.pdf

IB1-23_AcadCPRInstructions.pdf

IB1-24_SSCPRInstruction.pdf

IB1-25_FacultyEvalForm.pdf

IB1-26_SWOTSummary.pdf

IB1-27_PROCMinutes4-21-21.pdf

IB1-28_IPProtocol.pdf

IB1-29_IPInstructionsEmail.pdf

IB1-30_SGOCEvaluation.pdf

IB1-31_CCMinutes8-27-21.pdf

IB1-32_GPSCCharter.pdf

IB1-33_GPSCMinutes9-13-21.pdf

IB1-34_GPSCMinutes10-11-21.pdf

IB2-01_LOACSLOHB.pdf

IB2-02_CORForm.pdf

IB2-03_History001COR.pdf

IB2-04_SyllabusChecklist.pdf

IB2-05_History001Syllabus.pdf

IB2-06_SLOIneLumen.pdf

IB2-07_eLumenReflection.pdf

IB2-08_NewProgForm.pdf

IB2-09_SamplePLOsInCatalog.pdf

IB2-10_SamplePLOsInPM.pdf

IB2-11_ILOsWeb.pdf

IB2-12_ILOsInCatalog.pdf

IB2-13_ILOAssessments.pdf

IB2-14_InfoCompILOReport.pdf

IB2-15_CurrMapSLOPLO.pdf

IB2-16_CurrMapSLOILO.pdf

IB2-17_EnglishAAPLOReport.pdf

IB2-18_EnglishILOReport.pdf

IB2-19_PRSLOQuestions.pdf

IB2-20_PRUpdateEmail.pdf

IB2-21_PRAUSOAScreen.pdf

IB2-22_LOACDeptReportsWeb.pdf

IB2-23_LOACDeptSchedule.pdf

IB2-24_LOACDeptReport.pdf

IB2-25_LOACMinutes9-26-18.pdf

IB2-26_LOACMinutes11-28-18.pdf

IB2-27_LOACCharter.pdf

IB2-28_LOACMinutes2-23-22.pdf

IB2-29_SLOsInPRAUChDev.pdf

IB2-30_SLOsinPRAUCounsel.pdf

IB2-31_CPRRecsClnArt2018.pdf

IB2-32_CPRRecsChicano2019.pdf

IB2-33_CPRRecsFinAid2021.pdf

IB2-34_CPRRecsEOP&S2021.pdf

IB3-01_ISSReport.pdf

IB3-02_ISMPPerfUpdate.pdf

IB3-03_ISSASReview2021.pdf

IB3-04_ISSASReview2022.pdf

IB3-05_EPCMinutes5-17-21.pdf

IB3-06_CoIMinutes5-5-21.pdf

IB3-07_CCMinutes8-27-21.pdf

IB3-08_ASMinutes6-3-21.pdf

IB3-09_IPReviewEmail.pdf

IB3-10_FlexDayISSReport.pdf

IB3-11_ACCJCAnnualReport.pdf

IB3-12_PRAUChDev2020-21.pdf

IB3-13_CEMtgNotes1.pdf

IB3-14_CEMtgNotes2.pdf

IB4-01_PRAUMath.pdf

IB4-02_PRAUCounsel.pdf

IB4-03_AcadCPRInstructions.pdf

IB4-04_SSCPRInstructions.pdf

IB5-01_PRGuide.pdf

IB5-02_PRAUChDev.pdf

IB5-03_PRAUMath.pdf

IB5-04_BiotechSLOsToILOs.pdf

IB5-05_PRAUSOAScreen.pdf

IB5-06_AcadCPRCycle.pdf

IB5-07_CPRDocuments.pdf

IB5-08_EPCCharter.pdf

IB5-09_AcadCPRInstructions.pdf

IB5-10_CPRCFSNarrative.pdf

IB5-11_EPCMinutes12-8-20.pdf

IB5-12_AcadCPRValidRubric.pdf

IB5-13_EPCMinutes3-1-21.pdf

IB5-14_EPCMinutes4-19-21.pdf

IB5-15_CPRRecsPhysSc.pdf

IB5-16_FromPRAUPhysSc.pdf

IB6-01_SEASCharter.pdf

IB6-02_SEP201922.pdf

IB6-03_SEPExecSumm.pdf

IB6-04_SEAReport1.pdf

IB6-05_SEAReport2.pdf

IB6-06_FromPRAUFinAid.pdf

IB6-07_FromPRAUVRC.pdf

IB6-08_CAPTeamEmail.pdf

IB6-09_4thPillarNotes.pdf

IB6-10_CAPTeamPlan.pdf

IB6-11_FromPRAUMath.pdf

IB6-12_SampleLOACAgenda.pdf

IB6-13_SampleLOACMinutes.pdf

IB6-14_EquityandAssessWeb.pdf

IB6-15_InfoCompILOReport.pdf

IB6-16_CCMinutes7-16-20.pdf

IB6-17_InclusionStatement.pdf

IB6-18_UmojaApp2-2-21.pdf

IB6-19_UmojaAppEmail.pdf

IB6-20_EquityAuditCanvas.pdf

IB6-21_EquityChampion.pdf

IB7-01_SurveysSite.pdf

IB7-02_FromPRAUCounsel.pdf

IB7-03_ASCMinutes11-12-20.pdf

IB7-04_ASCMinutes3-11-21.pdf

IB7-05_StudentComplaintSite.pdf

IB7-06_IPProtocol.pdf

IB7-07_IPCMinutes6-1-20.pdf

IB7-08_PROCCharter.pdf

IB7-09_PROCMinutes11-17-21.pdf

IB7-10_SSSCMinutes10-14-21.pdf

IB7-11_EPCMinutes10-18-21.pdf

IB7-12_SGOCAnnualSelfEval.pdf

IB7-13_CCMinutes8-27-21.pdf

IB7-14_CCMinutes9-16-21.pdf

IB7-15_ASMinutes11-4-21.pdf

IB7-16_LOACCharter.pdf

IB7-17_ASCCharter.pdf

IB7-18_IPCCharter.pdf

IB8-01_ISSReportsWeb.pdf

IB8-02_ISSASSummary.pdf

IB8-03_ASMinutes6-3-21.pdf

IB8-04_StudentAchievement.pdf

IB8-05_StrategicPlanning.pdf

IB8-06_ISMPPerfUpdate.pdf

IB8-07_IPProtocol.pdf

IB8-08_DECMinutes11-10-21.pdf

IB8-09_PDCMinutes11-10-20.pdf

IB8-10_IPCMinutes9-28-20.pdf

IB8-11_VPSWOTSummary.pdf

IB8-12_CCMinutes8-27-21.pdf

IB8-13_OIESite.pdf

IB8-14_LOACAllDocuments.pdf

IB8-15_AcadPRDocuments.pdf

IB8-16_SSPRDocuments.pdf

IB9-01_ISMP2019–2024.pdf

IB9-02_CC111821.pdf

IB9-03_IPProtocol1121.pdf

IB9-04_DSP.pdf

IB9-05_IPProtocol.pdf

IB9-06_ISMPPerfUpdate.pdf

IB9-07_IPProtocol.pdf

IB9-08_BPCAllocationProcess.pdf

IB9-09_PROCMinutes2-17-21.pdf

IB9-10_BPCReport12721.pdf

IB9-11_BPCCharter.pdf

IB9-12_BPCPrioritizationRubric.pdf

C. Institutional Integrity

NOTE: A list of abbreviations used and explanations for each can be found in the [Appendix](#).

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

- The two primary ways the College shares information with students and the public are via the Catalog and the College website. The College assures clarity, accuracy, and integrity in Catalog information via the Catalog review process, detailed in I.C.2 below.

- The College is in the process of a major restructuring of the website. Until early 2021, the College maintained its own independent website, but at the start of that year, the District began a process to create common wireframes for all 9 colleges (to make all campus websites more easily navigable by employees, student, and the public) and house and maintain them at a central location. While the wireframes will be common and the host site will be centralized, each college will maintain control of its own content. Phase 1 of the process began in January 2021 when all college committee sites were moved to a District SharePoint site and removed from the College's (lamission.edu) site. Content on the SharePoint site that is not public-facing has been set to allow employee-only access. Phase 2 of the process involves a survey and clean-up of all college websites prior to migrating content to the District-maintained sites. The College initiated a review in September 2021 of all remaining web pages to determine which needed to be migrated and to ensure ADA compliance on anything that was moved. All college content-managers were required to review all pages for accuracy and currency and submit lists indicating what should be preserved, what could be eliminated, and what met ADA compliance. The transition of remaining content to the District's wireframe is scheduled to occur in fall 2022. (**IC1-01** – see highlights)

  ○ To ensure greater accuracy and integrity going forward, ASC recommended that protocols to regularly review the College's website be adopted. Both bodies issued instructions to their committees (and, in CC, to the President's Office, Academic Affairs, Administrative Services, and Student Services divisions) to initiate regular reviews of the web pages under their control. (**IC1-02** – see highlights p. 2; **IC1-03** – see item 10) Committees were also instructed to review and update their charters to reflect this responsibility. These changes are currently underway in the various committees and will be completed in the spring 2022 semester, and regular reviews will begin after the transition to the new District site. (**IC1-04**; **IC1-05**) Ensuring accuracy in the website will also be an item specifically addressed in the QFE project for improving institutional communications.

- Information about student success and achievement is reviewed and updated annually and reported in the ISS report on the College's OIE website. (See I.B.3 for the ISS process; **IC1-06**; **IC1-07**)
- Learning Outcomes appear in several places on the College website and in the Catalog:
  - SLOs are currently listed on the "Course SLOs" page of the College website. (**IC1-08**) Once eLumen goes live (eta January 2022) the COR will be available to the public via eLumen, and all SLOs will be listed there.
  - PLOs are listed in the Catalog and on the PM website (**IC1-09**; **IC1-10** PM)
  - ILOs are listed in the College Catalog and on the College's LOAC website (**IC1-11**; **IC1-12**)
- Current accreditation status and communications with ACCJC are posted on the Accreditation website under the oversight of the College's ALO. (**IC1-13**)

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students and the public in a variety of ways. Information in the College Catalog and Catalog Addenda is regularly reviewed for accuracy through the Catalog process. Student achievement data is regularly reviewed and posted for the public via the ISS process; Learning Outcomes are posted in the Catalog and online, and the Accreditation website shows current accreditation status and other information. As noted above, the College has already taken steps to insure regular review of its web pages. As details about the division of authority over the website become more clear in the coming year, assuring accuracy and integrity among the all the College's publications will be one of the projects specifically addressed in the QFE project on improving communications.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

- Current College catalog (published annually) and catalog addenda (published as needed), as well as archived catalogs and catalog addenda, can be readily found on the college website (**IC2-01**) The Catalog process ensures that all information is accurate, precise, and current and describes the frequency for catalog publication and process for dissemination in the Catalog process. The College Catalog includes information on educational programs and student support services. (**IC2-02** – see highlights) The catalog is updated annually, and each section therein is reviewed for accuracy by the appropriate parties, corrected as needed, and reviewed again. (**IC2-03**; **IC2-04**; **IC2-05**; **IC2-06**). The following required information appears in the Catalog (**IC2-07**) on the pages listed:
  - Institution's Name, Address, Telephone Number, and Website Address: p. 2
  - Educational Mission: pp. 11-12
  - Representation of accredited status with ACCJC and programmatic accreditors if any: p. 6

- Program and Degree Offerings: pp. 15-74
- Course Offerings: pp. 75-136
- Learning Outcomes for Programs and Degrees: pp. 15-74
- Academic Calendar and Program Length: pp. 3-4
- Academic Freedom Statement: p. 183
- Available Student Financial Aid: pp. 151-155
- Available Learning Resources: pp. 148-160
- Names and Degrees of Administrators and Faculty: p. 3, pp; 206-209
- Names of Governing Board Members: p. 3
- Requirements Admissions: p. 137
- Student Tuition, Fees, and Other Financial Obligations: pp. 144-146
- Degrees, Certificates, Graduation and Transfer: pp. 195-199; pp. 202-203
- Major Policies and Procedures Affecting Students Academic Regulations: pp. 178-180
- Nondiscrimination and Sexual Harassment: pp. 182-183
- Acceptance and Transfer of Credits, Transcripts: pp. 202-205; p. 174
- Grievance and Complaint Procedures: pp. 176-177
- Refund of Fees: p.144

Analysis and Evaluation

LAMC provides an online Catalog (and Catalog Addenda when needed) which are accessible to all interested parties on the College's Schedule and Catalog website. There is a documented process of review to ensure accuracy before publication. The Catalog presents accurate and current information for all required elements listed in "Catalog Requirements."

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

- The OIE website is the repository for the majority of LAMC's publicly-accessible data on student achievement and learning. (**IC3-01**) It contains annually updated:
  - ISS Reports which detail a wide array of disaggregated student success and achievement data;
  - Transfer-rate information;
  - Employment outcomes and licensure exam pass rates for CE programs; and
  - Reports on ILO assessments (updated each time one is assessed).
- Internally, ISS Reports are analyzed and discussed at EPC, CoI, AS, CC and elsewhere. (**IB3-05**; **IB3-06**; **IB3-07**; **IB3-08**; **IB3-09**; **IB3-10**; See I.B.3 for details on the ISS process.)

- ILO data and reports are presented and reviewed internally at publicly-accessible LOAC meetings and at the annual Learning Outcomes summit. (**IC3-02** – see highlights; **IC3-03**)
- Annual Department SLO/PLO Reports are posted and are publicly available on the LOAC website. (Website: **IC3-04**; Sample report: **IC3-05**)
- Assessment of student learning and evaluation of student achievement are also integral parts of our PR process, and CPR reports showing the data are publicly posted on the EPC and SSSC websites for all of the College's programs. (**IC3-06**; **IC3-07**)
- The College's progress on the performance metrics included in its ISMP is annually updated. These performance reports are widely shared and are used to inform both creation of new, and annual updates of existing, ISMPs. This information is also posted publicly on the College's website. (**IC3-08**; **IC3-09**; **IC3-10**)

Analysis and Evaluation

A wide variety of student achievement and learning data is published on the publicly-available OIE and LOAC websites. The data is updated regularly, and some data is disaggregated by student characteristics. In addition, all CPRs are posted publicly, as are the annual update reports regarding the College's progress on its ISMP performance measures. Analysis of student achievement and learning data occurs on a regular basis in a variety of venues.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
- Information about degree and certificate purpose, content, course requirements and electives, and expected learning outcomes is found under the various Pathways in the Catalog. Information about course pre-requisites, co-requisites, and advisories is found under "Course Descriptions" in the catalog. (**IC2-07** – see pp. 16-70 and pp. 71-129) The information can also be found in the PM website. (**IC4-01**)

Analysis and Evaluation

The college describes its certificates and degrees in an accurate and clear form. The purpose, content, course requirements, and expected learning outcomes for each program are described in the College Catalog and PM.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
- District-level policy review is detailed in Standard IV.
- As detailed in I.C.2, the Catalog is reviewed for accuracy and currency each year prior to publication.

- As detailed in I.C.1, the College has instituted a thorough review of its website, with changes expected going forward as the website becomes hosted by the District.

- Policy and procedure review is conducted by the committees overseeing those areas. For example, as shown in their charters and minutes, PROC develops and reviews PR policies and procedures and IPC develops and reviews the College's integrated planning policies and procedures. (**IC5-01**; **IC5-02**; **IC5-03**; **IC5-04**; see highlights in all) While some committees regularly agendize and evaluate policies, others do this in an ad hoc way, reviewing and amending policies as issues arise. During this accreditation process, ASC requested that review of policies and procedures be strengthened by making a regular review of policies, procedures, and committee websites explicit in all committee charters. CC and the AS agreed, and in fall 2021 directed all of their committees to amend their charters to reflect that. (**IC-05**; **IC5-06** – see highlights in both) Committees are in the process of amending their charters at this time, and will conduct reviews going forward. Ensuring integrity in policies, procedures, and publications will also be an item specifically addressed in the QFE project for improving institutional communications.

Analysis and Evaluation

The Catalog is reviewed each year prior to publication, As detailed in I.C..1, the website has recently been thoroughly reviewed.

As noted above the College has already taken steps to insure regular review of its policies, procedures, and web pages. Additionally, assuring accuracy and integrity among the all the College's communications will be one of the projects addressed in the QFE project on improving communications.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

- The College has no classes that require additional fees. Tuition and other related fees are the same for all courses and are published in the Catalog as well as posted on the Business Office website. (**IC6-01**; **IC6-02**)

- The Financial Aid Office website maintains a publicly accessible Net Price Calculator tool to estimate the total cost of education. (**IC6-03**)

- The cost of textbooks and other instructional materials for each course are available on the College Bookstore website. (**IC6-04**)

- Sections that use OER materials, Low Cost, or Zero-Textbook Cost are designated as such in the online Student Information System. (**IC6-05**)

Analysis and Evaluation

The College accurately informs current and prospective students of all tuition, fees, textbooks, instructional materials, and other required expenses. The College provides resources for estimating the total cost of education. These information resources are publicly accessible.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

- BP 4030 establishes that academic freedom is a right enjoyed by all members of the Los Angeles Community College District community: faculty (tenured, non-tenured, and adjunct), students, staff, and administration. (**IC7-01**)
- The College's Code of Conduct defines responsibilities for all District employees, including integrity and honesty. (**IC7-02**) The AS Faculty Ethics statement says: "As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." Both the Code of Conduct and the AS Faculty Ethics Statement are published in the Catalog (**IC7-03**) and on the website (**IC7-04**; **IC7-05**)
- Article 4 of the 2020-23 LA College Faculty Guild collective bargaining agreement ensures the rights of faculty to freely pursue knowledge and "guarantee[s] the freedom of learning to the students." (**IC7-06**)

Analysis and Evaluation

LAMC has clear policies on academic freedom and responsibility for its constituents. They are published on the District's BoardDocs site, in the College Catalog, and in the collective bargaining agreement.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

- For students, the District's BP 5500 sets standards of student conduct that include student behavior and academic honesty. (**IC8-01**) The College's expectations for student behavior and consequences for violations are also published in the Catalog. (**IC8-02**)
- The College's Code of Conduct defines responsibilities for all College employees. Among its requirements are integrity, honesty, collegiality, and respect. In addition, the AS Ethics Statement requires honesty and integrity from faculty. (**IC7-03**)

- To authenticate Distance Education students, Canvas requires login using student ID numbers for each online session. (**IC8-03**)

Analysis and Evaluation

The institution has Board-approved policies on student academic dishonesty and behavior, faculty's responsibility regarding academic dishonesty, and a Code of Conduct that applies to all College employees.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

- The College's AS Faculty Ethics statement (published in the Catalog and posted on the AS's website) includes expectations for "critical self-discipline and judgment" and "intellectual honesty" in transmitting knowledge and requires faculty to uphold "the best scholarly standards of their discipline" and "to exercise critical self-discipline and judgement in…transmitting knowledge." (**IC9-01** – see especially items 1 &2)
- LAMC Faculty evaluations include items ensuring that "course content is…appropriate" and that it conforms to "standards set by the discipline." (**IC9-02**)
- Student Evaluation Form enables face-to-face and distance education students to report a faculty member's ability to present fair and objective course content through the specific question asking if "instruction relates to the course objectives" and "the instructor creates an environment in which it is safe to…express opinions, which differ from those of the faculty member." (**IC9-03**)

Analysis and Evaluation

The AS Faculty Ethics Statements and Faculty 1521 Contract make clear faculty's obligation to present data and information fairly and objectively. The evaluation process ensures that this is being done.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

- Los Angeles Mission College is recognized as a public institution of higher education and as such, is precluded from requiring conformity with any codes of conduct other than those published in the College catalog and prohibited from instilling specific beliefs or world views.

Analysis and Evaluation

This Standard does not apply to Los Angeles Mission College.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

• Los Angeles Mission College does not operate outside of the United States.

Analysis and Evaluation

This Standard does not apply to Los Angeles Mission College.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

• LAMC's publicly available Accreditation website demonstrates the College's consistent adherence to these standards through its continuous Accredited status since its first accreditation cycle in 1975. The website also contains links to correspondence with the ACCJC, the College's Reports, information about the upcoming peer review, and solicitation of third-party comment with a link to the ACCJC's third-party comment form. (**IC12-01** – see highlights) Accreditation material prior to 1995 is held in the LAMC Library.

Analysis and Evaluation

The College discloses all necessary information and complies with all ACCJC requirements. When directed by the Commission, the College takes all necessary actions to comply.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

• The College demonstrates honesty and integrity in its relationships with numerous federal, state, and local agencies by reporting to these agencies in a timely and accurate manner. Some of these agencies include the California Community College Chancellor's Office, the U.S. Department of Education, and grant agencies. The College also complies with state and federal accountability requirements for Career Technical Education (CTE) programs.

• The College submits annual reports on EOPS, DSPS, Financial Aid, CTE, and other categorical programs to state and federal agencies. (**IC13-01**; **IC13-02**; **IC13-03**; **IC13-04**; **IC13-05**;

IC13-06) The College also submits all required federal and state reports on financial aid and related services (Samples: **IC13-07**; **IC13-08**; **IC13-09**)

- The ACCJC is the only agency that accredits the College; no programs are accredited through other agencies.
- Students, employees, and the general public are informed of the accreditation status of the College through the College catalog and website. ACCJC accreditation status, the College's reports to the ACCJC, and our correspondence from ACCJC are posted there. (**IC1-13**)

Analysis and Evaluation

The College demonstrates honesty and integrity in its compliance with all regulations and statutes, describes itself accurately to all accreditation agencies, and communicates any changes in its accredited status to all.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

- Los Angeles Mission College is a not-for-profit institution without a parent organization or external interests.

Analysis and Evaluation

This Standard does not apply to Los Angeles Mission College.

Conclusions on Standard I.C: Institutional Integrity

The integrity of policies, procedures, and publications is ensured by processes of regular review and evaluation. District and campus standards establish clear expectations of honest, ethical, and fair behavior. The College deals ethically with other institutions and external agencies and complies with all accreditation standards and other authorities' rules.

Improvement Plan(s)

As a result of this accreditation process, and to improve the review of policies, procedures, and publications for accuracy and consistency, CC and the AS have directed all committees, the President's Office, and the Academic Affairs, Administrative Services, and Student Services divisions to regularly review policies, procedures, and the portions of the website under their purview and control. The changes to committee charters are under way, and the reviews will be completed in the coming year.

In addition, further ensuring the accuracy and integrity of policies, procedures, and publications will be an issue specifically addressed in the QFE project on improving institutional communications.

Evidence List

IC1-01_CTCnotes11421.pdf

IC1-02_CCMinutes9-16-21.pdf

IC1-03_ASMinutes11-4-21.pdf

IC1-04_IPCMinutes10-25-21.pdf

IC1-05_ASCMinutes12-9-21.pdf

IC1-06_ISS2020.pdf

IC1-07_StudentAchieveSite.pdf

IC1-08_CourseSLOsSite.pdf

IC1-09_PLOsInCatalog.pdf

IC1-10_PLOsOnPM.pdf

IC1-11_ILOsInCatalog.pdf

IC1-12_ILOsOnLOACSite.pdf

IC1-13_AccreditationSite.pdf

IC2-01_CatalogLinks.pdf

IC2-02_ContentsCatalog.pdf

IC2-03_CatalogProcess.pdf

IC2-04_CatalogReviewEmail.pdf

IC2-05_CatalogReviewEmails.pdf

IC2-06_CatalogReviewEmails2.pdf

IC2-07_Catalog.pdf

IC3-01_StudentAchieveSite.pdf

IC3-02_LOACMinutesSpring21.pdf

IC3-03_SLOSummitAgenda.pdf

IC3-04_LOACReports.pdf

IC3-05_SampleDeptReport.pdf

IC3-06_EPC-PRDocs.pdf

IC3-07_SSSC-PRDocs.pdf

IC3-08_ISMPUpdate2021.pdf

IC3-09_CCMinutes8-27-21.pdf

IC3-10_StratPlanningSite.pdf

IC4-01_DegreesInPM.pdf

IC5-01_PROCCharter.pdf

IC5-02_PROCMinutes11-18-20.pdf

IC5-03_IPCCharter.pdf

IC5-04_IPCMinutes4-26-21.pdf

IC5-05_CCMinutes9-16-21.pdf

IC5-06_ASMinutes11-4-21.pdf

IC6-01_FeesInCatalog.pdf

IC6-02_StudentFeesSite.pdf

IC6-03_NetPriceCalculator.pdf

IC6-04_BookstoreSite.pdf

IC6-05_ZTCInSIS.pdf

IC7-01_BP4030.pdf

IC7-02_CodeOfConduct.pdf

IC7-03_EthicsInCatalog.pdf

IC7-04_CCProtocols.pdf

IC7-05_ASDocuments.pdf

IC7-06_FromFacultyContract.pdf

IC8-01_BP5500.pdf

IC8-02_StudentConductCatalog.pdf

IC8-03_CanvasLogin.pdf

IC9-01_FacultyEthics.pdf

IC9-02_FromFacultyContract1.pdf

IC9-03_FromFacultyContract2.pdf

IC12-01_AccreditationSite.pdf

IC13-01_EOPSEndOfYearReport.pdf

IC13-02_DSPSEndOfYearReport.pdf

IC13-03_FISAP.pdf

IC13-04_PPA.pdf

IC13-05_CPSAssessment.pdf

IC13-06_PerkinsReport.pdf

IC13-07_GPAnnualReport.pdf

IC13-08_ECARreporttoUSDE.pdf

IC13-09_SEP201922.pdf

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.

A. Instructional Programs

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

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

- The College's Mission Statement includes provision of "programs in basic skills, general education, career technical education, and for transfer." (**IIA1-01** – see highlights) All programs and courses offered fall into one or more of these categories and thus align with the mission. Both the Program Viability Review Committee (which reviews new and modified programs) and the CurC verify that programs align with the College's mission. (**IIA1-02**; **IIA1-03** – see highlights in both)
- All programs and courses are verified by discipline faculty to comply with Title 5's standards for community college curriculum, go through a rigorous curriculum committee review process to ensure they are appropriate for post-secondary education detailed in II.A.2), and (except for Skill Certificates) are approved by the state's Chancellor's Office. All course outlines include SLOs and ILOs, and all programs include PLOs. (Program samples: **IIA1-04**, **IIA1-05** – see highlights p. 2 in both; Course samples: **IIA1-06**, **IIA1-07**, & **IIA1-08** – see SLO section page 4 in all; **IIA1-09**; **IIA1-10**)
- The Catalog and the PM website list program descriptions for all programs. These descriptions detail expected program learning outcomes and list all degrees and certificates that can be earned. (**IIA1-11**; **IIA1-12**)
- The College offers over 50 Associate degrees and roughly one hundred certificates. In the 2020-21 academic year, the College awarded 1,548 degrees and 844 state-approved certificates. (See **Table IV-A** in the Introduction)

Analysis and Evaluation

All the college's instructional programs are consistent with the institution's mission, are appropriate for higher education, and culminate in student attainment of clearly listed student learning outcomes and achievement of degrees, certificates, employment or transfer.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

- Faculty are central to developing courses and programs to ensure they meet accepted standards, remain current, and promote student success. Faculty create courses and programs through the curriculum development process as required by Title 5. District policy recognizes this and requires courses and programs to meet accepted academic and professional standards and expectations as delineated in LACCD Administrative Policies 4022 (courses) and 4023 (programs). (**IIA2-01** – see highlights pp. 1, 2, and 4; **IIA2-02** – see highlights pp. 1 and 3)

- Courses and programs must be approved through the Curriculum approval process. (**IIA2-03**; **IIA2-04**; **IIA2-05**)

  ○ New course and program proposals are created by discipline faculty. (**IIA2-06**; **IIA2-07**) Submissions are then reviewed by the CurC which is comprised of faculty. (**IIA2-08** – see highlights)

  ○ New CTE programs (and updates) must meet additional requirements, including establishment of an Advisory Committee, Labor Market Information data, and regional consortium approval. (**IIA2-09** – see highlights p. 4)

  ○ Both courses and programs then undergo a Tech Review process. Each submission is sent to the SLO Coordinator, the Curriculum Dean, the DE Coordinator (if a DE course) and several other CurC members. (**IIA2-10**) These people review the submissions using agreed upon standards and may suggest changes. (**IIA2-11**)

  ○ For new (or updates to) courses, if the faculty originator believes the course qualifies for listing as General Education (including CSU and IGETC), the originator consults with the Articulation Officer; they review the course material and learning outcomes, consult similar classes in the District (because maintaining consistent articulation across the District is critical), and decide whether the course qualifies.

  ○ Once approved by Curriculum, courses and programs must then be approved by the AS, which is comprised entirely of faculty. (**IIA2-12** – see highlights p. 2) The final step is submission for approval by the State Chancellor's Office. (**IIA2-13**; **IIA2-14**)

- As further evidence that course content and methods of instruction meet accepted academic and professional standards of higher education, most of the College's courses transfer to CSUs and/or UC's as seen in course listings in the Catalog. (**IIA2-15** – see highlights)

- The College regularly monitors, assesses, and improves the College's programs, including noncredit and CTE and regardless of delivery mode, through PR. The college's PR process is consistently followed for all programs, regardless of the type of program (collegiate, developmental, etc.) or mode of delivery. PR consists of two parts: a yearly Annual Update (PRAU) and, once every three years, a CPR (See I.B.5 for details on the PR process)

  - PRAUs consist of a lengthy online report which includes descriptions of the program, how the program contributes to accomplishment of the College mission, and analyses of student achievement data including enrollment, successful course completion and retention, and degree/certificate completions. Programs also analyze assessment of student learning outcomes, explaining changes planned to improve learning, and evaluating the impact of those changes already implemented. (**IIA2-16** – see Enrollment pp. 10-14, Success and Retention pp. 15-23, Awards pp. 24-27, SLO Assessments pp. 28-33; **IIA2-17** – see Enrollment pp. 9-12, Success and Retention pp. 13-20, Awards pp. 21-23, SLO Assessments pp. 24-29) AUs are reviewed by the program's Area Dean who communicates with the VPAA and discipline faculty as needed. (NOTE: SLO assessments form an important part of PR, but the SLO assessment process involves more than just that. The SLO process as a whole is detailed in I.B.2)

  - Every three years, programs undergo CPRs. (**IIA2-18**; **IIA2-19**), which include an Annual Update and a set of additional questions to be answered by program faculty addressing issues of relevancy and currency, and assessment of student learning among other things. Each department also lays out a longer-term (3-year) plan for improvement of its programs. (**IIA2-20**; **IIA2-21**; **IIA2-22**)

  - EPC is specifically tasked with the oversight and validation of the CPR process for all instructional programs. (**IIA2-23** – see highlights) EPC forms teams that review each program's AU and CPR and evaluate them using a common rubric. (**IIA2-24**; **IIA2-25**) Each team's review is discussed in committee, and the committee may then ask the program further questions based on the review. (**IIA2-26**; **IIA2-27** – see items 6 & 7) The program then meets with EPC to discuss the program's report, provide a departmental presentation, and answer any additional questions. (**IIA2-28** – see highlights) EPC then provides feedback in the form of written Recommendations and Commendations for program improvement. (**IIA2-29**) These recommendations are posted on EPC's website and logged into the PR system to become part of future PRAUs. As ex officio members of EPC, the VPAA and Dean of Institutional Effectiveness participate in all CPRs; area deans frequently attend as well.

  - Finally, planning for program improvement is an integral part of both PRAUs and CPR. As discussed above, programs develop objectives—and where appropriate, resource requests—in both PRAUs and CPRs. (**IIA2-30**; **IIA2-31** – see highlights) Resource requests created in PR are incorporated into the College's institutional planning process. (**IIA2-32**)

- Successive PRs document program improvements that have resulted from CPR recommendations and planning objectives from AUs and CPRs. (**IIA2-33**; **IIA2-34**)
- EPC is also tasked with evaluating and improving the Academic PR process as a whole. These minutes show that committee reviewing and revising the questions/instructions to chairs for this round of CPR. (**IIA2-35**)

Analysis and Evaluation

Through the processes for curriculum development and review and PR, the College ensures that the content and methods of instruction meet accepted academic and professional standards and expectations, and that an ongoing program of improvement to instructional courses and programs is in place. The PR process itself undergoes continuous review and revision for improvement to support program and discipline needs and student success.

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 LAMC Curriculum process ensures that all LAMC courses, programs, certificates, and degrees have established learning outcomes. Learning outcomes are identified by discipline faculty and must be included in the Program Narrative (for programs) and in the Course Outline of Record (for courses) to be approved by the CurC; compliance with this is verified in the Curriculum Tech Review process, which all courses must undergo. (Program samples: **IIA3-01**; **IIA3-02**; **IIA3-03** – see highlights p. 2 in all; Course samples: **IIA3-04**; **IIA3-05**; and **IIA3-06** – see SLO section p. 4 in all; **IIA3-07** – see highlight) During Curriculum review, the SLO Coordinator—who sits on the CurC—ensures that SLOs and PLOs are reviewed for appropriateness and that they are properly mapped to ILOs. (**IIA3-08** – see highlights p. 2)
- The Learning Outcome assessment process is outlined in the SLO handbook. (**IIA3-09** – see pp. 4-12) The assessment cycle was established by LOAC. LOAC recommends that each learning outcome is assessed at least once every three years. Each semester the SLO Coordinator works with Department Chairs to review and plan course SLO and program PLO assessments. (**IIA3-10**). The assessment status for every SLO within the program is included in its PR annual update and is reviewed as part of the PRAU. (**IIA3-11**) Finally, each year all Department Chairs report on the status and results of their SLO and PLO assessments, and these reports are posted on the LOAC website (**IIA3-12**; **IIA3-13**; **IIA3-14**).
- The LOAC committee regularly establishes task forces to assess the College's Institutional Learning Outcomes. (**IIA3-15** – see highlight p. 2; **IIA3-16**)

- All course syllabi list the current SLOs, (**IIA3-17**; **IIA3-18**; **IIA3-19**; **IIA3-20**) as required by District and College policy (**IIA3-21**; **IIA3-22**) and verified by department chairs both semester-by-semester and as reflected in faculty evaluations. (**IIA3-23**; **IIA3-24**; **IIA3-25** – see highlight)

Analysis and Evaluation

The college has established clear procedures for assessing, documenting, and distributing learning outcomes for all approved courses, programs, certificates and degrees. Institutional procedures ensure that course outlines and syllabi include learning outcomes and that syllabi are distributed to students in every class.

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

- Criteria and processes guiding decision-making regarding all educational offerings—including pre-collegiate level curriculum—are outlined in District APs 4022 (courses) and 4023 (programs). (See II.A.2's first bullet for more details.) Within those guidelines, College decisions about whether to offer pre-collegiate courses are made initially in consultations between the discipline and administrators.
- Pre-collegiate courses are distinguished from college level offerings in the curriculum approval process (**IIA4-01** – see highlights p. 3), and in the College Catalog they are designated noncredit or NDA (non-degree applicable). (**IIA4-02** – see highlights). Currently the College only offers pre-collegiate courses in Adult Education, ESL, and math.
- Adult Education noncredit courses are offered through the Academic Readiness, Career & Community (ARCC) Institute. Adult Education courses offer students four types of skills development courses: pre-collegiate basic skills that prepare students for college level academics and GED completion; digital literacy skills that prepare students for both college and work; skills to prepare for the Naturalization Interview and Citizenship test; and short-term career/vocational education for employment opportunities. To support students in learning the skills they need, the ARCC Institute uses multiple measures to advise students regarding self-placement into pre-collegiate, noncredit courses in Basic Skills, ESL Civics, and Vocational Education, including:
  - remote onboarding orientation meetings with staff offered in English and Spanish to support students in identifying the courses that relate to their goals and current level of academic readiness. (**IIA4-03**; **IIA4-04**; **IIA4-05**)
  - the Comprehensive Adult Student Assessment System (CASAS) appraisal and its related benchmarks for easy course-level identification to guide students with several options during onboarding session with a noncredit counselor. (**IIA4-06**)

- collaboration with, and training for Counseling and ESL faculty in developing guided self-placement and mirrored courses to reach more students who may not complete the ARCC orientations. (**IIA4-07**; **IIA4-08**)
- offering a 9-hour onboarding course called BSICSKLL 075CE: Introduction to Post-Secondary Education in which faculty clarify the students' options and their connections to credit pathways. This course is offered over one week as part of a summer bridge strategy for College Promise students at the end of which students meet with a counselor to complete an Abbreviated Educational Plan. In Summer 2019, over 400 students enrolled in this course. (**IIA4-09**)

- English, ESL, and mathematics now utilize Multiple Measures as the primary method of placement, as required by law, and are reducing or eliminating their pre-collegiate courses.
  - The English, Communication Studies, and Journalism department no longer offers pre-collegiate courses.
  - The Global Languages & Society department offers ESL noncredit courses in a strategic matriculation pattern that aligns the progression of learning to support students moving into credit ESL courses and ultimately, English and transfer options. (**IIA4-10**; purple are outside the pathway, green are pre-collegiate leading to orange college-level courses and English 101)
  - In math, after researching and experimenting with various approaches, (**IIA4-11**) the discipline created several noncredit Academic Preparation classes to provide optional assistance for students. (**IIA4-12**) These courses are designed to offer support for specific college-level courses and are intended to be taken concurrently with those courses. Otherwise, math has only two pre-collegiate courses, Math 115 and 121, and these are only offered at dual-enrollment high schools requesting those courses. NOTE: Math 105, 110, 112, and the 123 series are old pre-collegiate courses; they are listed in the current catalog but are scheduled to be archived by the end of spring 2022.
- Course numbering protocols have been adopted by the ESL and Math departments in consultation with the CurC chair to indicate the level of courses: in Math for example, 100-series indicates pre-collegiate level courses, and 200-series college-level courses. (**IIA4-13**)
- As detailed in II.A.2, decisions about the adoption of online/hybrid instruction are made on a course-by-course basis via the Curriculum review process. To qualify for DE approval, instructors file a DE Addendum which goes through the CurC's tech review process.

Analysis and Evaluation

Guided by District rules, the College has processes that determine which pre-collegiate courses to offer, clearly distinguishes them in the catalog, and numbers them in a way to help students identify them. The bulk of the pre-collegiate courses are in Adult Education, and that department carefully guides students to the classes they need based on the students' goals and its detailed guided self-placement process. The only other pre-collegiate courses offered are in ESL and math. The ESL courses provide a clearly-defined sequence to support those students who wish to

transition from ESL to college-level English and other classes. Math (other than a few classes it provides at local high schools when requested) offers only a series of optional non-credit classes designed to provide additional support for students enrolled in college-level math courses.

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 baccalaureate level. (ER 12)

Evidence of Meeting the Standard

- The District has instructed each college's curriculum process to ensure adherence to higher education practices. (**IIA5-01** – see highlights) As specified in II.A.2, all degrees and programs undergo a development process that guarantees they follow practices common to higher education, including adherence to Title 5 and the Community College Chancellor's Office guidelines, and gain approval through the local curriculum program approval process. This includes approval of all programs by the Board of Trustees. (**IIA5-02** – see highlights) The CurC also follows the guidelines in the California Community Colleges Chancellor's Office's Program and Course Approval Handbook which ensures that all degrees and programs conform to common American higher education standards, including appropriate length, breadth, and etc. (**IIA5-03**; **IIA5-04**).
- The College conforms to AP 4100 which specifies requirements for AA degrees, including the minimum-of 60 semester units. (**IIA5-05** – see highlights) The LAMC Catalog affirms this requirement in its section on degree requirements, (**IIA5-06** – see highlights) and the Curriculum approval process maintains this standard. (**IIA5-07** – see highlight)

Analysis and Evaluation

Academic standards at LAMC are clearly aligned with common practices in higher education and ensure that degrees awarded meet the 60-unit threshold. The College has appropriate administrative procedures, and the CurC follows state level guidelines to ensure appropriate rigor, length, and units earned for degrees awarded. (ER 12)

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 offers courses in a pattern that allows day, evening, and online students to work rapidly through their programs, to facilitate rapid completion of degrees and certificates. (**IIA6-01** – see highlights) Scheduling is drafted by program experts—department chairs with

the help of discipline faculty—to meet these guidelines. Administrators then review the schedule, discussing it with chairs where needed. (**IIA6 -02**; **IIA6-03**; **IIA6-04** – see highlights in all)

- To facilitate the College's scheduling in alignment with student needs and program pathways, the College's programs have each created patterns of course offerings to allow students to progress quickly to completion. This is reflected in the course sequencing maps in PM, which shows pathways to certificates, degrees, and transfers designed to allow students to complete programs within a reasonable period of time. For example, all degree programs can be completed in two years. (**IIA6-05** – see page 6)

- The College's courses are scheduled in various modalities, such as morning, evening, weekend, online, and in varying lengths (16/12/8/5/4-week sessions) to meet the students' needs and ensure timely completion. (**IIA6-06**).

- Academic PR assesses enrollment and success data for different schedules and delivery modes disaggregated by ethnicity, age, and gender. Programs are asked to explain trends and use the data to plan future offerings. (**IIA6-07**)

- To ensure rapid completion of programs, the institution analyzes time-to-completion data in academic PR and institutional evaluation, and considers this information in its institutional planning.

  - The metrics examined in the ISS process include Six-Year Transfer Rates (p. 26) and other measures connected to time-to-completion such as Successful Course Completion (p. 1 ff.), Course Retention (p. 8 ff.), and Average Number of Units Accumulated by All First Time Associate Degree Earners (p. 20). (**IIA6-08**)

  - Academic CPR question 2 specifically asks "Do the curriculum and scheduling of courses in your discipline provide a coherent sequential path in which your students' goals of transfer, graduation, and certificate completion can be realized in a timely manner? Please explain what data you use and how you make these evaluations." (**IIA6-09** – see highlights p. 2; **IIA6-10**)

Analysis and Evaluation

The College schedules courses in response to student needs and to facilitate rapid completion of degrees, certificates, and transfer. Mission College uses data gathered from CPR to evaluate scheduling and guide departments in order assess its success in these areas.

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 regularly assesses student needs in a variety of ways and, wherever feasible, disaggregates data for subpopulations to better understand student needs and to identify equity gaps.

- As detailed in I.B.5 and I.B.6, PR assesses enrollment, success, and retention for different schedules and delivery modes, all disaggregated by ethnicity, age, and gender. Programs are asked to analyze the data and make plans to address equity gaps. (**IIA7-01**)

- As detailed in I.B.3, ISS data measuring a several aspects of student success and achievement is disaggregated for equity analysis. This information is used by IPC and planning committees to shape the College's integrated strategic planning. (**IIA6-08**; **IIA7-02** – see highlights)

- Student surveys are regularly conducted by both the District and the College in an attempt to determine student needs, evaluate how effectively the College is responding to them, and guide the College in improving its delivery modes, teaching methodologies, and learning support services. (**IIA7-03** – see highlights; **IIA7-04**)

- SLO assessment data (which will be disaggregated by the new eLumen system after January 2022 to allow equity consideration) is routinely analyzed and used to plan methodological changes as is reflected in regular assessment reports to the LOAC. (**IIA3-14**)

- To support broad access, multiple delivery modes, including face-to-face, hybrid, and DE classes, are offered in a variety of term-lengths. (**IIA7-05**) To assess the demand for differing delivery modes and adjust scheduling accordingly, enrollment data is monitored and reported daily (samples: **IIA7-06**; **IIA7-07**), and class schedules are adjusted accordingly.

- Improving teaching methodologies and practices are central goals for the campus and the District as a whole, and it is promoted in several ways.

  - For example, the new faculty contract makes participating in cultural-responsiveness training on a regular basis part of faculty evaluations. (**IIA7-08** – see highlights)

  - Another way of promoting effective methodologies is via the professional development lessons offered by LAMC and its sister colleges, many of which focus on teaching methodologies and/or equity. (**IIA7-09**; **IIA7-10**; **IIA7-11**)

  - Discussions of methodologies also often happen during department/discipline meetings. (samples: **IIA7-12**; **IIA7-13**; **IIA7 -14** – see highlights in all)

  - To make the development of improved teaching methodologies based on learning assessment results more explicit, PROC will be adding questions to future PRAUs. (**IIA7-15** – see highlights)

  - As an example of discipline-specific teaching methodologies to support diverse students, Child Development offers bilingual courses in Spanish/English (**IIA7-16** – see highlights).

- As detailed in II.A.2, in order for a course to be offered in DE mode, faculty must submit a DE Addendum explaining why the course is suitable for that mode and detailing methodologies that will be used there. The DE Addenda must be reviewed and approved by the CurC and the AS. PR verifies the suitability of DE mode by disaggregating success and retention data by mode and requiring analysis of any performance gaps. (**IIA7-17**)

- As detailed in II.C.3, learning support services seek to provide equitable services in all modes and locations. Support services are now offered both online and in-person, with many services also available via email and phone. Tutoring is offered free and to promote equity is prioritized

in gateway courses in math and English (to help low-performing students meet minimum requirements) and in other high-enrollment courses (to best meet student needs).

- The most obvious example of the College adjusting delivery modes, teaching methodologies and learning support services to students' needs is the rapid pivot to online education and services necessitated by the pandemic in 2020. In mid-spring 2020, LAMC (along with many schools nationwide) shifted virtually every course online, quickly adopting emergency online approaches and rapidly training teachers in the use of Zoom technology so that students could finish the semester. By fall 2020, the school had established ways for learning support services to move online and had trained many of its instructors in basic DE methodologies, resulting in a full year of almost-wholly online education and services. (**IIA7-18**; **IIA7-19**). We can also see the College's attempts to meet the needs of diverse students in the District's survey of student regarding their transition to online classes. (**IIA7-20**) The results of that survey showed that about as many students preferred in-person as preferred online classes. This guided the District and the College in its carefully planned re-introduction of in-person classes starting in fall 2021. (**IIA7-21**; **IIA7-22** – see highlights)

- Finally, equity has long been a goal for the College, and this has only become more important in the last two years. We can see this emphasis in several ways.
  - The College's Student Equity Plan (SEP), reviewed by the State Chancellor's Office, identifies achievement gaps across various student groups and proposes strategies to target disproportionately impacted (DI) populations (**IIA7-23**)
  - As noted above, many professional development lessons have a focus on equity, often via more equitable teaching methodologies, as evidenced by these trainings listed on the Vision Resource Center website ns this email from LAMC's Professional Development chair. (**IIA7-10**; **IIA7-11**)
  - The College has also established a Racial Equity and Inclusion Task Force, whose goal is to "examine how systemic racism influences the institution as a whole – faculty, staff, and students – and to address its root causes and wide-reaching effects by applying principles of social justice and by promoting diversity, equity, and inclusion." (**IIA7-24**)
  - One example of recent activities in the pursuit of equity is our Eagles Early Enrollment events (EEE). The EEE are in-person, wrap-around events that promote equitable access by providing personal assistance to students in the form of financial aid application support, admissions assistance, and counseling appointments. Because many of our student are low-income, EEE also offers financial support mechanisms that aid in basic needs: technology scholarships, bookstore grants, and gift cards redeemable at Smart and Final grocery stores. The events are in-person to address issues of accessibility to the internet that many of our lower-income students face. (**IIA7-25**)
  - Another example of the College's equity efforts is an increase in certain support services. Given the pandemic's impact on students' lives, LAMC has expanded mental and social services on campus. The Center for Wellness gives referrals to students for housing, food, transportation and mental health support provided by our partners Luminarias Institute

along with Care Solace. (**IIA7-26**) The College has worked for several years with the ASO to sponsor a Foodbank for students facing food insecurity. It closed during the pandemic's shutdown of the campus but has recently reopened. (**IIA7-27**) And the college has been providing emergency grants, scholarships, and technology (Chromebook) to assist students who are having difficulty with their pandemic-related education. (**IIA7-28**; **IIA7-29**)

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. Delivery modalities are routinely evaluated and improved to adapt to the changing needs of 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 College partners with local high schools to offer college level courses that meet the needs of their students. The Learning Resource Center provides students with technical, practical and social support. Individual departments, such as Child Development and Chicano Studies, offer discipline-specific support and culturally diverse experiences for students. Guided Pathways provides concrete options for students to reach their goals within an achievable timeframe.

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

- The only common exam given is a common final examination for Statistics, provided by the textbook publisher (Pearson). The test consists of a subset of textbook problems that were assigned by all instructors over the course of the class. The exam is auto-graded by the publisher's website, eliminating any chance of instructor bias.
- Direct assessment of prior learning is done via the College's Credit-by-Examination process and is offered by several programs. (**IIA8-01**) To award credit-by-exam, programs must receive approval from the CurC. (**IIA8-02**).
- The College's CurC has clear structures in place to determine pre-requisite criteria and to ensure their consistent application through a review process at both the department level and at the CurC itself. The Curriculum Prerequisite Addendum requires that disciplines verify that the skills and knowledge acquired in the proposed prerequisite course are needed for student success in succeeding courses. (**IIA8-03** – see highlights p. 2; **IIA8-04** – see highlights)

Analysis and Evaluation

LAMC administers only one common final examination, an exam provided by and graded by the publisher's website. Credit-by-exam and prerequisites must be approved by the CurC which validates the appropriateness of such practices.

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. (ER 10)

Evidence of Meeting the Standard

- Grades are defined by District policy and delineated in the Catalog. (**IIA9-01**; **IIA9-02** – see highlighted sections) Course-credit is based on students' demonstration of achieving learning outcomes. Course-level outcomes (SLOs) and sample assignments linked to them are part of all CORs. (**IIA9-03** – see highlights pp. 11-12; **IIA9 04** @ – see highlights p. 4; **IIA9-05** – see highlights p. 4) Some instructors already explicitly link assignments to SLOs. (**IIA9-06**; **IIA9-07**). As a result of researching this standard, in Spring 2022, LOAC will be discussing initiating a campus-wide policy to encourage making such links explicit in course assignments in a more systematic way.

- Degree- and certificate-credit is based directly on the completion of course credits. (**IIA9-08**) But because course-level SLOs align with degree- and certificate- PLOs, the awarding of degrees and certificates is also based on the achievement of learning outcomes. The link between SLOs and PLOs is made explicit in the "Curriculum Maps" used in the roll-up assessment process for PLOs being implemented in the new eLumen curriculum and learning outcome system. (sample: **IIA9-09**; For full details about the learning outcomes assessment process see I.B.2)

- The Curriculum review process assures that course outlines state minimum hours of work and that units of credit awarded are consistent with accepted norms in higher education. (**IIA9-10** – see highlighted sections p. 6) The College does not offer courses based on clock hours.

Analysis and Evaluation

Course assignments map to course SLOs, ensuring that course credit is based on student achievement of learning outcomes. The course-level SLOs map to program-level PLOs ensuring that degrees and certificates reflect learning outcome achievement. The Curriculum process ensures clock-to-credit-hour conversion based on state and federal standards.

10. The institution 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. (ER 10)

Evidence of Meeting the Standard

- The institution has District-approved policies to address the transfer of classes to other institutions, and these policies and procedures are clearly communicated to students in the Catalog. Many courses are part of the Course Identification Numbering System (C-ID) which assures that courses bearing the same C-ID number are comparable in the entire California Community College system and are designed to be transferable to any CSU and UC. (**IIA10-01**; **IIA10-02**) The Catalog also explains policies regarding the transfer of credits from other institutions and via other means. (**IIA10-03**)

- Rules regarding the evaluation and acceptance of external coursework are established by the District. (**IIA10-04**; **IIA10-05**) Evaluation of transfer credits from other institutions for applicability to our program requirements is performed by the Articulation Officer and discipline faculty. evaluate coursework. These evaluations are typically initiated by counseling faculty during their meetings with students. The counseling faculty forward the evaluation request to the faculty Articulation Officer; the Articulation officer approves of those courses that articulate and consults with discipline faculty wherever articulation is unclear, using District evaluation forms and guidelines. (**IIA10-06**; **IIA10-07**; **IIA10-08**) Learning outcomes for the courses in question are a central part of the evaluation.

- Transfer policies are also delineated in articulation agreements with the CSU and UC systems and with other institutions where patterns of students' enrollment have been identified. (**IIA10-09**) These agreements are available at the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST.org) website. Our articulation officer is a voting member of the CurC and there is a standing agenda item for the officer's report at every meeting. (sample agendas: **IIA10-10**; **IIA10-11**)

- While the Catalog does explain transfer policies, the website is not user-friendly in this regard. To further strengthen the College's communication of transfer policies, clearer explanations of transfer will be a topic specifically addressed in the QFE project on institutional communications.

Analysis and Evaluation

Mission college has clearly outlined policies and procedures regarding transfer of credit to and from other institutions that are communicated to students through the Catalog and, on an individual basis, via counseling sessions. The College has a standard procedure for evaluating courses from other institutions for credit in degree and certificate programs (when articulation agreements have not already been established) that relies on content-expert's analysis of outcomes as well as other factors. The institutional communications QFE will examine ways to make transfer policies more transparent to students.

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 College has identified program-specific PLOs for all programs, as required by the curriculum approval process. (**IIA11-01** – see highlights p. 2) Those PLOs are mapped to course-level SLOs in eLumen. (**IIA9-09**)
- In addition, the College has identified, and regularly assesses, seven institutional learning outcomes (ILOs)—written and oral communication; information competency; quantitative reasoning (math competency); critical thinking; ethics and values; aesthetic responsiveness; and global awareness—which are directly aligned with the learning outcomes specified in the standard. (**IIA11-02**) These ILOs are listed in each COR and explicitly mapped to specific course-level SLOs in eLumen. (**IIA11-03**)
- By mapping SLOs to both PLOs and ILOs, links are established between each program and the ILOs to which the same SLOs are mapped. Both PLOs and ILOs are set to be assessed on, at minimum, a three-year cycle. Starting in Spring 2022, eLumen will provide "roll-up" PLO and ILO assessment reports based on the assessments of the mapped SLOs, including reports of each program's performance on each relevant ILO. (For more details see I.B.2) (Samples: **IIA11-04**; **IIA11-05**) Note that eLumen is being used to report roll-up assessments starting Spring 2022 and these reports reflect the fact that few SLO assessments have yet been entered; this is why the data fields may be sparsely populated, particularly for the program-level ILO report. Previous ILO assessment reports are documented on the LOAC website. (**IIA11-06**; **IIA11-07**)

Analysis and Evaluation

The College has in place appropriate, program-specific learning outcomes that are regularly assessed with results used to implement necessary improvement and/or changes. Additionally, the College has identified seven ILOs that directly align with the learning outcomes noted in the standard.

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. (ER 12)

Evidence of Meeting the Standard

- The District has a faculty-developed rationale for general education (GE) that serves as the basis for inclusion of courses in general education. That philosophy attempts to develop student skills including the abilities to: think and communicate clearly and effectively orally and writing; use mathematics; understand the modes of inquiry of the major disciplines; be aware of other cultures and times; achieve insights gained through experience in thinking about ethical problems; and develop the capacity for self-understanding. (**IIA12-01**) The College describes its standards on GE in the Catalog. (**IIA12-02**)

- As required by District rules (**IIA12-03**), all associate degree programs require a component of GE as shown by the program description in the Catalog. (**IIA12-04**) The College adheres to the California State University General Education Breadth Plan (CSU GE-Breadth Plan) and the Intersegmental General Education Transfer Curriculum (IGETC) as shown in the Catalog. (**IIA12-05**)

- As part of Curriculum review, when courses are proposed or updated, the faculty originator works with the articulation officer to determine whether they are appropriate for inclusion as General Education courses, as described in II.A.2., considering SLOs, similar courses in the District, and their alignment with the six broad areas of general education: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education, and Ethnic Studies. (**IIA12-06** – see highlights)

- As a result of this accreditation process, the College is revisiting its guidelines on general education, and a more specific philosophy of general education is currently under discussion in the CurC. (**IIA12-07** – see highlights; **IIA12-08**) Faculty review of degrees and certificates occurs during the CPR process and ensures continued alignment with four-year university requirements, transfer, and major preparation (sample: **IIA12-09** – see question 3 p. 4).

Analysis and Evaluation

The College has a GE philosophy published in the catalog. The College requires GE components in all associate degree programs. Faculty and the Articulation Officer determine whether courses qualify as GE during the Curriculum review process, basing the decisions on SLOs, appropriateness of both depth and rigor, and other factors, for all courses.

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

- All degree programs, as required by District policy (**IIA13-01** – see highlight) and as shown in the Catalog include required courses that focus on an area of inquiry or an established interdisciplinary core. (**IIA13-02**) Each program originates with faculty who are discipline experts, and the curriculum review process includes consideration of the core courses' learning outcomes, alignment with discipline standards, four-year university requirements, transfer, and major-preparation standards. (**IIA2-06**; for details of the Curriculum program approval process see II.A.2)

- SLOs in all program-required courses are mapped to PLOs to ensure that the PLOs are attained when degrees and certificates are awarded. (For details see II.A.2). This mapping ensures that the mastery of key theories and practices at the course level leads to the mastery of the overarching key theories and practices of the student's area of inquiry. Regular SLO assessment, coupled with the regular PLO assessment, assures that the student's degree or certificate means the student has mastered the key theories and practices within that field of study.

- Faculty review of degrees and certificates occurs during the CPR process and further ensures degree alignment with core field elements. (**IIA12-09** – see question 3 p. 4)

Analysis and Evaluation

All degree programs include focused study of a core area of inquiry or an established interdisciplinary core reflecting common standards in higher education, as determined by discipline faculty and verified in the curriculum approval process. The learning outcomes assessment process verifies that degrees and certificate awards reflect student competency in the field of study's key theories and practices. Faculty review of programs via PR ensure that each program's outcomes remain current and relevant.

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

- All Career and Technical Programs have established Advisory Committees which include working professionals in the relevant field to advise the discipline faculty, as required by law (Perkins) and District APs. (**IIA14-01** – see highlights) CTE Faculty participate in applicable regional advisories and/or form and convene advisories focused specifically on the college programs. Advisories meet annually to validate curriculum and discuss industry needs and

career opportunities for students. Through these Advisory Committees, faculty and working professionals ensure that:

- Programs reflect current employment opportunities. (**IIA14-02** – see highlights pp. 4 and 7; **IIA14-03** – see highlighted section pp. 5-6; IIA14-04 – see highlights p. 4)

- Programs maintain curriculum and learning outcomes (SLOs and PLOs) that reflect current industry standards for professional competencies, revising them as necessary. (**IIA14-05** – see items 4 & 5; **IIA14-06** – see item IV; **IIA14-03** –see highlighted section p. 1 ff.; **IIA14-04** – see item 5)

- Wherever appropriate, CTE programs prepare students for external licensure and certification. An example is the popular and successful Certified Nurse Assistant program; its curriculum prepares students to pass the CNA California State examination and qualify to obtain the CNA Certificate and a Home Health Aid Certificate from the California Department of Public Health as evidenced by student pass rates on that exam. (**IIA14-07**)

- The PR process has questions specific to CTE programs ensuring that advisory committees' recommendations are acted upon and evaluating aspects such as program completion rates, employment data and LMI information, provisions for licensure where appropriate, and the involvement of industry partners outside the advisory groups. (**IIA14-08**)

- As with all other academic programs, Career and Technical Programs participate in the regular assessment of learning outcomes in compliance with the College's Learning Outcomes Handbook and completion of assessments is verified through the PR process and annual reports to the LOAC. (**IIA14-09**; **IIA14-10**)

- The College provides employment information and assistance for students who have completed CTE programs. The College's Career and Workforce Education website has a prominent link ("Gainful Employment Data") to each program's employment data, (**IIA14-11**) and it's Job Placement page points students to individual employment services with the online skills-matching platform, Jobspeaker, to help them match their skills with employment opportunities. (**IIA14-12**)

Analysis and Evaluation

The College's Career Education programs prepare students with the skills needed to meet employer expectations and professional licensing standards. Program faculty work with working professionals to create and regularly review and update curriculum to meet industry standards. They also monitor employment opportunities and make current employment information available via the website.

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

- When a program is eliminated or significantly modified, the College implements accommodations to assist students to complete those programs. All students have "Catalog Rights" to, with certain restrictions, continue a program they are already participating in. (**IIA15-01** – see highlights pp. 6-7) When a department considers significantly changing a program, if it will impact students, it must undergo a Viability Review; proposed program discontinuance requires the more intensive Viability Study. Both are overseen by the AS's Program Viability Review Committee (PVRC). (**IIA15-02** – see highlights)
  - In cases of program modifications that will impact students (or the College), the program must undergo review in PVRC before the changes can be implemented; during this review, PVRC ensures that accommodations are made so that students will not adversely be affected. (**IIA15-03** – see highlights) An example of this process can be seen in the records for a modification to the Life Science program. (**IIA15-04**; **IIA15-05**; **IIA15-06**).
  - In cases of program elimination, PVRC oversees a Viability Study—as specified in District and LAMC's AS rules—and submits its findings and recommendation to the AS. (**IIA15-07**; **IIA15-08** – see highlights p. 2) One important focus of the Study is the impact elimination will have on students, and how that impact will be mitigated. (**IIA15-09** – see highlights) The District requires the College to make efforts to allow students who have begun the program to complete it. (**IIA15-07** – see highlights p.2)

Analysis and Evaluation

When programs are eliminated, the College follows district procedure, making appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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

- The primary instrument through which the College conducts program-level evaluation and improvement is academic PR (See II.A.2 for a detailed description of the PR process.) As detailed in II.A.2, all instructional programs, including pre-collegiate, noncredit, and CTE and regardless of delivery mode, regularly and consistently complete Annual Updates yearly and undergo a CPR every three years. Both types of review include general evaluations of the program and specific questions related to learning outcomes achievement, program currency, appropriateness, and relevance. For example, discipline faculty are asked to evaluate learning outcomes achievement, analyze trends in enrollment, degrees and certificates awarded, contribution to fulfillment of the college mission, curriculum currency, and general

effectiveness. (**IIA16-01** –see Enrollment pp. 10-13, Awards pp. 24-25, SLO information pp. 28-31, Curriculum status pp. 42-43; Mission accomplishment p. 44, Award Types p. 55, and Employment pp. 56-57; **IIA16-02** – see #3 pp. 7-8, and #5 p. 9)

- Planning for the future—and reporting back on prior plans and objectives—is a central part of the process. Disciplines define immediate objectives, and in CPRs, lay out long-term plans, for program improvement. They develop and report strategies to improve student achievement in general, outcomes achievement, scheduling, incorporating Distance Education, recommendations from advisory boards, and equity. (**IIA16-01** – see Objectives & Resources pp. 2-9 and the highlighted questions on pp. 20, 22, 25, 26, 31, 32, 36, 45, 47, 49, 50, 53, 55, 56, and 57; **IIA16-02** – see #1 pp. 1-6, #2 pp. 6-7, #7 pp. 11-12, and #10 p. 14) Finally, they "close the loop" by reporting the results of prior plans and objectives. For example, Child Development listed an Objective to strengthen the course offerings in the early childhood field by hiring a faculty member. This was done, and their most recent PR report shows this Objective marked "Completed." (**IIA16-03** – see highlights) Physical Sciences have received a number of recommendations in prior CPRs, and this page from its 2020-21 report details several that have been completed. (**IIA16-04** – see highlights)

- Course-level improvements also occur through the Curriculum update process in which all non-CTE coursework is reviewed every six years and all CTE coursework every two years by discipline faculty to ensure currency. Updated CORs are submitted to the CurC for review and approval. (See II.A.2 for details)

- Finally, both course- and program-level improvements also occur during the Learning Outcomes assessment process. (See I.B.2 for details)

- Strategic planning—which is embodied in the College's ISMP —is connected to the PR planning in two ways. First, each PR annual update asks disciplines if they wish to suggest activities to be added directly to the ISMP. (**IIA16-01** – see Objectives & Resources pp. 2-9 and the highlighted question on p. 51) Second, the committee that reviews and evaluates each Academic CPR—the EPC—and the committee that reviews and evaluates each Student Services CPR—the SSSC—both annually suggest new activities for the ISMP as detailed in the IP protocol and evidenced by email to the chairs of those committees. (**IIA16-05** I – see highlights; **IIA16-06**) This allows them to request action based on what they have seen in PR. This is reflected in activities originating in EPC, listed as the ISMP Activities EPC-3, EPC-4, EPC-10, and EPC-11. (**IIA16-07** – see highlights)

Analysis and Evaluation

Through PRAU and CPR processes, the institution regularly evaluates and improves the quality and currency of all instructional programs in pursuit of improved learning outcomes and student achievement.

Conclusions on Standard II.A: Instructional Programs

The faculty-led curriculum approval and review processes ensure that all programs align with the College mission and with standards common to higher-education. All degree programs contain a general-education component that conforms to the College's G.E. philosophy. Regular review of courses and programs through the learning outcomes assessment cycle and PR ensures that course- and degree-completion reflect attainment of learning outcomes and provides for continuous planning and quality improvement. CTE programs undergo additional analysis, review, and improvement via their advisory groups. The College regularly evaluates its performance and adjusts its modes, methods, and support services to meet student needs, using data from surveys, enrollment numbers, and broader assessments such as ISS reports. It supports student achievement by making transfer policies clear, scheduling courses to allow rapid program completion, and continuously seeking to identify and ameliorate equity gaps.

Improvement Plan(s)

As a result of this accreditation process, the College is revisiting its guidelines on general education, and a more specific philosophy of general education is currently being developed by the CurC. (IIA12-07; IIA12-08)

While transfer requirement rules are spelled out in the Catalog, the institutional communications QFE project will specifically consider how transfer policies might be made clearer to students via the website.

Evidence List

IIA1-01_MSInCatalog.pdf
IIA1-02_ProgInitiationForm.pdf
IIA1-03_CurrNewProgForm.pdf
IIA1-04_SampleNewProgForm1.pdf
IIA1-05_SampleNewProgForm2.pdf
IIA1-06_CORPSYCH105.pdf
IIA1-07_CORSPANISH15.pdf
IIA1-08_CORVOCED863CE.pdf
IIA1-09_CCCCOCourseApproval.pdf
IIA1-10_CCCCOProgApproval.pdf
IIA1-11_ProgsInCatalog.pdf
IIA1-12_ArtHistoryInPM.pdf
IIA2-01_AP4022.pdf
IIA2-02_AP4023.pdf
IIA2-03_CurCSubmissionReqs.pdf

IIA2-04_CurCCourseApproval.pdf

IIA2-05_CurCProgApproval.pdf

IIA2-06_CurCCORForm.pdf

IIA2-07_CurCProgNarrativeForm.pdf

IIA2-08_CurCCharter.pdf

IIA2-09_CurCSubmissionReqsCTE.pdf

IIA2-10_TechReviewEmail.pdf

IIA2-11_TechReviewProcess.pdf

IIA2-12_ASMinutes11-5-20.pdf

IIA2-13_StateApprovalCerts.pdf

IIA2-14_StateApprovalCourses.pdf

IIA2-15_SampleFromCatalog.pdf

IIA2-16_PRAUChDev.pdf

IIA2-17_PRAUMath.pdf

IIA2-18_AcadCPRCycle2019-22.pdf

IIA2-19_CPRDocuments.pdf

IIA2-20_AcadCPRInstructions.pdf

IIA2-21_SampleCPR2021LifeSci.pdf

IIA2-22_SampleCPR2021PhysSc.pdf

IIA2-23_EPCCharter.pdf

IIA2-24_CPRTrainingEmail.pdf

IIA2-25_AcadCPRValidationRubric.pdf

IIA2-26_CPRValidationEmail.pdf

IIA2-27_EPCMinutes5-3-21.pdf

IIA2-28_EPCMinutes4-19-21.pdf

IIA2-29_CPRRecsChicano2019.pdf

IIA2-30_FromPRAUMath.pdf

IIA2-31_CPRLifeSci.pdf

IIA2-32_ResourceRequestChart.pdf

IIA2-33_PRRecsReport.pdf

IIA2-34_PRObjectivesReport.pdf

IIA2-35_EPCMinutes10-18-21.pdf

IIA3-01_NewProgADT.pdf

IIA3-02_NewProgAST.pdf

IIA3-03_NewProgCert.pdf

IIA3-04_CORPSYCH105.pdf

IIA3-05_CORSPANISH15.pdf

IIA3-06_CORVOCED863CE.pdf

IIA3-07_TechReviewChecklist.pdf

IIA3-08_CORwithSLOFeedback.PDF

IIA3-09_SLOHandbook.pdf

IIA3-10_eLumenSLOReport.pdf

IIA3-11_SLOsInPRAU.pdf

IIA3-12_LOACAMPReports.pdf

IIA3-13_LOACB&LReports.pdf

IIA3-14_SampleReport.pdf

IIA3-15_LOACMinutes10-27-21.pdf

IIA3-16_ILOAssessments201120.pdf

IIA3-17_eLumenHistorySLOs.pdf

IIA3-18_SLOsInHist01Syllabus.pdf

IIA3-19_SLOsInHist11Syllabus.pdf

IIA3-20_SLOsInHist11Syllabus2.pdf

IIA3-21_BoardRulesSyllabi.pdf

IIA3-22_SyllabusChecklist.pdf

IIA3-23_SyllabiChecksEmails.pdf

IIA3-24_ReviewedSyllabus.pdf

IIA3-25_FacultyEvalForm.pdf

IIA4-01_CORReport.pdf

IIA4-02_NDAsInCatalog.pdf

IIA4-03_EmailsReOrientations.pdf

IIA4-04_EmailsSpanishOrientation.pdf

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IIA4-09_From2021SumSchedule.pdf

IIA4-10_ESLPathwayChart.pdf

IIA4-11_MathDeptNotes.pdf

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IIA6-09_AcadCPRInstructions.pdf

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IIA7-09_VRCInstructTrainings.pdf

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IIA7-12_PhysSciAgenda.pdf

IIA7-13_GLSMinutes2-25-2021.pdf

IIA7-14_ECJFallKickoffAgenda.pdf

IIA7-15_SLOAdditionstoPRAU.pdf

IIA7-16_FromWinterSpringSchedule.pdf

IIA7-17_FromPRAUMath.pdf

IIA7-18_2020FallSchedule.pdf

IIA7-19_2021SpringSchedule.pdf

IIA7-20_OnlineXitionSurvey.pdf

IIA7-21_2021FallSchedule.pdf

IIA7-22_CoIMinutes9-1-21.pdf

IIA7-23_SEPExecSummary.pdf

IIA7-24_REITCharterDraft.pdf

IIA7-25_EEEEmail.pdf

IIA7-26_WellnessCenterSite.pdf

IIA7-27_ASOFoodbank.pdf

IIA7-28_EmergencyFundsApp.pdf

IIA7-29_TechAwardEmail.pdf

IIA8-01_CreditByExamInCatalog.pdf

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IIA9-06_SampleSLOAssignment.pdf

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IIA16-07_From201924ISMP.pdf

B. Library and Learning Support Services

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

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 a variety of services and resources in support of the College's mission and student learning: access to the library's collection; a one-click search of print and online resources; subject-area research and style guides; workshops on citation styles and using the library's databases; information about other local and online libraries; extensive hours of both in-person and online assistance; and libanswers.com, a 24/7 chat service to answer questions. (**IIB1-01**)

- The Library collection consists of over 100 reserve textbooks, over 54,000 physical books, 660 DVDs, and an ESL and children's literature collections. Print books are supplemented by 49 research databases, which include e-books, academic journals, and reference sources. Print books are supplemented by 49 research databases, which include e-books, academic journals, and reference sources. Online databases are accessible to all campus and distance education students, are monitored for ADA-compliance, and database materials are often downloadable. (**IIB1-02**) Through the district intra-library loan system, LA Mission College students have access to the 555,000 volumes in all nine campus libraries across the District ensuring adequate depth, breadth, and quantity of offerings.

- Instructional librarians work with faculty to tailor workshops and online guides to specific disciplines and to student needs in order to improve learning outcomes. For example, the Library provides over 100 custom-made research guides used by students in support of a variety of academic subjects. (**IIB1-03**; **IIB1-04**)

- They also teach information competencies workshops and Library science on campus (where the Library has a dedicated classroom with 40 seats, each with its own computer) and at select feeder high schools. Between March and December 2020, for example, librarians conducted 39 workshops for specific classes, some pre-recorded and some live. (**IIB1-05**) Recorded workshop videos have been viewed or downloaded in Canvas 1,149 times.

- The Learning Resource Center (LRC) offers an array of programs and learning support services designed to help students reach their academic goals. (**IIB1-06**)
  - The LRC regularly hosts online and in-person workshops for students providing topic-specific workshops, review sessions, and mock exams. (**IIB1-07**)

- The Computer Commons is equipped with 127 computers that provide students, faculty, and staff with access to the Internet, the Library catalog, research databases, and Office Suite. Print stations are equipped with laser printers, a scanner, and a copier, all available for nominal fees. Other computer labs are located in LRC-233 and LRC-234. (**IIB1-08**)
- The LRC offers a dedicated writing lab and specialized tutoring in a wide range of disciplines and levels for individuals and groups. On-campus tutoring is supplemented by online tutoring services available to all LAMC students. The College offers free, 24/7 online tutoring in as many as 50 discipline via NetTutor, which integrates well with the existing tutoring support available on campus. (**IIB1-06**; **IIB1-09**)

- Equally Effective Alternative Access Plans (EEAAP) demonstrate that the Library and LRC have established ADA compliant online resources to provide all students access to materials and services. (**IIB1-10**; **IIB1-11**; **IIB1-12**; **IIB1-13**)

Analysis and Evaluation

The Library and LRC 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 provides a collection that is current, sufficient, deep and broad enough to meet students' needs. In addition to the physical collection, the College's Library offers students access to online databases, electronic books and materials, and the library collection of our eight sister colleges. Prior to acquiring new electronic resources, the College conducts a VPAT analysis and creates an EEAAP where necessary to ensure materials are accessible.

The Learning Resource Center offers on-campus and online tutoring in several disciplines to support student learning. Open computer labs are available in the LRC and in the Instructional building so students have access to online resources while on campus.

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

- Librarians work with instructional faculty to select items for the collection in several ways. In keeping with the Library Development Plan (**IIB2-01**), the Library has an online form for faculty requests, (**IIB2 -02**) librarians regularly send emails to faculty asking for requests, (**IIB2 -03**) and the librarian who sits on the CurC—all departments have a member there—keeps track of new requests arising through the curriculum process. (**IIB2 -04**)
- Librarians also determine the need for equipment and materials by utilizing professional journal reviews, specialized media, standardized bibliographies, user requests, course syllabi and use information, and special development tools. (**IIB2-05**; **IIB2-06**)
- New educational equipment needs are met through the PR process. Both the Library and the LRC participate in the College's PR system, which includes a section for resource requests. (**IIB2-07** – see pp. 8-10; **IIB2-08** – see pp. 7-9)

Analysis and Evaluation

The College recognizes the need for current instructional material and equipment to support student learning. The administration identifies funding sources and relies on faculty to select appropriate materials and equipment. Faculty input is solicited through the PR process, as well as through requests made through the Library Development Plan.

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 performance of the Library and the LRC are both regularly assessed in several ways:
  - As part of the PR process and through assessments of their SAOs (and for the Library, SLOs). SAO/SLO assessments are based on survey data analyses, workshop exercises, and usage statistics. For example, the evaluation of the Library SAO "Faculty engage with librarians on course and assignment resources" assesses collaboration between librarians and classroom faculty to identify faculty requirements and student needs and improve students' results when utilizing Library resources. (**IIB3-01**; **IIB3-02**)
  - The College also assesses the general performance of the Library and LRC primarily via surveys of faculty and students. (**IIB3-03**; **IIB3-04**) These show that roughly 88% of students found the library to be satisfactory or very satisfactory and 80% said the same about the LRC's services. College employees—mostly faculty—were instead asked how effective the services offered were at meeting student needs, and similar numbers—89% and 85%--believe the services offered by the library and LRC to be effective or very effective.
  - Additionally, tutoring services--both in the LRC and satellite locations--are regularly evaluated through after-use student surveys, and NetTutor is evaluated annually by an online survey. (**IIB3-05**)
- PR and survey results are used to design improvements in Library and LRC services. For example, the Library's 2020-21 PR noted the need to expand the collection of physical books. (**IIB3-06** – see highlights) As a result, the Library received funds in late 2021 and purchased 1,422 new volumes, which represents nearly a 3% increase in the size of the collection; these were nearly all recently published titles. (**IIB3-07**)
- The results of self-assessments and the PR process have led to 10 equally significant improvements as a result of these processes in the last 3 years:
  - Developed an online tutoring program to meet the online needs of our students (**IIB3-08**)
  - Embedded tutors into courses (**IIB3-09**)
  - Embedded Librarians into courses (**IIB3-10**)
  - Created videos for on-demand self-paced (**IIB3-11**)
  - Created modules in Canvas for self-paced library workshops (**IIB3-12**)

- Improved access to learning assistance with embedded chat widgets in Canvas courses for instant access to librarians. (**IIB3-13**)
- Added both 2139 physical and eBook titles to the collection. (**IIB3-14** – see highlights p. 2)
- Purchased new technologies to provide greater access to the Library collection. (**IIB3-15**; **IIB3-16**)

Analysis and Evaluation

The Library and LRC participate in a regular cycle of assessment regarding their contributions to student learning involving SAOs, PR, and surveys of faculty and students. These assessments, particularly in PR, are part of a regular cycle of planning for improvement.

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, and an informal agreement among its sister LACCD colleges for inter-college lending. (**IIB3-15**; **IIB3-16**; **IIB4-01**; **IIB4-02**)
- Maintenance of Library and LRC equipment is provided by the District's IT department, which also provides network security measures to protect the Library and LRC computers against cyber threats. IT staff are alerted to problems by way of the online work request system. (**IIB4-03**)
- The Library regularly evaluates the effectiveness of outside services during PR and elsewhere. For example, from fall 2015 to January 2021, the Library offered the Learning Express database, which provided resource information for adult learning, college prep, career information, and improving college skills for lifelong learning. When evidence showed little use of the service, it was discontinued. (**IIB4-04**)

Analysis and Evaluation

Through the District procurement process, the College documents agreements with outside providers of library and learning resource services and materials. These agreements include the provider's VPAT and, where required, the College's EEAAP. Through District IT services, the College ensures the security and reliability of all online services provided. Services are routinely evaluated to determine whether they meet students' needs; if not, the contract is not renewed.

Conclusions on Standard II.B: Library and Learning Support Services

The College's library and LRC are aligned with the College mission, providing effective support for student learning and achievement. The College hosts an extensive collection of online and print resources, providing sufficient depth and currency to support the needs of both students and faculty. Librarians provide support in several ways, from conducting library orientations to creating subject- and even course-specific research guides to assist students in completing their work. The LRC offers support in several ways, perhaps most importantly through tutoring and the writing lab. It also provides computer labs and frequently hosts workshops, review sessions, and mock exams. Both programs are overseen by trained staff who work closely with faculty in other disciples to best serve students. Regular assessments through SAOs, PR, surveys, and regular planning through PR, ensure that the library and LRC engage in continuous improvement.

Improvement Plan(s)

None.

Evidence List

IIB1-01_LibraryHome.pdf

IIB1-02_LibraryDatabases.pdf

IIB1-03_LibraryResearchGuides.pdf

IIB1-04_GuidesList.pdf

IIB1-05_OrientationsLog.pdf

IIB1-06_LRCHome.pdf

IIB1-07_LRCWorkshopList.pdf

IIB1-08_LRCMap.pdf

IIB1-09_LRCUsageReport.pdf

IIB1-10_LibAnswersEEAAP.pdf

IIB1-11_LibCalEEAAP.pdf

IIB1-12_LibGuidesEEAAP.pdf

IIB1-13_LibWizardEEAAP.pdf

IIB2-01_CollectionDevtPlan.pdf

IIB2-02_RequestForm.pdf

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IIB3-01_FromPRAULibrary.pdf

IIB3-02_FromPRAULRC.pdf

IIB3-03_FromStudentSurvey.pdf

IIB3-04_FromFac-StaffSurvey.pdf

IIB3-05_LRCSatSurvey.pdf

IIB3-06_FromPRAULib.pdf

IIB3-07_BookPurchases.pdf

IIB3-08_LRCSite.pdf

IIB3-09_EmbeddedTutors.pdf

IIB3-10_EmbeddedLibrarians.pdf

IIB3-11_LibraryVideos.pdf

IIB3-12_LibraryCanvasIntro.pdf

IIB3-13_ChatWidget.pdf

IIB3-14_FromLibDataSurvey.pdf

IIB3-15_eReservesAndCRM.pdf

IIB3-16_SpringshareCoop.pdf

IIB4-01_EBSCOOrder.pdf

IIB4-02_FacultySelectEBSCO.pdf

IIB4-03_SampleWorkOrder.pdf

IIB4-04_LearningExpressEmail.pdf

C. Student Support Services

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

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

- The College regularly monitors, assesses, and improves all student support services units through the PR process. (See I.B.5 for a detailed description of the Academic PR process.) PR consists of two parts: a yearly Annual Update (PRAU) and, once every three years, a Comprehensive Program Review (CPR).
  - PRAUs consist of a lengthy online report which includes descriptions of the service unit and how the unit contributes to accomplishing the College mission. Units also report on assessment of service area outcomes (SAOs), which involves reviewing survey or other data, planning changes to improve services, and evaluating the impact of changes already implemented. Furthermore, when creating a new SAO, units are asked to specify how the SAO contributes to student learning. (**IIC1-01** – see description pp. 14-25, mission p. 2, SAO Assessments pp. 3-4, planning pp. 5-9 & 30-32) NOTE: SAO assessments form an important part of PR, but the SAO assessment process involves more than just that. The SAO process as a whole is detailed in II.C.2 below.
  - Annual Updates are reviewed by the VPSS who then discusses them with unit managers as needed. (**IIC1-02**; **IIC1-03**; **IIC1-04**)
  - One change arising from this accreditation process is that SSSC has decided that the PR process will be more robust if the deans review the Annual Updates with the VPSS and then report their findings to SSSC for discussion. This will be part of the process going forward. (**IIC1-05** – see highlights p. 1)
  - Every three years, programs undergo CPR, (**IIC1-06**; **IIC1-07**) which includes an Annual Update and a set of additional questions to be answered by units addressing issues of the unit's contributions to student success, communications, and equity, among other things. Each unit also lays out a 3-year plan for service improvement. (**IIC1-08**; **IIC1-09**; **IIC1-10**; **IIC1-11**)
  - SSSC is specifically tasked with the oversight and validation of the CPR process for all Student Services units. (**IIC1-12** – see highlights). SSSC forms teams to review each CPR and each team creates a validation report based on a common rubric. (**IIC1-13** – see highlights; **IIC1-14**; **IIC1-15**) Each team's review is discussed in committee, and further questions based on the review may be formulated and communicated to unit managers. (**IIC1-16**) The unit then meets with SSSC to discuss the unit's report and answer any additional questions. (**IIC1-17** – see highlights) Finally, SSSC provides feedback in the form of written Recommendations and Commendations for unit improvement. (**IIC1-18**)

- In completing PRAUs and CPRs, Student Services units obtain and analyze data, including assessment results, and use that data to plan improvements. (**IIC1-19**; **IIC1-20**).
  - Finally, planning for unit improvement is an integral part of both PRAU and CPR. Units develop objectives—and where appropriate, resource requests—in PRAUs and 3-year plans in CPRs. (**IIC1-21**; **IIC1-10**) Resource requests created in PR are incorporated into the College's resource allocation process. (See I.B.9 for details on the IP process and resource allocation.)
  - Successive PRs document improvements that have resulted from suggestions, plans, or goals developed in prior PRs. (**IIC1-22**)
- The College's PR process is consistently followed for all student service units. (**IIC1-23**)
- SSSC is also tasked with evaluating and improving the Student Services PR process as a whole. An example of this is reflected in SSSC minutes in which SSSC, in fall 2018 and spring 2019, reviewed their PR process and forms and determined that a variety of improvements were needed. Members of the committee worked with PROC to introduce changes to the existing PR forms and processes, similar to and in alignment with the academic PR process. (**IIC1-24**; **IIC1-25**; **IIC1-26** – see highlights in all) As another example of continuous improvement, SSSC has added several programs to the 2021-24 PR cycle and will be assessing SAOs these programs going forward. (**IIC1-27**; **IIC1-28** – see highlights in both) These programs had previously submitted assessments and plans outside the PR process. (**IIC1-29**)
- In addition, the quality of student services, in both in-person and remote/online modalities, is regularly evaluated through student surveys, the results of which are disaggregated by service modality. (**IIC1-30**; **IIC1-31** – the Spring 2021 Student Survey results were not disaggregated by modality because all services were only offered remotely in spring 2021 due to the pandemic) These survey results are often used as the basis for SAO assessments. (see II.C.2)

Analysis and Evaluation

Through the process for Student Services PR, including the assessment of SAOs, the College ensures that the service units undergo a regular and rigorous review which details their activities and contribution to the College's mission, evaluates their quality and performance, and makes plans for improvements. The PR process itself also undergoes continuous review and revision for improvement to ensure a thorough and comprehensive process that supports service units' needs.

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

- Each student service unit has identified service area outcomes (SAOs) appropriate to its mission and assesses them on a regular basis via PRAUs. Each unit assesses all SAOs at least

every three years—some are assessed annually—and all are reported in PR and used as part of the PR planning process. Assessment data includes results of the LAMC campus-wide student and/or faculty/staff surveys, state-data through DataMart, and specific data and surveys gathered/conducted by the unit. (Samples: **IIC2-01**) In addition, the CPR process by the SSSC provides feedback on, and may generate recommendations regarding, service units' SAOs. (**IIC2-02**; **IIC2-03** – see highlights in both)

- Service units also present their SAO assessments and improvement plans to the LOAC on a regular basis for feedback and support. (**IIC2-04**; **IIC2-05**; **IIC2-06** – see highlights) These presentations are done on a cyclical basis, typically every three years (with the academic departments presenting on their SLOs/PLOs to LOAC in the intervening years). SAO presentations to LOAC were put on pause during the pandemic, but LOAC has begun working to re-establish the SAO presentation cycle. (**IIC2-07** – see highlights)

Analysis and Evaluation

The College has a regular and rigorous process assuring that all service units have identified SAOs and assess them on a regular basis. The assessment data is analyzed and used to continuously improve student support services. Feedback for improvement of SAOs and their assessment is given to student support services units from SSSC as part of the CPR process and also from LOAC.

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. (ER 15)

Evidence of Meeting the Standard
- Improving access to student services is a core College goal, and the College regularly administers student surveys to assess the accessibility of student support services. These surveys are administered every one to two years. Our last survey from spring 2021, for example, showed that over 80% of students were "Satisfied" or "Very Satisfied" with all student services. (**IIC3-01**)
- On the LAMC website, Student Services are listed prominently with core support services such as Admissions & Records, Financial Aid, and Counseling strategically placed in conspicuous locations for easy access. (**IIC3-02**)
- The College only has one campus (with a single-room off-site location in Sunland/Tujunga). In-person services are offered on campus. To provide the most equitable support and access for all students, student services programs/units also offer remote support in online, phone, and email formats, and core student services units have established longer hours including evenings to better meet students' needs. (**IIC3-03**; **IIC3-04**; **IIC3-05**)
- The online Student Information System (SIS), maintained by the District, allows students to add and drop classes, check grades, order transcripts, view available courses, look up financial aid status, pay tuition and fees, view schedules and enrollment date/time, and register for classes. (**IIC3-06**)

- The library provides an electronic repository of books and access to online research materials making access much simpler for students preferring or needing remote access. Online instruction guides to these resources. (See details in II.B.1)

- To evaluate the services provided in in-person and online modes, the College disaggregates Student Survey data by delivery mode as seen in survey results from our Fall 2018 Student Survey. (**IIC3-07**) (A more recent student survey was conducted in spring 2021, but the results were not disaggregated by modality because all services were only offered remotely in spring 2021 due to the pandemic.)

- As an example of continuous improvement, and as a change arising from this accreditation process, SSSC is adding questions to CPRs regarding equitable access to services for different locations/modes and students. (**IIC3-08**; **IIC3-09** – see highlights in both)

- To improve services to all students, a Student Services Annex is being established on East Campus in spring 2022; it will include Admissions, Financial Aid, and Counseling services, with possible expansion in the future. (**IIC3-10** – see highlights)

Analysis and Evaluation

By providing both online/remote and in-person student services, the College assures equitable access to all of its students, including those at off-site locations. Currently, the College is working to further address equitable access through expanded services on East Campus and Sunland/ Tujunga, and expanded online counseling which includes group and individual Zoom sessions.

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 College offers robust co-curricular programs, activities, and athletic teams that are in alignment with the mission and District regulations, and that contribute to the social/cultural dimensions of the students' educational experiences. (**IIC4-01**; **IIC4-02**)

- The ASO represents all students at the College to improve their experiences through advocacy and empowerment. ASO works with other student clubs and organizations, faculty, staff and administration as well as the surrounding community, the state legislature, and the Board. ASO is regularly evaluated through the PR process. (**IIC4-03**) ASO financial regulations are detailed in District rules. (**IIC4-04**) To oversee finances and plan budget allocation, the District requires each campus to establish an ASO Finance Committee. (**IIC4-05** – see highlights) The College's ASO Finance Committee meets regularly to review the ASO budget and plan allocations for events. (Samples: **IIC4-06**; **IIC4-07**) In addition, the College regularly conducts audits of ASO. (**IIC4-08**; **IIC4-09**)

- ASO charters and oversees the College's student clubs. In June 2019, there were more than 20 such clubs and organizations. (**IIC4-10**) The pandemic has reduced this number dramatically: only 10 still exist, including MECHA and the LGBTQ+ Club. Students themselves choose which clubs to form. If a student pays their ASO fee of $10, gathers six members, and completes an ASO Club Packet, ASO will charter the club. (**IIC4-11** – see pp. 4-5) To monitor the clubs, the ASO has bi-weekly Inter-Club Council (ICC) meetings. The ASO Vice President chairs those meetings and all club chairs are required to attend. (Sample agenda: **IIC4-12**)
- The College offers 8 athletic programs for students, three men's and five women's teams. (**IIC4-13**) The athletic programs align with the College's mission, the State Chancellor's office program requirements, and the California Community College Athletic Association (CCCAA). The College is a member of the Western State Conference. (**IIC4-14**; **IIC4-15**; **IIC4-16**)
- The College offers an array of services to help student-athletes reach their full potential, including a dedicated academic counselor and a sports medicine trainer. (**IIC4-17** – see highlights)
- The Athletics programs complete all required documentation to ensure equity for all of the College's student-athletes. It files the Statement of Compliance of Title IX Gender Equity report to follow the State of California education code. (**IIC4-18**) Note: There were no athletics for 2020-21 seasons, so the report was waived that year. Title IX compliance is monitored by the District's Office for Diversity, Equity, and Inclusion. (**IIC4-19**) It also completes the Equity in Athletics Data Analysis (EADA) annually, as required by the U.S. Department of Education. (**IIC4-20**; **IIC4-21**)
- The College's athletics unit is regularly evaluated by the PR process. (**IIC4-22**)
- In line with District rules, the Athletic Director manages the budget and planning for athletics-related activities, working with the College's administrative services office to ensure accounting practices and fiscal controls are compliant and auditing is done on an annual basis. (**IIC4-23**)

Analysis and Evaluation

Los Angeles Mission College is proud of the co-curricular and athletic programs it offers to students. Each year, the College strives to build better programs as students' needs change. The College is flexible and adaptable in the way it offers programs and services based on students' needs. The College's co-curricular and athletics programs are suited to the mission and contribute to the social and cultural dimensions of its students' educational experiences.

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

- The College provides academic advising through its Counseling Department in support of student success. Counselors provide services in-person, online, and via telephone to support student success and achievement. The services that are provided include the following: educational planning, transcript evaluations, graduation petitions, probation and dismissal counseling, career education counseling, transfer planning, Financial Aid Extension petitions, Loss of California College Promise Grant petitions, General Education certification, academic renewal, petition for repeated coursework, prerequisite challenge, prerequisite clearance, change of home college/educational goal/program plan (major) petition. (**IIC5-01**)

- To ensure the accuracy of the information they provide regarding academic requirements, Counselors use the College Catalog as a guide. The Catalog is carefully reviewed and updated annually to reflect changes in program requirements. (See Standard I.C.2 for the Catalog process)

- The College offers new student orientations through the Counseling Department. Furthermore, specialty programs may provide additional orientations for their unique student populations. Orientations were offered to new students in-person up until Spring 2018. Starting in Spring 2018, the Counseling Department began to offer online orientations; some specialty programs, such as in Extended Opportunities Programs & Services (EOPS) and TRiO continued to offer both in-person and/or online orientations as needed per student group. (**IIC5-02**; **IIC5-03**; **IIC5-04**) The contents of the Orientation follow the California Code of Regulations under Title V 55521. (**IIC5-05**)

- Graduation and transfer policies are discussed in the New Student Orientations, as well as during Counseling sessions. During counseling sessions, whenever relevant, Counselors assist in developing an educational plan containing the information required for graduation petitions and transfer requirements. In the New Student Orientations, information is provided in a group setting regarding the various educational goals students can achieve, graduation, and transfer policies. Counselors take students through a presentation that includes Title V required contents and answer any questions they may have. (**IIC5-06**) Additionally, the Counseling Department offers courses that provide additional orientation and skills training. (**IIC5-07**)

- Professional development is provided to prepare counselors and others for their advising roles in a variety of ways:

  - Monthly Counseling Trainings: The counseling department regularly offers trainings on various counseling processes and procedures, such as PeopleSoft, transfer processes, transcript evaluations, graduation petitions, online counseling, etc. (**IIC5-08**; **IIC5-09**; **IIC5-10**)

  - Counseling Department Meetings: various campus departments attend our meetings to provide information on program updates. Community partners also attend to inform counseling faculty on resources to provide students, such as mental health services, etc. (Samples: **IIC5-11**; **IIC5-12**; **IIC5-13**; **IIC5-14** – see highlights in all)

  - Special trainings: As part of the PeopleSoft implementation in Fall 2017, all counseling faculty received training on the PeopleSoft Student Information System. PeopleSoft training involved In-service trainings, PowerPoint presentations, and the creation of a Canvas shell by

the Counseling Department house training manuals and documents all counselors can access (**IIC5-15**; **IIC5-16**)

- OEI Online Counseling Certification: a majority of counseling faculty completed training to receive certification in the effective delivery of online counseling. (**IIC5-17**)

- 3CSN events (a statewide professional learning program): counseling faculty regularly attend these events to develop their skills and to gain additional knowledge to support increased student access, equity, and completion. (**IIC5-18**)

- Discipline-specific professional development: conferences, workshops, summits, etc. (**IIC5-19**; **IIC5-20**)

- The Articulation Officer regularly provides professional development to the Counseling Department regarding internal college-wide programs and statewide updates and changes to academic requirements. (**IIC5-21**; **IIC5-22**; **IIC5-23**)

- The effectiveness of our counseling services is evaluated through the PR process (see details in II.C.1), student feedback through institutional surveys (**IIC5-24**), and peer observation during basic and comprehensive faculty evaluations. (**IIC5- 25**)

Analysis and Evaluation

The College provides counseling and advising programs to meet students where they are in their development process. From on-boarding, to moving through the College, to completion of graduation and/or transfer requirements, counseling and advising programs provide students with accurate and timely information and advice. The College provides extensive training and professional development to assist counselors in providing quality services. The College's counseling service is regularly evaluated through the PR process.

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. (ER 16)

Evidence of Meeting the Standard

- The College adheres to the admissions policies established for all California Community Colleges as is consistent with its mission to provide access to educational opportunities to the diverse economic, cultural, and educational backgrounds in its service area. The requirements for admission are specified by the District in BP 5010 (**IIC6-01**) and are detailed for students on the Admissions and Records website and in the Catalog. (**IIC6-02** – see highlights p. 1; **IIC6-03**)

- To define clear pathways to assist students in achieving their goals, counselors assisted each discipline to map out its discipline programs. This information was then used to create the "PM" tool. PM shows detailed pathways for all of the College's awards, allowing students to independently explore pathways to certificates, degrees, and transfer. (samples: **IIC6-04**; **IIC6-05**)

- PM is also used by counselors to develop Abbreviated and Comprehensive Student Educational Plans for students, and customize it to meet students' academic goals. All counseling faculty

have received training on using PM to assist students in creating personalized ed plans. (**IIC6-06**; **IIC6-07**; **IIC6-08**) Counselors may use PM as a tool to tailor the ed plan for part-time students, determine specific terms/sessions in which courses are offered, or have further conversations about chosen career and transfer goals. (**IIC6-09**)

Analysis and Evaluation

The institution has clearly defined admissions requirements and publishes those policies for students. The counseling department and the PM software provide clear pathways to guide students in achievement of their educational goals.

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

Evidence of Meeting the Standard

- The College utilizes an electronic system (CCCApply) to process student applications. Paper applications are used as needed in off campus locations recruitment efforts such as dual enrollment courses. The application process is currently being evaluated, as seen in the minutes from the District Planning Committee. (**IIC7-01** – see highlights).

- The College uses Multiple Measures using high school transcripts for placing students into transfer-level English, English as a Second Language, and Math courses. (**IIC7-02**) The College has no placement exams in use, but does provide discipline-created recommendations regarding self-placement for all three disciplines. (**IIC7-03** – see page 2; **IIC7-04** – see page 2) The District initiates an annual review of the recommendations to ensure they are appropriate. Disciplines assess the guidelines, and changes must be approved by the AS and acknowledged by the Department chair, AS President, CurC chair, VPSS, and VPAA. (**IIC7-03** – see highlights p. 1; **IIC7-05**)

Analysis and Evaluation

The District is currently evaluating the common admissions system. The College relies on the legally-mandated Multiple Measures and self-placement approach to place students, eliminating the need for placement exams.

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

- District Board Rules and Administrative Regulations govern the care, maintenance, upkeep, and secure backup of the College's student records (**IIC8-01**; **IIC8-02**; **IIC8-03**; **IIC8-04**; **IIC8-05**; **IIC8-06**; **IIC8-07**)

- The Student Information System (PeopleSoft) stores all student records and is housed and backed up by the District. Students may access their password-0protected student records, including their transcripts and placement results, via the SIS system (**IIC8-08**).

- Student data in the student information system is protected by controlled employee access based upon administrative approval. Users complete the appropriate Security Assignments form to identify the access needed. (**IIC8-09**; **IIC8-10**) District IT staff receive notifications from the SAP workflow identifying users whose access should be modified or revoked.

- Student record and confidentiality policies are regularly communicated to all in the Catalog (**IIC8-11**) and to campus departments via staff meetings and the College website. (**IIC8-12**) Policies regarding FERPA are included in the College catalog and on the College's FERPA Information and Certification website. (**IIC8-13**; **IIC8-14**)

- The Table below lists a number of Student Services units and record keeping practices:

Student Services Unit	Record Keeping Practice
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.
Counseling	Student files are kept in locked file cabinets. Relevant documents are scanned and stored in Viatron.
Disabled Students Programs & Services (DSP&S)	DSP&S maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c). In keeping with LACCD recommendations, DSP&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).
Financial Aid	Paper documents submitted by students are scanned into the document imaging system (ViaTRON). Ac-tual paper documents are then stored in a locked cabi-net and disposed of after a quality assurance process is performed to ensure all documents exist in Via-TRON. Disposal is done in accordance with Board rules regarding Class 3 records.

- The process for releasing students' official records is detailed in the Catalog. (**IIC8-15**) In addition, units that receive student requests for records require students to complete Release of Information forms. For example, DSPS requires this as part of their application, and requires email requests from students (stored in the student's file) to release information. (**IIC8-16**) Financial Aid requires a release form if students request records. (**IIC8-17**)

Analysis and Evaluation

The District and College maintain student records permanently, securely, and confidentially. FERPA rights and policies are published, as are the rules for release of student records.

Conclusions on Standard II.C: Student Support Services

The College provides comprehensive and meaningful support services that align with the College's mission and promote student learning and achievement. The service units have all identified SAOs and regularly evaluate them, and their overall performance through the PR cycle. The PR process also ensures that data will be analyzed and used in planning for improvement. Counseling orients and advises students in attaining their educational goals. Student records are maintained in accord with student privacy rights, and information about accessing student records is printed in the Catalog.

Improvement Plan(s)

None.

Evidence List

IIC1-01_SSSamplePRAU.pdf

IIC1-02_SSMgrMtgAgenda9-17-19.pdf

IIC1-03_SSMgrMtgAgenda9-29-20.pdf

IIC1-04_SSMgrMtgAgenda9-14-21.pdf

IIC1-05_SSSCMinutes1-13-22.pdf

IIC1-06_SSCPRCycle2018-21.pdf

IIC1-07_SSCPRCycle2021-24.pdf

IIC1-08_SSCPRInstructions2022.pdf

IIC1-09_CPRAthletics.pdf

IIC1-10_SSCPR2021FinAid.pdf

IIC1-11_SSCPR2021Outreach.pdf

IIC1-12_SSSCCharter.pdf

IIC1-13_SSSCMinutes9-9-21.pdf

IIC1-14_CPRValidationReport.pdf

IIC1-15CPRValidationRubric.pdf

IIC1-16_CPRQuestionsTransfer.pdf

IIC1-17_SSSCMinutes10-14-21.pdf

IIC1-18_CPRLetterTransfer.pdf

IIC1-19_FromPRAUCounsel.pdf

IIC1-20_FromPRAUAthletics.pdf

IIC1-21_FromPRAUTransCtr.pdf

IIC1-22_FromPRAnnualUpdates.pdf

IIC1-23_SSProgReviewSite.pdf

IIC1-24_SSSCMinutes11-27-18.pdf

IIC1-25_SSSCMinutes12-11-18.pdf

IIC1-26_SSSCMinutes2-14-19.pdf

IIC1-27_PROCMinutes2-17-21.pdf

IIC1-27_SSCPRCycle202124.pdf

IIC1-28_PROCMinute 4-21-21.pdf

IIC1-29_PromisePlan.pdf

IIC1-30_F18StudentSurveyData.pdf

IIC1-31_SP21StudentSurveyData.pdf

IIC2-01_SAOsFromPRAUs.pdf

IIC2-02_CPRLetterFinAid2021.pdf

IIC2-03_CPRLetterEOPS2021.pdf

IIC2-04_SAOReports2017-18.pdf

IIC2-05_SAOReports2018-19.pdf

IIC2-06_LOACMinute4-25-18.pdf

IIC2-07_LOACMinutes11-24-21.pdf

IIC3-01_Sp21StudentSurveyData.pdf

IIC3-02_SSSite.pdf

IIC3-03_AdmissionsSite.pdf

IIC3-04_FinancialAidSite.pdf

IIC3-05_CounselSite.pdf

IIC3-06_SISPage.pdf

IIC3-07_SurveyReport.pdf

IIC3-08_SSSCMinutes2-10-22.pdf

IIC3-09_SSSCMinutes1-13-22.pdf

IIC3-10_STEMNotesEmail.pdf

IIC4-01_AdminRegE11.pdf

IIC4-02_AdminRegS1.pdf

IIC4-03_PRAUASO.pdf

IIC4-04_AdminRegS5.pdf

IIC4-05_ASOFinanceRules.pdf

IIC4-06_ASOFinMinutes4-29-21.pdf

IIC4-07_ASOFinMinutes6-21-21.pdf

IIC4-08_ASOAuditReport.pdf

IIC4-09_ASOExecSummary.pdf

IIC4-10_ASOClubsSpring2019.pdf

IIC4-11_ASOClubPacket.pdf

IIC4-12_ICCAgenda11-12-21.pdf

IIC4-13_AthleticsSite.pdf

IIC4-14_CCCAAInvoice.pdf

IIC4-15_WSCSite.pdf

IIC4-16_WSCDues2021-22.pdf

IIC4-17_AthleticsStaff.pdf

IIC4-18_R42019-20.pdf

IIC4-19_TitleIX.pdf

IIC4-20_EADAReport.pdf

IIC4-21_EADAFilingEmail.pdf

IIC4-22_PRAUAthletics.pdf

IIC4-23_ProcurementDocs.pdf

IIC5-01_CounselSvcsByAppt.pdf

IIC5-02_Orientation.pdf

IIC5-03_EOPSOrientationsInfo.pdf

IIC5-04_TRIOOrientationInfo.pdf

IIC5-05_TitleVOrientation.pdf

IIC5-06_OrientationTransfer.pdf

IIC5-07_FromCatalog.pdf

IIC5-08_CounselTraining11-21,.pdf

IIC5-09_CounselTrainings12-21,.pdf

IIC5-10_CounselTrainings1-22.pdf

IIC5-11_DeptMtgAgenda9-20.pdf

IIC5-12_DeptMtgAgenda1-21.pdf

IIC5-13_DeptMtgAgenda4-21,.pdf

IIC5-14_DeptMtgAgenda10-21,.pdf

IIC5-15_PeopleSoftTraining11-17.pdf

IIC5-16_PeopleSoftTrainingCanvas.pdf

IIC5-17_OnlineCounselCourses.pdf

IIC5-18_Sample3CSNCert.pdf

IIC5-19_CounselorConference.pdf

IIC5-20_CSUCollaborativeUpdate.pdf

IIC5-21_ArticulationInfo1.pdf

IIC5-22_ArticulationInfo2.pdf

IIC5-23_ArticulationInfo3.pdf

IIC5-24_FromStudentSurvey2018.pdf

IIC5-25_CounselEvalForm.pdf

IIC6-01_BP5010Admissions.pdf

IIC6-02_A&RSite.pdf

IIC6-03_AdmissionsInCatalog.pdf

IIC6-04_MathematicsASInPM.pdf

IIC6-05_CompProgCertInPM.pdf

IIC6-06_MtgAgenda11-21,.pdf

IIC6-07_MtgAgenda12-21.pdf

IIC6-08_SEPGuide.pdf

IIC6-09_CSEPcomparingPM.pdf

IIC7-01_DPCMinutes10-29-21.pdf

IIC7-02_PlacementInCatalog.pdf

IIC7-03_PlacementFormMath.pdf

IIC7-04_PlacementFormEngESL.pdf

IIC7-05_ASMinutes9-2-21.pdf

IIC8-01_BoardRule8400.pdf

IIC8-02_BoardRule5201.pdf

IIC8-03_AdminRegE105.pdf

IIC8-04_AdminRegE99.pdf

IIC8-05_BoardRule7700.pdf

IIC8-06_AdminRegB27.pdf

IIC8-07_AdminRegB27b.pdf

IIC8-08_SISHome.pdf

IIC8-09_PSViewSecurityForm.pdf

IIC8-10_SecurityAssignments.pdf

IIC8-11_PrivacyInCatalog.pdf

IIC8-12_FAOAgenda7-14-21.pdf

IIC8-13_FERPAInCatalog.pdf

IIC8-14_FERPASite.pdf

IIC8-15_TranscriptsInCatalog.pdf

IIC8-16_DSPSReleaseForm.pdf

IIC8-17_FinAidReleaseForm.pdf

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

- Los Angeles Community College District (LACCD) has policies and procedures for hiring processes that include developing job descriptions, advertising positions, and determining candidate qualifications. These are mutual responsibilities of the LACCD Human Resources Department, the LACCD Personnel Commission, and the college. Each college assures that the hiring of each position aligns with the college mission as part of their planning and is indicated on classified staffing requests, and notices of intent of fill academic and administrator positions.

- The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and administrators (**DIIIA1-01**). The LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators (**DIIIA1-02**). College administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. Each campus initiates hiring through the submission of a Notice of Intent to hire and works collectively with the HRD to develop appropriate job descriptions and recruitment plans.

- All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of six weeks (**DIIIA1-03**; **DIIIA1-04**; **DIIIA1-05**; **DIIIA1-06**; **DIIIA1-07**; **DIIIA1-08**; **DIIIA1-09**; **DIIIA1-10**; **DIIIA1-11**). The District HRD also conducts regular recruitments for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 (**DIIIA1-12**). As with permanent faculty, each college follows this process to conduct screening of eligible adjuncts from the

HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need, and the college makes final selections for successful candidates.

- LACCD utilizes a merit system through the Personnel Commission, which oversees the recruitment and testing process for classified personnel (**DIIIA1-13**). The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers (**DIIIA1-14**). Minimum qualifications are set based on the merit system testing, selection, and eligibility process (**DIIIA1-15**). The Personnel Commission manages eligibility lists for each classification and conducts testing to establish new lists at regular intervals or when eligibility lists have been exhausted. Temporary classified positions are posted as needed by the Personnel Commission on a website for provisional assignments. Recruitment for classified positions post a minimum of three weeks as referenced in Personnel Commission Rule 615 (**DIIIA1-16**). When a classified position becomes vacant or a new position is needed, colleges may make a staffing request (**DIIIA1-17**). The college convenes a hiring committee to interview candidates to make a selection from the list of eligible candidates. The District Office provides administrative oversight and support services to the colleges. For classified staff, the LACCD HRD works in collaboration with the Personnel Commission post-recruitment.

- To ensure hiring procedures are consistently followed, the employment packet provided by the candidate selected for a position contains information that is verified by LACCD HRD and cleared for employment with LACCD. If the applicant attended a university outside of the U.S., equivalency of education level is verified prior to employment by district HRD.

Analysis and Evaluation

LACCD has established recruitment and hiring procedures based on a shared responsibility of faculty, classified staff, and administrators to participate effectively in all phases of the hiring process, including job descriptions that meet programmatic needs and institutional mission. All hired personnel meet the minimum qualifications, non-U.S. degree equivalency, have been thoroughly screened, interviewed in accordance with all EEO requirements, and the responsible hiring manager checks all references under the supervision of the college vice president.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
- LACCD job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges (**DIIIA2-01**).

Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes (**DIIIA2-02**).

- LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the EEO Plan District protocols (**DIIIA1-03**; **DIIIA1-04**; **DIIIA1-05**; **DIIIA1-06**; **DIIIA1-07**; **DIIIA2-03**). All applications are forwarded to the screening committee. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations. The interview questions always include content-related questions to evaluate discipline expertise. (Samples: **IIIA2-01**; **IIIA2-02**; **IIIA2-03**)

- The Human Resources Department certifies all minimum qualifications have been met for Academic positions prior to the final offer of employment and may recommend an equivalency review through the District's AS (**DIIIA2-04**; **DIIIA2-05**; **DIIIA2-06**).

- All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (**DIIIA2-07**).

Analysis and Evaluation

The LACCD HR Department ensures that all applicants selected for hire meet the minimum qualifications for the position prior to the final offer of employment and that subject matter expertise is verified through a consistent review process. Job postings and descriptions include responsibility for curriculum and student learning outcomes assessment.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

- LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges (**DIIIA2-01**). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators through the Personnel Commission (**DIIIA1-14**). Candidates are required to provide credentials, transcripts and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. The search committee conducts the initial evaluation of applicant minimum qualifications (**DIIIA3-01**). HR validates minimum qualifications before a formal employment offer is made for academic employees.

Analysis and Evaluation

The District's established procedures ensure that the academic and classified administrators responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

- LACCD ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to transmit official transcripts from their educational institution(s) to the HR Department to validate minimum qualifications (**DIIIA4-01**; **DIIIA4-02**).
- The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements:
  - Degrees and credits must be from accredited institutions. Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service.

Analysis and Evaluation

The District has procedures in place to verify the qualifications of applicants and newly hired personnel. These efforts include a process to ensure degrees from non-U.S. institutions are validated for equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

- Probationary tenure track faculty are evaluated in each of their first four years, and once every three years following the granting of tenure. Part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter. The Personnel Commission and Human Resources Department collaborate to administer the performance evaluation process and distribute the applicable performance evaluation forms for probationary and permanent classified employees in accordance with the provisions Personnel Commission rules.
- LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining

agreements (**DIIIA5-01**; **DIIIA5-02**; **DIIIA5-03**; **DIIIA5-04**; **DIIIA5-05**; **DIIIA5-06**; **DIIIA5-07**; **DIIIA5-08**; **DIIIA5-09**; **DIIIA5-10**; **DIIIA5-11**; **DIIIA5-12**; **DIIIA5-13**). Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 (**DIIIA5-14**; **DIIIA5-15**; **DIIIA5-16**; **DIIIA5-17**).

- All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD enterprise system (**DIIIA5-18**). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 (**DIIIA5-19**; **DIIIA5-20**; **DIIIA5-21**; **DIIIA5-22**; **DIIIA5-23**; **DIIIA5-24**). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions.

- College supervisors and administrators receive notification emails to identify employees who are due for evaluation, and evaluations are schedule accordingly. Completed evaluations are filed with the District, and compliance with completing required evaluations is tracked using the EASy system.

- During the pandemic response, however, there were significant temporary shifts in the evaluation deadlines to accommodate for the emergency conditions: because operations moved online, MOUs were signed with the various unions to postpone evaluations until normal operations resumed. This led to an accumulation of evaluations which were technically past-due. With the resumption of in-person services, the College has already begun to work through the backlog of evaluations and has developed a schedule by which all past-due evaluations will be completed by December 2022.

Analysis and Evaluation

All evaluations assess performance effectiveness and provide feedback that leads to improvement in job performance. Evaluations are conducted at regular intervals for each employee group based on stipulations in collective bargaining agreements, administrative procedures and Personnel Commission Rules. The policies and practices in place in the LACCD, along with the forms used for evaluations, result in effective measures of performance of the duties for all employees.

As a result of evaluations postponed due to the pandemic, the College faces a backlog of evaluations. The College has already instituted a schedule by which all past-due evaluations will be completed by December 2022.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ **(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)**

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

- Permanent faculty hiring at the College occurs through the PR and Faculty Hiring Prioritization processes, both of which are linked to the college mission. Each year, programs may submit requests via PR for full-time faculty hires. Unlike other requests arising through PR, faculty-hire requests are not prioritized along with other general fund requests as part of the budget allocation process. (See I.B.5 for details on academic PR and I.B.9 for details on budget allocation.) Departments requesting new full-time faculty must also submit an application to the Senate's FHPC. That committee collects all applications for new hires (**IIIA7-01**) and prioritizes them based on various factors, including enrollment and the ratio of courses taught by full-time vs part-time faculty. (**IIIA7-02**) FHPC presents its prioritized list to the Senate for discussion, possible revision, and approval. (**IIIA7-03**) It is then given to the College President. The College President, guided by the Senate's recommendations and in consultation with the Chancellor, determines how many full-time faculty will be hired and in which disciplines the hires will take place.
- Based upon available resources, and the results of the prioritization processes, the College submits a Notice of Intent (NOI) and job descriptions for each faculty position it intends to fill (**DIIIA7-01**).
- As of the Fall 2021 semester, the College employed 105 full-time faculty and 270 part-time faculty, both in line with other schools of a similar size. (**IIIA7-04**)

Analysis and Evaluation

The annual review of staffing provides the opportunity for departments to review data and determine whether faculty levels are adequate. If the department determines a need for additional faculty, it is indicated in their annual PR. There are processes for prioritizing faculty hiring assures adequate staffing levels.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

- At the College, Deans and Department Chairs provide orientation activities. (**IIIA8-01**) Some orientation occurs during annual Flex Days on campus, to which both new and returning adjunct faculty are invited; Flex Days provide information on local College developments and issues, (IIIA8-02) and include Department-level orientations as well. (**IIIA8-03**; **IIIA8-04**) In

terms of professional development, adjuncts are invited to participate in any of the professional development sessions offered on campus and throughout the District.

- LACCD offers multiple opportunities for adjunct faculty to integrate into the life of the institution. Specific examples include:
  ○ FLEX workshops available through the Vision Resource Center (**DIIIA8-01**).
  ○ Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory government committees, town halls, academic senate, and on PR committees (**DIIIA8-02**).
  ○ In addition, adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions. These activities help them to be appropriately oriented to LACCD and our students, and to become engaged with student life and the academic processes of LACCD.

Analysis and Evaluation

Orientation, communications, and professional development activities are made available to all adjunct faculty, and their participation is encouraged.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

- At LAMC, staffing needs are monitored by the supervisors of each unit. (Faculty may also submit staff requests during PR. See I.B.5 for a description of the PR process.) When staff are needed, supervisors discuss the matter with the appropriate Vice-President and, upon approval, the request is forwarded to the President for final local approval. As with faculty requests, the College President then works with the Vice President of Administrative Services to analyze the budget impact of the requests, including long- term financial impact of adding new classified staff to ensure we have sustainable financial resources. If approved, a Classified Staffing Request form is submitted to the District. (**IIIA9-01**)

Analysis and Evaluation

The College has planning practices that provide the opportunity to evaluate staffing levels on an annual basis for support personnel. But this accreditation process has revealed that the process of evaluating and prioritizing staff hires could be strengthened. As a result, the College as adopted a plan to institute a Staff Hiring Prioritization process mirroring the Faculty Hiring Prioritization process discussed in III.A.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

- LACCD established minimum funding for a baseline number of administrators for each college in its Budget Allocation Model (**DIIIA10-01**). This baseline shows the minimum number of academic and administrative personnel for a small, medium, and large college. The administrators are organized at the college level and determined by review and planning processes at the college.

- The College President periodically evaluates the sufficiency of administrators for each area based on the responsibilities and workload requirements. For example, a review of the Academic Affairs and Student Services divisions conducted in Fall 2021 resulted in shifting one department (Admissions and Records) from Academic Affairs to Student Services and the reassignment of one Dean position from Academic Affairs to Student Services. This review also resulted in a shift of responsibilities among the Academic Affairs Deans and the Student Services Deans, and the reclassification of an Associate Dean of Academic Affairs to a Dean of Academic Affairs. (**IIIA10-01**; compare to current org charts in Part D.)

Analysis and Evaluation

LACCD has policies in place to determine minimum administrator staffing levels. The College maintains a sufficient number of administrators to provide leadership and ensure services to support the institution's mission and purposes, as reflected in a survey of employees from fall 2021 in which over 70% agreed or strongly agreed that the College has sufficient administrators for its purposes. (**IIIA10-02**)

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

LACCD adheres to the written personnel policies and procedures stated in Chapter 7 Board Policies and APs along with any negotiated items in the collective bargaining agreements for faculty and the classified staff. Other important forms are posted and accessible as follows:

Item	Location
BP Chapter 7	LACCD BoardDocs Ch. 7 (**DIIIA11-01**)
HR Protocols	Human Resources Website (**DIIIA11-02**)
Collective Bargaining Agreements	Human Resources Website (**DIIIA11-03**)
Employee Forms	Human Resources Website (**DIIIA11-04**)

Analysis and Evaluation

LACCD publicizes its personnel policies on easily accessible public websites. Standardized policies, processes, and forms are used to ensure consistency and equity in administering personnel practices.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

• One of LACCD's core values is "The Power of Diversity." Los Angeles Community College District has a reputation for teaching and for its highly-qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence & Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (**DIIIA12-01**). There is a broad range of trainings that support, encourage, and address issues related to diversity and equity as it relates to personnel and students. Faculty are able to use resources through the Vision Resource Center (**DIIIA12-02**). The LACCD EEO Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (DIIIA2-03). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (**DIIIA12-03**).

• To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool (**DIIIA1-11**). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must have participated in EEO Hiring Committee Training every three (3) years. Each academic and/or classified hiring panel includes a non-voting EEO Representative selected by the college president (**DIIIA12-04**).

• To institutionalize practices of equity and diversity, in the summer of 2020, LACCD established a "Framework for Racial Equity and Social Justice" that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a districtwide race, equity and inclusion Human Resources Workgroup that is to address systemic barriers to the recruitment, hiring, and promotion of historically underrepresented and marginalized communities (**DIIIA12-05**). This provides the mechanism for all in the LACCD to assess,

through its annual review processes, the effectiveness of the support provided to its community of staff and students.

- To supplement and support District efforts, as discussed in Standard I.B.6, in 2020 the College formed a Race, Equity, and Inclusion Task Force to explore actions the College could take to better address equity issues. Based on recommendations from the Task Force, the College developed a formal statement, approved through shared governance, which affirmed the commitment of faculty, staff, and administration to redress institutional racism and promote an inclusive environment. (**IB6-17**)

- In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad-Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. These provide opportunities for faculty, staff, administrators, students, and the community to participate discuss policies and procedures related to equity and diversity (**DIIIA12-06**; **DIIIA12-07**; **DIIIA12-08**; **DIIIA12-09**; **DIIIA12-10**).

Analysis and Evaluation

LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. The core value of diversity is expressed in the District commitment to hiring a diverse faculty and staff and assessing equity in hiring for all employee classifications. As charged, the EEO Advisory Committee reviews recruitment strategies and makes recommendations to LACCD Board of Trustee accordingly. The College also actively pursues diversity and inclusion.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

- One of LACCD's Core Values is Public Accountability & Transparency as such, the LACCD has a number of Board Rules that addresses written codes of professional ethics for all its personnel.

- Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Rules (**DIIIA13-01**), the Personnel Commission has Laws & Rules covering all Classified employees (**DIIIA13-02**), and the Education Code 87732 covers academic employees (**DIIIA13-03**), which could lead to employee discipline.

- Locally, the College has adopted a Code of Conduct for all employees, and the AS has adopted a Faculty Ethics statement, both of which detail the ethical standards to which personnel are expected to adhere, and both are printed in the Catalog. (**IIIA13-01**)

Analysis and Evaluation

LACCD has an approved ethics policy for all of its personnel. Under its policy, each college adopts a Code of Ethics. Allegations for violations of any of these policies are thoroughly investigated and can result in employee disciplinary progressive intervention.

14. **The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

- LACCD's Core Values of Access & Opportunity and Excellence & Innovation recognize that the District's greatest resource is employees. To support employees, District and college divisions offer a multitude of trainings for faculty, classified staff, and administrators throughout the year (**DIIIA12-02**). The District has offered the following professional learning opportunities to support campus leaders:
  ○ Hosting conferences and summits on the LACCD campus with specific themes tied to the priorities of the colleges and District Office (**DIIIA14-01**).
  ○ Professional Development and Tuition Reimbursement funds are available under each of the union contracts (**DIIIA14-02**).
  ○ LACCD Deans Academy and Essentials of Supervision designed to help classified and management employees prepare for leadership roles at every level of the organization (**DIIIA14-03**; **DIIIA14-04**; **DIIIA14-05**; **DIIIA14-06**; **DIIIA14-07**).
  ○ The Chancellor's President's Academy (**DIIIA14-08**; **DIIIA14-09**).
- Each year at the College, participants in fall and spring semester kickoff/flex meetings are asked to complete an evaluation of the activity and a needs survey at the end of the event. The PDC reviews the surveys and plans events for the upcoming semester according to the responses. For the last two years the events have been virtual and the evaluation participation has dropped dramatically. For academic year 2021-2022 a needs survey was conducted online, polling faculty, staff, and administrators. (**IIIA14-01**) PDC reviewed the results and made plans for future offerings. (**IIIA14-02**) One result of this survey was the scheduling of customer service training for all Classified staff in April 2022. (**IIIA14-03**)

Analysis and Evaluation

The College monitors professional development needs and adjusts its offerings accordingly. There are appropriate opportunities for staff, faculty, and administrators to professionally develop at all levels.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
- The LACCD HR Department maintains the official personnel file of record. It stores files in a secure room with key access to which only designated HR employees have access.
- The collective bargaining unit agreements for faculty and classified staff enables employees to review and access their personnel records and files with an HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR (**DIIIA15-01**).
- Most personnel records are kept by the District. Those few stored on campus are secured under lock in the Administrative Services office.

Analysis and Evaluation

LACCD ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate.

Conclusions on Standard III.A: Human Resources

The LACCD has consistent policies and procedures for all college to follow. Required qualifications are verified, including having non-U.S. transcripts assessed. The District and College have planning processes in place to determine staffing levels and the resources that will be provided for college staffing. Faculty, staff and administrators are evaluated annually, with a system in place to track the completion of evaluations. Agreements with bargaining units delayed completion of annual evaluations during the pandemic. College planning processes include professional development for all faculty, staff and administrators. The Board of Trustees has policies for expected professional conduct. LACCD maintains a pool of diverse faculty, staff, and administrators. Focused efforts by LACCD and the College to create institutions that include equitable practices have become a fabric of the institutions. The District maintains secure storage for personnel files that are made available to employees on request.

Improvement Plan(s)

The College has instituted a plan to complete all past-due evaluations by December 2022.

The College is creating a process by which staff hiring decisions will follow a formal evaluation and prioritization process similar to that used for faculty hires.

Evidence List

DIIIA1-01_HROrgChartOps.pdf

DIIIA1-02_HRGR110toR400.pdf

DIIIA1-03_HRGuideR110.pdf

DIIIA1-04_HRGuideR121.pdf

DIIIA1-05_HRGuideR122.pdf

DIIIA1-06_HRGuideR124.pdf

DIIIA1-07_HRGuideR130.pdf

DIIIA1-08_BP7120.pdf

DIIIA1-09_BP7270.pdf

DIIIA1-10_CCCRegistry.pdf

DIIIA1-11_RecruitmentStrat.pdf

DIIIA1-12_HRGuideR130.pdf

DIIIA1-13_PCLawsRules.pdf

DIIIA1-14_PCClassSpec.pdf

DIIIA1-15_PCWebsite.pdf

DIIIA1-16_PCRule615.pdf

DIIIA1-17_C1121ClassStaff.pdf

DIIIA2-01_CCCCOMinQuals.pdf

DIIIA2-02_AcademicJobs.pdf

DIIIA2-03_EEOPlan.pdf

DIIIA2-04_EquivalencyCmt.pdf

DIIIA2-05_HRR130N.pdf

DIIIA2-06_BP-APXitionMemo.pdf

DIIIA2-07_FacJobDesc.pdf

DIIIA3-01_EmployeeWebpage.pdf

DIIIA4-01_BP7210.pdf

DIIIA4-02_BP-APXitionMemo.pdf

DIIIA5-01_AFT1521CBAArt19.pdf

DIIIA5-02_AFT1521CBAArt42.pdf

DIIIA5-03_AFT1521ACBAArt16.pdf

DIIIA5-04_B&CTradesCBAArt15.pdf

DIIIA5-05_SEIU99Art12.pdf

DIIIA5-06_SEIU721Art11.pdf

DIIIA5-07_TeamstersArt8.pdf

DIIIA5-08_FacEvalFormACD.pdf

DIIIA5-09_FormPE_CT_PM.pdf

DIIIA5-10_FormPE_CR_Trades.pdf

DIIIA5-11_FormPE_CS_721.pdf

DIIIA5-12_SEIU99AppxC.pdf

DIIIA5-13_TeamFormEval.pdf

DIIIA5-14_BP7150.pdf

DIIIA5-15_PCRule702.pdf

DIIIA5-16_HRGuideE210.pdf

DIIIA5-17_HRGuideE215.pdf

DIIIA5-18_EASyRedacted.pdf

DIIIA5-19_AFT1521MOU2021.pdf

DIIIA5-20_AFT1521AMOU2020.pdf

DIIIA5-21_TradesMOU2020.pdf

DIIIA5-22_TeamstersMOU2020.pdf

DIIIA5-23_SEIU99MOU2020.pdf

DIIIA5-24_SEIU721MOU2020.pdf

DIIIA7-01_NoticeofIntent.pdf

DIIIA8-01_AFT1521_CBA_Art13.pdf

DIIIA8-01_ELACVRCFlex.pdf

DIIIA8-02_AdjunctSpptSmple.pdf

DIIIA10-01_UnresGenFund.pdf

DIIIA11-01_Ch7BoardDocs.pdf

DIIIA11-02_HRGuides.pdf

DIIIA11-03_UnionContracts.pdf

DIIIA11-04_FacStaffForms.pdf

DIIIA12-01_BP1200.pdf

DIIIA12-02_VRC.pdf

DIIIA12-03_EEOAdvCommRep.pdf

DIIIA12-04_TrainedEEOReps.pdf

DIIIA12-05_FrmwkRacialEqty.pdf

DIIIA12-06_LGBTQBlackFlyer.pdf

DIIIA12-07_LGBTQBlackAgenda.pdf

DIIIA12-08_MACALADACAFlyer.pdf

DIIIA12-09_MACALADACAAgenda.pdf

DIIIA12-10_AdHocNonEngSpeak.pdf

DIIIA13-01_BP2715.pdf

DIIIA13-02_PCRule735.pdf

DIIIA13-03_EdCode87732.pdf

DIIIA14-01_WomenEmpowerment.pdf

DIIIA14-02_PDUnionCBAArt.pdf

DIIIA14-03_DeansAcadSample.pdf

DIIIA14-04_DeansAcadAgenda.pdf

DIIIA14-05_PresentDeans.pdf

DIIIA14-06_EssentialsinSupv.pdf

DIIIA14-07_EsseninSupSch.pdf

DIIIA14-08_PresAcademy.pdf

DIIIA14-09_PresAcadBrochure.pdf

DIIIA15-01_PersFileCBAArt.pdf

IIIA2-01_MathQuestions.pdf

IIIA2-02_ChicanoQuestions.pdf

IIIA2-03_STEMCounselQuestions.pdf

IIIA7-01_FHPCApplication.pdf

IIIA7-02_FHPCRankings.pdf

IIIA7-03_ASMinutes2-10-22.pdf

IIIA7-03_EnrollmentReport.pdf

IIIA7-04_FacultyEmployees.pdf

IIIA8-01_SampleOrientation.pdf

IIIA8-02_FlexDaySchedule.pdf

IIIA8-03_DeptMeetingAgenda.pdf

IIIA8-04_DGLSFacultyOrientation.pdf

IIIA9-01_ClassStaffReqForm.pdf

IIIA10-01_OrgChartsSumm2021.pdf

IIIA10-02_FromFacStaffSurvey.pdf

IIIA13-01_FromCatalog.pdf

IIIA14-01_NeedsAssessment.pdf

IIIA14-02_PDCMinutes9-14-21.pdf

IIIA14-03_CSTrainingsEmail.pdf

B. Physical Resources

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

- The creation of safe and accessible facilities is the mutual responsibility of the College and the District Facilities Planning and Development Department (FP&D). To achieve these goals, FP&D supports colleges with facilities planning, capital improvements, higher cost deferred maintenance and establishing districtwide standards. FP&D ensures safe and accessible facilities by assisting colleges designing and constructing California Field Act (Field Act) compliant buildings, facilities, and systems as specified by California's Division of State Architect (DSA) ultimately assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and facilities conditions index (FCI) reports to ensure campus buildings, systems, and workspaces are in safe working order (**DIIIB1-01**). The College's Facilities Maintenance and Operations (FM&O) department implements facilities scheduled maintenance using a building system and equipment database which is updated annually by FM&O staff (**DIIIB1-02**).

- In addition to the District's efforts to ensure the safety of its facilities, the College ensures safety by complying with all Federal, state, and local agencies' regulations required to ensure a safe campus environment. The Facilities department ensures that the College:
  - complies with air quality mandates. (**IIIB1-01**)
  - maintains fire alarm systems to meet Fire Code and National Fire Protection Association recommendations (**IIIB1-02**) and tests them annually to ensure they are in working order. (Samples: **IIIB1-03**; **IIIB1-04**; **IIIB1-05**; **IIIB1-06**)
  - maintains and inspects elevators to ensure they are in safe, working order. (**IIIB1-07**; **IIIB1-08**; **IIIB1-09**)
  - regularly participates in the California Shake Out. (**IIIB1-10**)

- The College monitors safety and sufficiency (among other) issues that arise in several ways:
  - The Plant Facilities department has a robust work request system making it easy for staff and faculty to report issues. (**IIIB1-11**; **IIIB1-12**)
  - The Work Environment Committee (WEC; convened under the authority of the AFT 1521 Faculty Guild) monitors all work environment matters including grounds and facilities, conditions of classrooms, allocation and conditions of faculty office space, air quality, temperature control, lighting, and health, safety, and sanitation among other things. It has a standing agenda item at the FPC and CC, and reports to both as needed. (**IIIB1-13**; **IIIB1-14**; **IIIB1-15** – see highlights p. 2)

- When FPC can't address the issues raised by WEC, CC decides how to address it.
- Faculty and Staff surveys regularly assess the safety and sufficiency of campus facilities. The most recent survey shows general satisfaction with campus facilities. (**IIIB1-16** – see highlighted questions)
- The most recent Clery Report shows overall low instances of crime on LAMC's campus. (**IIIB1-17**)
- The PR process (detailed in I.B.5) asks all academic departments and service units to report annually on the sufficiency of their facilities and equipment, and allows them to request adjustments as needed. (**IIIB1-18** – see highlights)

- With the assistance of District FP&D The College has identified and created an ADA transition plan and is working to improve access to campus, using bond funds to improve campus access. Notes in the bond report call this "TAI" (Transportation Accessibility Improvement) project. (**IIIB1-19**; **IIIB1-20**)

- The College's Plant Facilities Department ensures physical resources are available to in-house staff to effectively clean and maintain campus facilities, buildings, grounds, and infrastructure ensuring that the physical environment is accessible, safe and healthful for campus Faculty, Staff, and Students. As examples, in response to the COVID-19 pandemic, the College provided resources for Plant Facilities to:
  - install pathogen killing devices on all air handling equipment campus wide. (**IIIB1-21**)
  - provide disinfection equipment and supplies for use by staff to ensure a clean environment. (**IIIB1-22**)

Analysis and Evaluation

LACCD FP&D ensures physical resources support student learning programs, student services, and improve institutional effectiveness. Physical resources and asset planning efforts are aligned with verifiable evidence to provide safe and sufficient learning environment at all locations offering courses, programs, and learning support services.

In addition to the District's safety and sufficiency process, the College's Plant Facilities team ensures completion of all mandated safety inspections and compliance with all relevant safety rules. It monitors safety 1) via a reporting system that allows all employees to report safety issues, 2) via the Work Environment and FPCs' actions, and 3) indirectly via regular Faculty and Staff surveys. Programs and service units are also prompted to report (and request resources to redress) any issues in their areas via PR's Annual Update process.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

- To support the College mission in order to ensure the effective use and continuing quality of its physical resources, the FP&D and College facilities office work collaboratively to regularly evaluate facilities, equipment, instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations.

- The College works with the District to maintain a campus Facilities Master Plan (FMP) that details bond projects. The FMP was last updated in 2018 to reflect the completion of the Arts, Media, and Performance building in 2017 and the planning and progress of the Student Services and Administration building, currently under construction. (**IIIB2-01**) The Facilities planning Committee also regularly participates in the IP process to update the ISMP. (**IIIB2-02** see page 2; See I.B.9 for more details on the IP process.)

- One venue for facilities planning is via the PR process. To ensure that programs' and service units' specific needs for facilities and equipment are met, both educational programs and student service units may submit requests during their PRAUs for facilities, or for funding for equipment (including maintenance, repair, or replacement). (**IIIB2-03** – see highlights; See I.B.5 for details on the PR process.) Student Services' PRs specifically ask if space, equipment, and campus facilities are adequate to unit needs. (**IIIB2-04** – see highlights)

- The College's FPC is central to facilities planning. FPC is a shared-governance committee with members representing faculty, staff, administration, and students. The committee meets regularly during the academic year to review ongoing bond projects, discuss facilities usage, and provide a forum for the campus community to bring issues or concerns. (**IIIB2-05**; **IIIB2-06**; **IIIB2-07** – see highlights in both) FPC is involved in planning in several ways:

  ○ In terms of space, as noted above, FPC works with the District to assess the College's physical resource needs and to create and update the College's Facilities Master Plan (FMP) which provides for bond-financed construction projects. Where the College identifies needs outside the FMP, the College also leases property. (**IIIB2-08**; **IIIB2-09**)

  ○ In addition, FPC can make recommendations directly to CC to create, change or adopt campus wide procedures to ensure effective utilization of facilities. (**IIIB2-10**)

  ○ Finally, FPC is also one of the "planning committees," regularly participating in the IP procedure to suggest facilities-based Activities for inclusion in the ISMP (**IIIB2-02** see highlights; **IIIB2-11** see highlighted facilities Activities pages 13-19; See I.B.9. for details on the IP process)

- To ensure that new buildings meet the needs of programs and service units, the College utilizes Building User Groups (BUGs) throughout the planning and building process. These groups include faculty and administration who help define the scope and needs of the spaces (**IIIB2-12**, **IIIB2-13**) and when appropriate suggest changes. (**IIIB2-14**)

- To ensure that facilities planning aligns with the College mission:

  ○ PR requires programs' and units' resource requests map up to higher-level goals in the ISMP (**IIIB2-03** – see highlights) and to detail the program's/unit's contribution to achieving the mission. (**IIIB2-15**)

- ISMP Activities are clearly linked to the College Mission. (See I.A.2 for details on linking the ISMP to the mission.)
- To inform its planning activities, the College seeks feedback from employees and students regarding its physical resources via public address at Facilities Planning meetings (**IIIB2-06**) and evaluates facilities through regularly-administered Faculty and Staff Survey questions about resources.

Analysis and Evaluation

The College ensures support for programs and services by planning for, acquiring, and maintaining its resources in a variety of ways: through the PR process, its FMP process, and the IP process. Each of these processes connects planning to the College mission. The College regularly assesses its facilities in PR and through surveys.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
- The District relies on a collaborative approach to assess the utilization of college facilities. FP&D supports college projects that are considered high cost (exceed $150,000), while colleges process lower cost (below $150,000) investments and prioritization of needs. College processes support the planning and design processes for short- and long-term strategic plans related to capital construction projects (**DIIIB3-01**). This supports college efforts to plan and evaluate improvements, repairs and replacements more effectively to maximize the deferred maintenance funding and operational services.
- The District provides analyses of facilities through FUSION and the FCI reports as noted above in III.B.1. (**IIIB3-01**) The WEC regularly provides reports to FPC regarding the effectiveness of physical resources. (**IIIB3-02** – see item 4) These analyses and local periodic maintenance inspections, service, and cleaning inspections are used by the Director of College Facilities to create project funding proposals for infrastructure. These projects are reviewed and discussed in FPC (**IIIB3-03**; **IIIB3-02** – see item 6), prioritized, and submitted to District for funding. (**IIIB3-04**; **IIIB3-05**) Funded projects become Deferred Maintenance projects. (**IIIB3-06**) In addition, as a "planning committee," FPC can propose Activities for the ISMP that address facilities needs. (**IIIB3-07**)

Analysis and Evaluation

The compilation of requests and needs identified by the College Facilities teams and College Committees are used to identify physical plant challenges that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the State scheduled maintenance program, the local deferred maintenance program, available college resources, or, if the project qualifies, the project may be funded through the bond program (BuildLACCD).

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

- Periodically, the District's Board of Trustees Facilities Master Planning and Oversight Committee (FMPOC) reviews and adopts revisions and updates to the Colleges Facilities Master Plan (**DIIIB4-01**; **DIIIB4-02**; **DIIIB4-03**; **DIIIB4-04**). These plans evaluate and recommend long-range development plans that are often bond funded. Facilities Master Plans are updated or revised on an as needed basis to support the Educational Master Plan and specific near and long-term facilities and infrastructure needs. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis (**DIIIB4-05**; **DIIIB4-06**; **DIIIB4-07**; **DIIIB4-08**).

- Total Cost of Ownership (TCO) of new facilities and equipment is addressed by the District in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:
  - LAMC Unrestricted General Fund for operational costs (**IIIB4-01**)
  - LACCD Deferred Maintenance Fund (**DIIIB4-09**)
  - State funds for approved Capital Outlay or Scheduled Maintenance Projects (**DIIIB4-10**)

Analysis and Evaluation

The District's capital improvement program recommends and develops projects plans informed by the Facilities Master Plan (FMP), which is informed by the Goals and Objectives of the College's ISMP. Total cost of ownership is part of the planning process and includes administrative, instructional, personnel, and maintenance costs of the completed project. PR provides departments the opportunity to assess planning and instructional goals, including facilities.

Conclusion

LACCD ensures that all colleges have accessible, safe, secure, and healthy facilities. The Board of Trustees has a Facilities Management and Planning Oversight Committee that meets monthly to ensure that all facilities planning aligns with the District and College missions. In addition to the Board committee, LAMC's FPC meets monthly to review maintenance, equipment and utilization of facilities to confirm that capital and maintenance plans meet the needs of the College. The IP and PR processes, as well as an annual assessment of facilities and equipment condition inform short-term scheduled maintenance and long-term capital building plans.

Improvement Plan(s)

None.

Evidence List

DIIIB1-01_FCIReport021122.pdf

DIIIB1-02_FUSIONProjList5Yr.pdf

DIIIB3-01_FPDProjSMPDM.pdf

DIIIB4-01_LAVC_FMP_Agenda.pdf

DIIIB4-02_LAVC_FMP_Present.pdf

DIIIB4-03_LAVC_FMP_2020.pdf

DIIIB4-04_LAVC_FMP_Addendum.pdf

DIIIB4-05_PPISAllocMemo2021.pdf

DIIIB4-06_LACCD5YrConstPln.pdf

DIIIB4-07_PPISFundingMemo21.pdf

DIIIB4-08_PPISAllocations21.pdf

DIIIB4-09_LACCDDefMaintFund.pdf

DIIIB4-10_LACCThArtsReplcmt.pdf

IIIB1-01_AQMD1.pdf

IIIB1-02_FireContracts2018-21.pdf

IIIB1-03_Firetest1.pdf

IIIB1-04_Firetest2.pdf

IIIB1-05_Firetest3.pdf

IIIB1-06_Firetest4.pdf

IIIB1-07_ElevatorSvcContract.pdf

IIIB1-08_ElevatorInspectFees.pdf

IIIB1-09_ElevatorTest.pdf

IIIB1-10_GCSO1.pdf

IIIB1-11_WO1.pdf

IIIB1-12_WO2.pdf

IIIB1-13_PFCAgenda12-13-21.pdf

IIIB1-14_FPCAgenda2-14-22.pdf

IIIB1-15_CCMinutes12-16-21.pdf

IIIB1-16_FromFacStaffSurvey.pdf

IIIB1-17_CLR.pdf

IIIB1-18_FromPRAUBiotech.pdf

IIIB1-19_BOND.pdf

IIIB1-20_ADA.pdf

IIIB1-21_UV.pdf

IIIB1-22_360.pdf

IIIB2-01_FMP2018Update.pdf

IIIB2-02_FPC3.pdf

IIIB2-03_FromPRAUBiotech.pdf

IIIB2-04_FromPRAUCounsel.pdf

IIIB2-05_FPCCharter.pdf

IIIB2-06_FPC1.pdf

IIIB2-07_FPC2.pdf

IIIB2-08_MOA.pdf

IIIB2-09_SunlandLease.pdf

IIIB2-10_FPCRequestToCC.pdf

IIIB2-11_ISMP2019–2024.pdf

IIIB2-12_Bug1.pdf

IIIB2-13_Bug2.pdf

IIIB2-14_AMPSmallwares.pdf

IIIB2-15_FromPRAUBiotech.pdf

IIIB3-01_FCIReport.pdf

IIIB3-02_FPCMinutes4-11-22.pdf

IIIB3-03_ProjectList.pdf

IIIB3-04_FundingProposal.pdf

IIIB3-05_ConstructionPlan.pdf

IIIB3-06_DMProjectList.pdf

IIIB3-07_FromISMP2019–24.pdf

IIIB4-01_M&OOperatnlBudgets.pdf

C. Technology Resources

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

- The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee, the Technology Policy and Planning Committee (TPPC). The TPPC is cochaired by the LACCD Vice-Chancellor/CIO and a District AS Designee and is comprised of representatives from these constituencies: faculty, distance education, administration, District AS, Faculty Guild, and Staff Guild (**DIIIC1-01**; **DIIIC1-02**). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies (**DIIIC1–03**; **DIIIC1-04**).

- Extra focus has been given to the intersection and communication to the local College CTCs by including College CTC representatives in the TPPC in addition to the constituency-based participation (**DIIIC1-05**). These representative members serve as an added bidirectional conduit of communication who bring the added college level direct feedback in the discussions and bidirectional feedback between the College Level participatory governance and the district level participatory governance.

- A third party, Huron Consulting, performed an assessment of the IT environment in 2018. This review of the state of technology, as well as an in-depth analysis of organizational structure, staff, and overall process evaluation, identified a series of opportunities to improve existing processes and operational practices to align with best practices and industry standards, reduce operational risks, and enable better service delivery across the District (**DIIIC1-06**).

- As a result, LACCD IT has undergone a significant reorganization to improve operations, foster collaboration, and most effectively structure and utilize distributed and centralized resources across the District. The Office of Information Technology is focused on the Shared-Services model for all district-wide technology needs (**DIIIC1-07**) and each of the nine Colleges has dedicated technology support staff to address college specific needs.

- The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our students (**DIIIC1-08**). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery. (**DIIIC1–09**; **DIIIC1-10**)

- Each of the Colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for college departments, as well as managing audio visual and desktop technology needs for the campus.

- OIT provides support for over 70 applications utilized district wide (**DIIIC1-11**).

- LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design using a single content management platform (**DIIIC1-12**).

- OIT manages and maintains LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine College campuses, satellite campuses and the ESC (Educations Services Center). The LACCD LAN services the needs of over eight thousand LACCD employees across nine campuses and their satellite campuses, and the Educational Services Center (ESC). The Wide Area Network supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides LACCD with Firewall, Security and Network Access Services. OIT manages and provides network support for 25 wireless controllers, and over 2300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses (**DIIIC1-13**).

- The LAMC CTC meets monthly to review and discuss technology planning and technology needs. Recommendations from the CTC go to CC for approval and recommendation to the College President (**IIIC1-01**).

- LAMC evaluates and meets local technology needs through the PR process (See I.B.5 for a detailed description of PR.) PRAUs specifically ask programs and service units if current technology—both department and campus-wide tech—is "adequate to support the needs" of the program/unit. (**IIIC1-02** – see highlights; **IIIC1-03** – see highlights) If technology is not adequate—whether for in-person on online/DE needs—programs and units may submit requests for new technology resources through the PR system. (**IIIC1-04**) When that occurs, the requests are evaluated and prioritized via the College's budget allocation process (See I.B.9 for details of prioritization and budget-allocation.) The College also assesses its technology offerings via surveys regularly conducted amongst students, faculty, and staff; results of the surveys are generally positive. (**IIIC1-05**; **IIIC1-06**) Any problems identified in the surveys would be addressed based on who "owns" the technology: the District would be notified of inadequacies in District-provided technology, and inadequacies at the program- or unit-level would be addressed through PR.

Analysis and Evaluation

The District provides comprehensive technology services and resources to adequately support the institution's operations in academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings. The District and College regularly review the effectiveness of technology resources and make planning revisions as necessary to address needs.

The College meets local technology needs through its PR and budget allocation processes.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

- In an effort to ensure that College needs are met and to provide adequate technology support for operations, programs and services, LACCD developed a multi-year district-wide Innovation and Technology Plan which was vetted by the Technology Policy and Planning Committee and approved by Chancellor Rodriguez in 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan Goals and outlines eight (8) IT strategic priorities that support the District and College missions, operations, programs, and services (**DIIIC2-01**).
- Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors (**DIIIC2-02**; **DIIIC2-03**).
- The operationalization of the technology plan is done through District-Wide IT initiatives/projects and college-specific efforts/projects. The districtwide IT initiatives are organized in a technology roadmap (**DIIIC2-04**). All IT projects status updates are being maintained on the OIT Projects Dashboard (**DIIIC2-05**).
- The LACCD technology roadmap was revised due to the Covid-19 pandemic to include tools and technologies needed to operate remotely, such as video conferencing and cloud-based subscription services for teaching and learning. Subsequently, the technology roadmap has been further revised to incorporate telecommuting options and hybrid teaching.
- As new buildings are constructed, the District uses a process to introduce new technology infrastructure and provide new equipment. At the college level, a Building User Group (BUG) meets with the construction management team and IT Regional Manager to determine the appropriate technology for each area and identify technology gaps. Significant investments in new technology and upgrades have greatly improved campus technology.
- As explained in III.C.1, the College ensures adequate technology for department and unit

needs primarily through the PR process as explained in III.C.1; the PR process is detailed in I.B.5. For campus-wide technology needs, there are two possible approaches. First, and most commonly, the CTC can take issues to the District CTC for resolution at the District level. For the few issues that the District will not handle, the CTC will address them via the IP process

- Prior to the District centralization of campus-wide technology support, planning for, updating, and replacing locally supported technology, college-wide technology was handled through the CTC, a shared-governance committee under CC. Its planning was embodied in the College's Technology Master Plan, as noted in that committee's charter. (**IIIC2-01**) Note: the CTC is currently revising its charter in the wake of the centralization of technology support by the District. (**IIIC2-02**) As part of the College's 2016 Accreditation Report's QFE, technology and other planning was incorporated into a single plan called the ISMP Currently, the CTC participates in the College's IP process and may propose "Activities" (including resource requests) to the ISMP. (**IIIC2-03** – see highlights. See I.B.9 for details on IP.) Going forward, any campus-wide tech issues that are not addressed by the District will be addressed via that process. (**IIIC2-04** – see page 6 for technology Activities)

- With requests for technology resources that arise via the IP or PR process, the College decides how to prioritize funding for the various requests through the College's budget-allocation process. (Details in I.B.9)

- The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existent equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program (**DIIIC2-06**; **DIIIC2-07**; **DIIIC2-08**; **DIIIC2-09**; **DIIIC2-10**).

Analysis and Evaluation

The institution has established processes to ensure appropriate and sustainable infrastructure is maintained that provide an adequate environment for students, faculty, and staff.

The institution uses feedback from end user constituencies through its participatory governance and PR processes used in the evaluation of existing technologies and informs the planning and prioritization process.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

- The District supports the colleges with instructional and academic applications that are used districtwide. In collaboration with the District AS's Online Education and Academic CTC, the Office of Educational Programs and Institutional Effectiveness develops an annual list of

needed programs for districtwide implementation. The Senate committee created criteria for districtwide purchasing and prioritization to assure that program needs are met. The District implemented this criteria and provided access to over 50 applications to support college programs and services (**DIIIC3-01** ; **DIIIC3-02**).

- The institution maintains an inventory of technology assets (**DIIIC3-03**) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards (**DIIIC3-04**; **DIIIC3-05**). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. The AP is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans (**DIIIC3-06**; **DIIIC3-07**; **DIIIC3-08**).

- The District 's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections (**DIIIC3-09**), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) (**DIIIC3-10**; **DIIIC3-11**). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems (**DIIIC3-12**). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the BP and APs (**DIIIC3-13**; **DIIIC3-14**; **DIIIC3-15**; **DIIIC3-16**; **DIIIC3-17**; **DIIIC3-18**; **DIIIC3-19**; **DIIIC3-20**; **DIIIC3-21**; **DIIIC3-22**; **DIIIC3-23**; **DIIIC3-24**; **DIIIC3-25**).

- Local technology needs are planned for, and funded, through the ISMP and PR processes, as detailed in III.C.1 and III.C.2. Maintenance and security of these program- and unit-level resources are the responsibility of the program/unit; when maintenance is required, the programs/units submit a request through the PR process.

Analysis and Evaluation

The District assures that appropriate technology resources are available at each location in support of the programmatic needs. Adequate support resources are available to maintain operations at all locations. The institution allocates appropriate resources for the management, maintenance, and refresh of technology ecosystem to maintain a reliable, safe, and secure environment.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

- The California Community Colleges Chancellor's Office has various technology trainings available through the Vision Resource Center.
- LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online; as of February 2022, LACCD has 4,275 DE certified faculty (**DIIIC4-01**). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.
- The IT Department webpage offers direct links to informational resources providing guidance in the use of technology systems (**DIIIC4-02**). These resources are updated routinely to keep current with changes in the technologies implemented.
- Technology training is also provided locally by both LACCD and the LAMC PDC and College DE Coordinator. (Examples: **IIIC4-01**; **IIIC4-02**; **IIIC4-03**; **IIIC4-04**) During the annual PR process, departments and units may request any additional technology training needed.
- Students have a variety of opportunities to receive training in technology through lessons in computer labs.

Analysis and Evaluation

Both the District and the College provide opportunities for training faculty, staff, students, and administrators on computing and computer applications. Employees can receive training through the staff development center and students can receive training in the library open labs or through classes offered online and in person.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

- The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments (**DIIIC5-01**). All technology implementations must be aligned with the LACCD Standards, Legal requirements, and IT recommendations.

- LACCD has developed several Infrastructure Standards (**DIIIC5-02**; **DIIIC5-03**; **DIIIC5-04**; **DIIIC5-05**; **DIIIC5-06**; **DIIIC5-07**; **DIIIC5-08**), End User Computing Standards (**DIIIC5-09**), and Instructional Classroom Audio-Visual Standards (**DIIIC5-10**). These standards are used across the district in all new College and district-wide investments as well as all Bond Measure J and Measure CC related technology projects (**DIIIC5-11**; **DIIIC5-12**; **DIIIC5-13**). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment (**DIIIC5-14**).
- The policies and administrative procedures are regularly reviewed for relevance and updates are made to meet compliance requirements as well as additional industry standards and best practices.

Analysis and Evaluation

The District has established policies and administrative procedures to outline the appropriate use of technology resources and put in place appropriate operational protocols to assist users to make adequate use of technology, maintain adequate privacy and security of data as appropriate.

Conclusions on Standard III.C: Technology Resources

LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The support, hardware and software provide the services, equipment, and technology need of the College. Plans are in place for technology replacement on the administrative side, the LACCD Office of Information Technology follows a replacement plan; on the college instructional side, locally "owned" equipment maintenance and replacement are requested through PR. The District and College maintain reliable, secure, and safe technology at all locations.

Evidence List

DIIIC1-01_TPPCCharter.pdf
DIIIC1-02_TPPCBylaws.pdf
DIIIC1-03_TPPCSched20-22.pdf
DIIIC1-04_TPPCAgndaMins.pdf
DIIIC1-05_TPPCMembership.pdf
DIIIC1-06_HuronITAssess.pdf
DIIIC1-07_OITSharedSvcs .pdf
DIIIC1-08_OITMissionStmnt.pdf
DIIIC1-09_OITSvcModel.pdf
DIIIC1-10_OITOrgChart.pdf
DIIIC1-11_DWAppList.pdf
DIIIC1-12_DWWebPlatform.pdf
DIIIC1-13_NetworkInfraSum.pdf

DIIIC2-01_LACCDTechPlan2126.pdf

DIIIC2-02_ITProjReqest.pdf

DIIIC2-03_OITProjReqForm.pdf

DIIIC2-04_LACCDITRoadmap.pdf

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DIIIC3-01_CriteriaDWInsTech.pdf

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DIIIC3-03_TechAssetsInven.pdf

DIIIC3-04_TechRefreshStan.pdf

DIIIC3-05_TechMaintRefresh.pdf

DIIIC3-06_AP3724.pdf

DIIIC3-07_SISDisasRecovPlan.pdf

DIIIC3-08_SAPDisasRecovPlan.pdf

DIIIC3-09_SecAwareNotificat.pdf

DIIIC3-10_InfoSecStrategy.pdf

DIIIC3-11_OpProtocoIInfoSec.pdf

DIIIC3-12_InfoSecCalendar22.pdf

DIIIC3-13_InfosecEvalContr.pdf

DIIIC3-14_PrivilegedAccess.pdf

DIIIC3-15_ServerCertProcess.pdf

DIIIC3-16_CompNetworkUse.pdf

DIIIC3-17_IncidentMgmt.pdf

DIIIC3-18_IncidentResponse.pdf

DIIIC3-19_RecurringOpTasks.pdf

DIIIC3-20_SP_PII_SecConf.pdf

DIIIC3-21_SecOpsKiteworks.pdf

DIIIC3-22_PCI_ASV_Scanning.pdf

DIIIC3-23_PreProdServerVuln.pdf

DIIIC3-24_QtrlyVulnerability.pdf

DIIIC3-25_SpirionSecScan.pdf

DIIIC4-01_FacApprovedOnline.pdf

DIIIC4-02_FacStaffTechResources.pdf

DIIIC5-01_OITStandardsDev.pdf

DIIIC5-02_DesignMPOE.pdf

DIIIC5-03_FiberCabling.pdf

DIIIC5-04_CampusNetwkDesign.pdf

DIIIC5-05_RoomSizeStandards.pdf

DIIIC5-06_NtwkInfraHardware.pdf

DIIIC5-07_VOIPUnifiedCom.pdf

DIIIC5-08_StorageBackupSys.pdf

DIIIC5-09_EndUser.pdf

DIIIC5-10_AudioVisual.pdf

DIIIC5-11_MeasureJTech.pdf

DIIIC5-12_MeasureCCTech .pdf

DIIIC5-13_BondProjDash.pdf

DIIIC5-14_BP3720.pdf

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IIIC1-03_FromPRAUCounsel.pdf

IIIC1-04_FromPRAUCounsel2.pdf

IIIC1-05_From2018StudentSurvey.pdf

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IIIC2-01_TechCommCharter.pdf

IIIC2-02_CTCMinutes2-16-22.pdf

IIIC2-03_IPProtocol.pdf

IIIC2-04_ISMPUpdate.pdf

IIIC2-07_CTCCharter.pdf

IIIC4-01_VRCEvents-Technology.pdf

IIIC4-02_SpringintoSpring2022.pdf

IIIC4-03_LRCWorkshop.pdf

IIIC4-04_TeachingOnline.pdf

D. Financial Resources

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

- The Los Angeles Community College District receives state apportionment funding based primarily upon full-time equivalent student (FTES) enrollments. Those funds are allocated to LACCD colleges through the Board adopted District Allocation Model (**DIIID1-01**). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment to the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. The centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee (DBC) including representatives from all colleges. The Budget Allocation Model was developed through the ECDBC (**DIIID1-02**) and with the DBC approving the final model (**DIIID1-03**). The District has APs on reserves (**DIIID1-04**) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

- The District has also developed special funding at the District-level to support educational priorities Districtwide. This funding includes $2.5 million to support Districtwide Racial Equity and Social Justice efforts (**DIIID1-05**; **DIIID1-06**). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds (DIIID1-07). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

- In the event of a projected budget shortfall, the College develops strategies to reach a balanced budget and maintain fiscal solvency. Following budget shortfalls in fiscal years 2018, 2019, and 2020, the College prepared a Financial Recovery Plan to outline proposed strategies to address shortfalls – this report was shared with BPC and subsequently submitted to the DBC for review and approval. (**IIID1-01**; **IIID1-02**)

- Since that time, budget allocations from the District have been sufficient to both 1) support the College's ongoing commitments and 2) allow for educational improvement and innovation. In fiscal year 2021, the College ended the fiscal year with a $2.8 million general fund budget surplus (**IIID1-03**). Current College projections for fiscal year 2022 project adding $2.4 million to the general fund ending balance, resulting in a total ending balance of $5.2 million (**IIID1-04**).
- To closely monitor its budget and develop strategies based on continued fiscal solvency, the College submits monthly budget projections to, and holds quarterly meetings with, the District CFO and staff. In addition, the College maintains a College-level BPC to review District allocations and local budget activities and concerns and report significant developments to CC. (**IIID1-05** see highlights p. 2; **IIID1-06** see highlights p.3; **IIID1-07** see highlights p.3) BPC reviews the monthly and quarterly projections reported to the District and suggests College reactions to budgetary changes. (**IIID1-08**; **IIID1-09**; **IIID1-10** see highlights in all)
- BPC is also central to the College's local budget-allocation process. Any plans for improvement arising in the College's Institutional Planning process (Detailed in I.B.9) and through PR (Detailed in I.B.5), both of which emphasize educational innovation and improvement and institutional effectiveness, are, when funding is required, prioritized by BPC and funded in order as monies become available. (**IB9-08**) BPC's rubric for prioritization (**IB9-12**) emphasizes "Stability and Sustainability" and student success and achievement. (See I.B.9 for a full description of the budget integration and allocation process.)

Analysis and Evaluation

The District and College financial resources are sufficient to support the colleges and their programs and services. The District's reserve policy ensures that financial resources are stable and provides the District latitude to make strategic adjustments over time in response to declines in available resources. The process for allocations to the colleges is developed to support college operations and incentivize work towards equity and student success. LAMC's Administrative Services division and its Budget and Planning Committee work closely with the District to meet College needs and ensure that funding priorities are established and followed and that stable finances are maintained.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

- The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues (**DIIID2-01**) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections (**DIIID2-02**). Based on the budget development calendar (**DIIID2-03**), the

colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 (**DIIID2-04**). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget" (**DIIID2-05**).

- The College's mission and goals are central to its institutional planning. Institutional priorities are established in the College's IP process which includes consideration of the College's mission. (**IIID2-01** see highlights) (The IP process is detailed in I.B.4, and the centrality of the mission in this process is detailed in I.A.2.) At the institution-level, the IP process involves creating strategic Goals and specific "Activities" that map to, and are intended to accomplish, those Goals. (**IIID2-02** – see p. 9 for Goals and pages 10-13 for Activities) The mission and the strategic Goals established in the IP process also drive campus-wide planning at the program- and unit-levels through the PR process. PR's Annual Update and Comprehensive reports both address mission-accomplishment, and specific planning Objectives there must map to ISMP Goals. (**IIID2-03**; **IIID2-04**; PR is detailed in I.B.5., and the role of the mission in PR is detailed in I.A.3.) Finally, the budget is integrated with planning through the budget-allocation process discussed in I.B.9. Any Objectives from PR or Activities from the IP process that require funding are prioritized by BPC to be funded in order as monies become available. (See I.B.9 for a full description of the budget integration process.)

- Budgetary information is disseminated throughout the College through the shared-governance process via the BPC and its reports to CC as discussed in III.D.1. The District reviews and approves the College's IP Goals and Mission Statement each time they are updated, keeping it informed about College goals and objectives; it receives information about the College's fiscal planning through the monthly reports and meetings as detailed in III.D.1.

- Once college and ESC budgets are completed, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process (**DIIID2-02**). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to presentation to the full Board for approval (**DIIID2-06**). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with BP 6200 (**DIIID2-04**), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting (**DIIID2-07**).

Analysis and Evaluation

The District and College have policies and procedures in place to guide budget development process and ensure that the District and College missions and core planning documents drive the process of resource allocation.

The College sets priorities and develops long- and short-term institutional plans through its IP and PR processes, both of which are linked to the mission and financial planning.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

- The District has a regular budget development process governed by BP 6200 (**DIIID2-04**). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (**DIIID3-01**). The District budget calendar is updated and approved by the Board annually (**DIIID3-02**), and budget procedures are revised regularly to comply with federal, state, and local laws (**DIIID2-03**). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (**DIIID3-03**). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.
- The College community has ample opportunities to participate in budget planning and development through the IP and PR processes. (See I.B.9 for IP, and see I.B.5 for PR) The IPC has members from administration, faculty, staff, and students, ensuring broad participation. (**IIID3-01**) The BPC is a shared-governance committee which also includes members of those campus constituencies so that those members can report all relevant information to their constituents. BPC also reports to CC, the highest shared-governance committee on campus, which also has representatives from all campus constituencies, further guaranteeing both participation by, and communication to, all campus constituencies. (**IIID3-02** see highlights)

Analysis and Evaluation

The District and Colleges have processes for financial planning and budget development that are widely known and understood by constituents. The District ensures input from its constituents through its District Budget Committee. The College ensures input from its constituents through its BPC. Information is distributed widely through these two Committees.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

- Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures and reserves at the District-level (**DIIID4-01**). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level (**DIIID4-02**; **DIIID4-03**; **DIIID4-04**). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost controls at the college level (**DIIID4-05**; **DIIID4-06**). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process (**DIIID4-07**; **DIIID4-08**). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement (**DIIID4-09**).

- The District also provides the Board Budget and Finance Committee five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (**DIIID4-10**). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF (**DIIID4-11**). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements (**DIIID4-12**; **DIIID4-13**). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

- The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (**DIIIA1-17**; **DIIID4-14**). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (**DIIID4-15**). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

Analysis and Evaluation

Accurate and detailed information is provided at the District and College levels about ongoing and anticipated financial commitments. This provides realistic expectations of fiscal resources that have been available in the past, are currently available, and are expected in the future to support institutional plans and goals.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

- The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model (**DIIID1-01**). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources (**DIIID4-05**; **DIIID4-11**). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff (**DIIID2-03**). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (**DIIID5-01**; **DIIID5-02**). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (**DIIID5-03**; **DIIID5-04**). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process (**DIIID5-05**; **DIIID5-06**).

- Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies (**DIIID5-07**). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the expenditure (**DIIID5-08**; **DIIID5-09**). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (**DIIID5-10**). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (**DIIID5-11**; **DIIID5-12**).

- The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources (**DIIID5-13**). The Board established and regularly updates board policies which address financial management and internal control structures (**DIIID5-14**). The recent policy review has aligned District policies with the Community College League model policies.

- All contractual agreements made are consistent with BP and AP 6340 (**DIIID5-15**), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing (**DIIID5-16**) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

- BP 6410 (**DIIID5-17**) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (**DIIID5-18**; **DIIID5-19**).

- The College regularly evaluates financial management practices. Primary responsibility for this rests with the Vice President of Administrative Services, who oversees all financial matters and reporting requirements. (See Admin Services in Section D)

- The College generates monthly financial status reports to evaluate financial decisions and allocation of resources. (**IIID1-04**). The monthly reports are prepared using a workbook provided by the District, and are reviewed with the College President and provided to the District Budget Office. In addition, the College completes a quarterly financial and enrollment report. (submitted to the District) and the College Executive Team and the District Executive Team meet to review the quarterly financial status and compare projections on enrollment and budget (**IIID5-01**). The quarterly reports are also reviewed by the College BPC (**IIID5-02**).

- Internal controls of cash transactions are articulated in the Business Office Processes Manual; the manual is reviewed annually and updated when necessary and clearly spells out the Business Office staff duties (**IIID5-03**). The Chart of Accounts structure in the District accounting system allows for the separation of activities by funding sources and departments and allows each department to manage its own budget and access the budget transfer system (**IIID5-04**). Controls are in place relative to limited permissions and required approvals to assure financial integrity and accountability (**IIID5-05**). The District's Internal Audit Department conducts reviews of systems in place at the College (**IIID5-06**).

Analysis and Evaluation

The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Vice Chancellor Chief Financial Officer/Treasurer and Colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources. Similarly, the College employs proper controls in handling its resources. Each department is able to access information on its budget (either through direct access to the District accounting system or by requesting a report from the College Business Office), may review it for accuracy, and reallocate funds among non-salary items.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

- The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (**DIIID2-03**), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually (**DIIID6-01**). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (**DIIID3-01**; **DIIID5-06**). The annual budget is presented to the District Budget Committee (**DIIID6-02**), the Board Budget and Finance Committee (DIIID6-03), and to the full Board for approval (**DIIID6-04**). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

- The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (**DIIID6-05**). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls (**DIIID6-06**; **DIIID6-07**; **DIIID6-08**; **DIIID6-09**).

- In addition to the District's reviews, the College regularly evaluates the College's internal controls through both internal and external audits (**IIID5-06**), including systems in place at the College and the LAMC Foundation. The LAMC Foundation will complete external audits of the Fiscal Years ended June 30, 2019, 2020, and 2021 by June 30, 2022 (**IIID6-01**).

Analysis and Evaluation

The allocation of funds follows an approved process that is transparent to the Board, the District and the Colleges. It allows colleges to achieve stated goals and accurately reflects organizational spending. Thirty years of unqualified and unmodified audits demonstrates a high level if integrity in financial practices across the District. College Foundations submit annual audits to the CFOs office, and the College conducts regular audits of its internal controls.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

- Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (**DIIID7-01**), Board of Trustees (**DIIID7-02**) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure and findings are addressed in a timely manner (**DIIID6-09**). External auditors review progress of corrective actions annually (**DIIID7-03**).

Analysis and Evaluation

LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee. LAMC budget information is reported in public meetings of the BPC.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

- The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (**DIIID8-01**). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (**DIIID6-09**). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer (**DIIID6-09**).

- In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit (**DIIID8-02**). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiencies. These evaluations have resulted in recommendations for improvement and corrective actions (**DIIID6-06**; **DIIID6-07**; **DIIID6-08**). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocates hours to conduct these evaluations.

Analysis and Evaluation

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and take steps necessary to improve areas of weakness noted. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are evaluated reviewed annually.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

- LACCD AP on Reserves, AP 6305 (**DIIID9-01**) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years (**DIIID9-02**; **DIIID9-03**; **DIIID9-04**).

- To monitor cash flow, the District conducts regular reviews of cash-flow (**DIIID9-05**). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (**DIIID9-06**; **DIIID9-07**). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of District fiscal and business processes. The District has established accountability at the College level through its Debt Policy (Policy) to ensure that all Colleges and the ESC are operating within its budget. If a College spends beyond its allocated budget, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability (**DIIID9-08**).

- The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately $4.95 million. (**DIIID9-09**_ExtAud063021pg52).

- Coverage types, limits, and deductibles are regularly evaluated, and insurance is procured to a level that meets or exceeds the financial, statutory, and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes (**DIIID9-10**). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.
- The District's broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to BP 6540 (**DIIID9-11**). Funding is through Districtwide accounts.
- A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds. (**DIIID9-12**).

Analysis and Evaluation

The District carries several types of reserves totaling between 17% and 21% in any given year for the past five years. These reserves are sufficient to cover needs for emergencies and provides adequate cash flow for all operations. The District is self-insured for up to $1 million, and has procured adequate types of insurance coverage required by regulatory agencies.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
- The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation (**DIIID2-04**); BP 6250 Budget Management (**DIIID10-01**); BP 6300 Fiscal Management (**DIIID5-07**); BP 6400 Financial Audits (**DIIID10-02**); BP 6410 District Audit Charter (**DIIID5-17**).
- Collectively, these policies and procedures ensure that financial activities are based on standard practice, within state compliance, and procedures provided by the California Community Colleges Chancellor's Office. Compliance audits test various state reporting requirements and ensures that the District is reporting information to the state accurately. The District has not had any compliance findings in the last several years.
- BP 5130 (**DIIID10-03**) and AP 5130 Financial Aid (**DIIID10-04**) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees

the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit (**DIIID10-05**).

- BP 3280 Grants (**DIIID10-06**) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations (**DIIID10-07**). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (**DIIID10-08**). This staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

- The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts (**DIIID10-09**). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (**DIIID10-10)**.

- The LAMC Foundation maintains an operating agreement with the District to ensure that the Foundation operates in accordance with state law and District and nonprofit regulations (**IIID10-01**). Annual external audits for fiscal years 2019, 2020 and 2021 are currently being conducted and are scheduled to be complete by June 30, 2022 (**IIID6-01**). The District Internal Control Department also conducted a review of LAMC Foundation operations in 2020 that revealed some weaknesses; all issues have been addressed (**IIID10-02**).

- The College also has staff dedicated to the oversight and reporting of categorical programs, grants, and other specially funded programs (**IIID10-03**). Contractual relationships are managed through College oversight and District Contract and Legal Departments (**IIID10-04**).

Analysis and Evaluation

LACCD and the College have established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its Colleges has a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems. The College actively oversees its Foundation, and grant and categorical programs.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

- The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis (**DIIID4-10**) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (**DIIID4-08**). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

- The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (**DIIID11-01**; **DIIID11-02**). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (**DIIID11-03**). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (**DIIID11-04**).

- The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (**DIIID11-05**). The District performs actuarial evaluations every two years to assess current OPEB liability (**DIIID11-06**).

Analysis and Evaluation

The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
- The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92% percent of the total full-time salary expenditures of the District (**DIIID12-01**; **DIIID12-02**). Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million (**DIIID12-01**; **DIIID12-02**). The District makes an annual contribution of $7 million to cover the costs of these benefits (**DIIID12-01**; **DIIID12-02**).

Analysis and Evaluation
The District regularly reviews it OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
- The District does not currently have any locally incurred debt.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
- BP 6307 Debt Issuance and Management (**DIIID14-01**) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 Billion began in 2001 (**DIIID14-02**); Prop AA for $980 million began in 2003 (**DIIID14-03**); Measure J for $3.5 Billion began in 2008 (**DIIID14-04**) and Measure CC for $3.3 Billion in 2016 (**DIIID14-05**). All four of these bonds have supported the development of new and reconditioned buildings

and invested in critical physical and technological infrastructure across the District. BP 6740 (**DIIID14-06**) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (**DIIID14-07**). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 (**DIIID14-08**). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (**DIIID14-09**; **DIIID14-10**).

- Grants and categorical programs are also included in the District's external audit process (**DIIID14-11** -155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (**DIIID10-10**).

- The Colleges have various auxiliary entities including community services, facility rentals, campus bookstores, food services, and child development centers. These operations are reviewed with the CFO at the College quarterly financial status meetings.

Analysis and Evaluation

The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditure are audited annual to ensure that all regulatory requirements adherence. Financial operations of auxiliary organizations are reviewed quarterly with the CFO.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

- Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (**DIIID15-01**). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (**DIIID15-02**). Reconciliation is performed jointly by the College, CFAU and District Accounting (**DIIID15-03**). While the District's colleges track

default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

- The most current official three-year Cohort Default Rate (CDR) for the College is 7.5%. (**IIID15-01**) The College collaborates with the District's Central Financial Aid Unit for default prevention. The District contracts with a third-party entity to use cohort management software (**IIID15-02**).
- Individual colleges receive ad hoc PRs by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.

Analysis and Evaluation

The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure that compliance with Federal regulations.

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

- The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect (**DIIID16-01**; **DIIID16-02**; **DIIID16-03**; **DIIID16-04**; **DIIID16-05**; **DIIID16-06**).
- The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (**DIIID16-07**). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

Analysis and Evaluation

LACCD has processes and procedures in place to ensure that contractual agreements are consistent with the institution's mission and goals, with prescribed appropriate controls over contracts that can be changed or terminated, and are managed to assure federal guidelines are met.

Conclusions on Standard III.D: Fiscal Resources

Planning - The LACCD has thorough and transparent processes for planning the financial resources needed to fund its Colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds is done with integrity and transparency so that all constituents understand the process and outcomes of the financial planning. Planning is done both short-term (annually) and projected out for five years on an annual basis.

Fiscal Responsibility and Stability - The District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. The results in credible, accurately, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement, this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound annual reserves = 6.5% general reserve and 3.5% contingency reserve; with other reserves included, LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to $1 million and then carries a variety of additional insurance coverage. The managing of financial aid, grants, and auxiliary funds is a duo responsibility of District staff and College staff.

Contractual Agreements - The LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Improvement Plan(s)

As discussed in I.B.9, integration of the budget process with institutional planning is the last step in the College's development of a fully integrated planning system. The College is in the process of integrating the ISMP and PR processes with budget-request prioritization and resource allocation for the General Fund. The next step, coming in 2022-23, is incorporating categorical and grant-based funds into the process.

Evidence List

DIIID1-01_AllocationModel.pdf

DIIID1-02_AllocMdlTimeline.pdf

DIIID1-03_DBCMinutes051519.pdf

DIIID1-04_AP6305.pdf

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IIID10-01_FoundationMOU.pdf

IIID10-02_FoundAuditResp.pdf

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IIID10-04_DistrictOversight.pdf

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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

- College leadership encourages all campus constituencies to participate in a continuous cycle of evaluation, analysis, and improvement leading to institutional excellence through systematic processes. Central to this are the IP process and the and the PR process, both of which occur inside the College's shared governance structure.
- The College has a well-defined shared governance process that brings together administrators, faculty, staff, and students (**IVA1-01** – see highlights p. 2), all of whom are allotted representation and encouraged to participate on the central decision-making shared governance body, CC, on all shared governance committees, and on several of CC's other committees. (**IVA1-02**; **IVA-03**; **IVA1-04** – see highlights in all) The structure is reflected in this chart: proposals arise at the lowest level in committees, come to CC for approval, and then move on to the President for action. (**IVA1-05**)
- The IP process describes the College's primary process for systematic planning at the institution-wide level. Proposals for specific activities that arise though the IP process originate in the planning committees—most of which are shared governance committees with all constituencies represented--are vetted by the IPC, and are brought to CC for discussion and recommendation to the President for a final decision and implementation. (**IVA1-06**; See I.B.9 for a full description of the IP process.)

- For example, Activity EPC-12 in the 2019-2024 ISMP was to establish Program Maps for all LAMC programs, list them in the catalog, and create a PM website that allowed students to explore them. The proposal arose in the EPC, was vetted by the IPC, and was approved as part of the ISMP by CC. Responsibility for that Activity was assigned to the VPAA and VPSS and costs were estimated at $30,000. Through the work of the GPSC and others, the Program Maps were created, incorporated into the catalog, and a PM website was created for easy acess. (**IVA1-07**; **IVA1-08**; **IVA1-09**) The 2020-2021 ISMP update shows EPC-12 completed (highlighted in red). (**IVA1-10**)

- At the department- and unit-level, PRAUs solicit ideas for improvement from faculty and staff in academic programs and student service units. Every 3 years, Comprehensive PR additionally asks departments and units to create 3-year improvement plans which are then reviewed in the relevant shared governance committee, allowing input from all constituencies. Those requests that require funding also go through a prioritization process involving the respective VPs and the shared governance BPC. (See I.B.5 for academic PR, II.C.1 for student services PR, and I.B.9 for the budget-allocation process.)

- Outside these processes, the College regularly conducts surveys of students and faculty and staff to allow further, anonymous input, and initiates focus groups on an as-needed basis. (See I.B.7 for details on surveys; **IVA1-11**)

- As an example of the institution seeking, and acting on, input from all constituent groups, in Summer 2021 President Ornelas issued an "all hands on deck" appeal to employees to redress the decline in enrollment. The President invited all campus employees to join a Workgroup on Enrollment Strategies that met weekly at first, then twice per month. (**IVA1-12**) Workgroup meetings involved brainstorm ideas to redress the enrollment decline; initially almost 30 employees attended. Strategies that arose from these meetings included:

  - Developing data-driven responses: Early datasets revealed significant equity gaps when comparing the number of applicants to enrollments, the number of enrolled students who apply for financial aid, and the number of students attending part-time vs full-time. Subsequent Workgroup meetings also analyzed daily and weekly enrollment datasets for both credit and non-credit to evaluate the impact of various interventions.

  - Campus-wide enrollment events: A series of in-person, wrap-around events called Early Enrollment Events to provide students with personal assistance in all aspects of enrolling; these have been held regularly since that time. (**IVA1-13**; **IVA1-14**; **IVA1-15**)

  - The re-opening of the College's food bank: The Pantry, which assists low-income students with food, closed during the pandemic but re-opened during fall 2021, spearheaded by the Associated Students Organization. (**IVA1-16**)

  - A strategic phone-banking effort: Starting in summer, employees began to contact the over 2500 individuals who had completed applications but never enrolled. (**IVA1-17**)

  - Expansion of the College's Senior Day events: In 2022 the College has held more events and hosted more local high school seniors in a tour of the campus than any prior year. (**IVA1-18**)

Analysis and Evaluation

The College regularly employs three primary systems to create and encourage innovative ideas, practices, programs, and improvement within the goals of the College and the mission: the IP process, PR, and shared governance committee suggestions to CC. It also uses other, less regular processes including surveys, focus groups, and task forces. Via these pathways, all campus constituencies play a role in planning for improvement. The system effectively encourages innovations leading to institutional improvements.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

- As shown in the Shared governance Handbook, shared governance is based on participation by administrators, faculty, staff, and students in decision-making; the Handbook also details their responsibilities. (**IVA2-01** – see highlights p. 2)

- As the central decision-making body on campus, CC is the overseer of shared governance, institutional planning, and the development of policies and procedures. Like the College's shared governance committees, it includes administrator, faculty, staff, and student representatives, all of whom are full voting members. (**IVA2-02** – see highlights) All proposals for policies and actions arising from the shared governance process ultimately come to CC for discussion and referral to the President for final decision and action. (**IVA2-03**)

- Policies and procedures may originate via the College's planning processes, primarily through the IP and PR processes, both of which involve faculty, staff, administrators, and students via the College's shared governance committees. (See I.B.9 for details on IP and I.B.5 for details on PR.)

- The College's other committees also help shape policies and procedures within their ambits. In addition to the College's shared governance committees, there are two other types: "standing" (i.e., non-shared governance) CC committees and committees of the AS.

  ◦ CC standing committees bring their recommendations to CC in the form of Action Items for approval, thus allowing all constituencies a chance for input before final decisions are reached. (**IVA2-04**)

  ◦ As seen in the AS Constitution and Senate Governance Agreement, faculty participate in decision-making through the AS , which is empowered by AB1725 to perform the duties related to academic and professional matters as outlined in the 10+1 responsibilities. (**IVA2-05** – see highlights; **IVA2-06** – see highlights) Many Senate committees also include administrators or student representatives. (**IVA2-07**; **IVA2-08**)

- Student representatives have seats on all shared governance committees; the ASO's President appoints student representatives to all shared governance committees. (**IVA2-09** – see highlights p. 6)
  - In addition, agendas from CC and AS meetings show that both bodies regularly schedule a report by the ASO President, which provides an opportunity to explain student developments and concerns and propose actions sought by the ASO. (**IVA2-10**; **IVA2-11**; **IVA2-12**; **IVA2-13** – see highlights in all)
- To further increase student participation, in 2018, the Shared Governance Oversite Committee and the ASC worked with the ASO to establish an incentive for students serving on shared governance committees. ASO representatives who serve on a shared governance committee for one year and attend and participate in 80% of meetings will receive a scholarship award and certificate of appreciation. (**IVA2-14** – see highlights; sample certificates: **IVA2-15**; **IVA2-16**)

Analysis and Evaluation

- The College has established policies and procedures seeking broad participation in college decision-making. The College authorizes and encourages administrators, faculty, staff, and students to participate in the decision making and shared governance process.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

- As discussed in IV.A.2, CC and the College's shared governance structure provide administrators and faculty—and other constituencies—substantial input on and clearly defined roles in institutional governance, particularly in establishing policies and institutional planning. The six shared governance committees are responsible for overseeing an aspect of the College's activities, and each has one administrative and one faculty co-chair. (**IVA3-01** – see highlights)
- As discussed in IV.A.1, shared governance committees may propose new campus protocols, or modifications to current protocols, to CC; CC (on which the co-chairs of those committees sit) then decides whether to pass the recommendation on to the College President for implementation.
- As discussed in IV.A.1, all shared governance committees take part in planning at the institutional level via the College's IP process. Each (excepting only BPC; see the next bullet for BPC's role) may propose Activities to be added to the ISMP, and each is involved in the annual review and evaluation of those Activities that arose from it. Also see IV.A.1's section on ISMP Activity EPC-12 for an example of this process.
- Three shared governance committees (EPC, FPC, and SSSC) also serve as the "validating" committees that review the program- and unit-level planning that arises from faculty via the PR process. (See I.B.5 and II.A.1 for details on the PR process.)

- The College's budget allocation process involves all constituencies and defines the roles of administrators and faculty in budget-allocation. The work of prioritizing budget requests is a shared responsibility of administrators and faculty. Administrators and shared governance committees (EPC for AA; SSSC for SS, and FPC for AS) collaborate to prioritized funding requests that arise from faculty via PR. (See I.B.5 and II.A.1 for details about PR.) The College's "planning committees" (which have faculty, administrator, staff, and student members) collaborate with IPC (which has both faculty and administrative members) to prioritize funding requests that arise through the IP process. (See I.B.9 for more on integrated planning.) And finally, the various lists of prioritized budget requests are integrated into a single list by the shared governance BPC. (The College's budget-allocation process is detailed in I.B.9)

Analysis and Evaluation

Faculty and administrators have many opportunities for providing input in institutional policies, planning, and budget through participation on college-level participatory governance committees. Processes and roles for each are clearly delineated.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

- District policies define the District's curriculum process within the rules established by Title 5. It recognizes the central role played by faculty/the Senate, but stipulates that curriculum development is a "collaborative process involving all college constituencies," particularly defining the roles for faculty and administrators. (**IVA4-01**; **IVA4-02** – see highlights in both)
- The CurC Charter stipulates one administrative member. (**IVA4-03**) In addition, administration input is part of both course- and program-development processes, which require approval from area deans and invite input from the Vice President of Academic Affairs. (**IVA4-04**; **IVA-05** – see highlights in both)
- Further, the new programs must be approved by the Program Viability Review Committee (PVRC), and any new programs or significant modifications to existing programs require approval by the area dean and the VPAA (and the VPAS if the changes involve additional expenses). (**IVA4-06**; **IVA4-07** – see highlights in both)
- Faculty and administrators play central roles in the committees most responsible for planning and policies regarding academic programs and learning support services. The core committees involved in this are the EPC for academic programs and SSSC for service units. As shared governance committees, each has one administrative and one faculty co-chair and other administrative and faculty members. (**IVA4-08**; **IVA4-09** – see highlights in both)

○ Both committees are involved in evaluation and planning in two ways. At the program/unit level, both monitor the PR process by evaluating CPRs. At the institutional level, EPC is the planning committee responsible for proposing academically focused Activities for the ISMP; SSSC does the same with a focus on student support services. In doing so, both committees make planning recommendations for improvement. (See details for IP in I.B.9 and for PR in I.B.5 for academics and II.A.1 for services.)

Analysis and Evaluation

Existing policies and procedures give both faculty and administrators central and well-defined roles in making recommendations regarding curriculum and student learning services through the Curriculum approval, PR, and the IP process.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

- Shared governance is at the heart of the College's decision-making and planning. The governance structure defined in the College's Shared governance Handbook mandates the participation of administrators, faculty, staff, and students in all shared governance committees, thereby ensuring that those perspectives will all be considered. (**IVA5-01** – see highlights p. 2)

- Each shared governance committee's membership is designed to include members with relevant expertise and responsibility. Further, each committee's charter defines that committee's area of responsibility, allowing it to be most effective in creating institutional plans and policies. (Sample charters: **IVA5-02**; **IVA5-03** – see highlights in both)

- The College's planning cycle allows for timely decision-making. At the institutional level, the IP process establishes an annual review for the College's Institutional Strategic Master Plan, with completed Activities being "retired" from the plan, and giving planning committees the opportunity to propose new Activities on a yearly basis. (**IVA5-04** – see highlights) And at the program/unit level, PR requires programs to review, analyze, and specify plans based on discipline-, department-, and unit-level considerations. (**IVA5-05**) (See I.B.9 for more information and specific examples for IP; see I.B.5 and II.A.1 for more information and specific examples for PR.)

Analysis and Evaluation

The College's shared governance structure and policies ensure broad participation and divergent perspectives. Carefully-selected committee memberships align decision-making with expertise and responsibilities. And the annual cycle of updates for both the ISMP and PR ensures timely planning and decision-making, both at the institution-wide and program/service unit levels.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- As seen in the Shared governance Handbook, shared governance committee charters, and the IP process protocol, the College's decision-making processes are well-documented and clear. (**IVA6-01**; **IVA6-02**; **IVA6-03**; **IVA6-04**; **IVA6-05**)
- All decision-making committees and CC update their websites on a regular basis, uploading agendas and minutes from meetings that reflect decision-making. Those documents are available to employees, students and the general public. (**IVA6-06**; **IVA6-07**)
- The Shared governance Handbook specifies that the committees in general and members representing the various campus constituencies in particular are responsible to communicate relevant institutional matters to the campus and their constituent groups, ensuring wide communication of decisions and policies. (**IVA6-08**)
  - Examples of this communication are seen in minutes from CC and Senate meetings detailing reports from various committees. (**IVA6-09** – see highlights pages 2-3; **IVA6-10** – see highlights pages 3-4)
- ISMP Goals, Objectives, and Activities are updated as needed and posted on the OIE website. (**IVA6-11**)

Analysis and Evaluation

The College has clearly defined processes for decision-making, and the resulting decisions are communicated broadly.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- The SGOC has primary responsibility to regularly evaluate shared governance processes and committees. (**IVA7-01**) Committees complete a self-evaluation on a number of items reflecting effectiveness and other concerns. (**IVA7-02**) SGOC compiles the committees' reports into a consolidated annual report reviewed and discussed at CC and published on the website. It does so on a yearly basis and each report includes suggestions for improvements. (**IVA7-03**; **IVA7-04**; **IVA7-05**; **IVA7-06**; **IVA7-07**) When indicated by the review, improvements are recommended to CC for action, as in the example of the ASO participation awards mentioned in IV.A.2. (**IVA7-08**)
- The IPC conducts an annual evaluation of the integrated planning process. (**IVA7-09** – see highlight p. 2; **IVA7-10** – see highlights)

- Institutional governance is also evaluated in regular college-wide surveys for all constituent groups. (**IVA7-11**) The results of these surveys are posted on the OIE website (**IVA7-12**) and discussed in various venues.

Analysis and Evaluation

The College regularly evaluates leadership roles and governance and decision-making processes in a number of ways, discusses the results, and uses these results to makes changes for improvement.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The College's institutional leaders—both at the District and college levels—support and encourage a collaborative environment that encourages all constituents to participate in planning for improvement. The College's shared governance process and structure ensures that all constituencies have a voice in the decision-making process by providing for members representing administrators, faculty, staff, and students, on all shared governance committees, and defines roles and responsibilities for each. Each group is also represented on CC, which serves as the primary body that ensures broad discussion before actions are recommended to the college President or taken to the Board of Trustees. Decisions are broadly communicated to the campus community through the posting of committee agendas and minutes, and major announcements are posted on the website. The effectiveness of the College's decision-making processes, institutional organization, and leadership is regularly evaluated through surveys, and the results are used to plan for improvements.

Improvement Plan(s)

None

Evidence List

IVA1-01_Shared-GovHB.pdf

IVA1-02_CCCharter.pdf

IVA1-03_EPCCharter.pdf

IVA1-04_IPCCharter.pdf

IVA1-05_Shared-GovChart.pdf

IVA1-06_IPProtocol10-21.pdf

IVA1-07_SamplePMCert.pdf

IVA1-08_SamplePMDegree.pdf

IVA1-09_AwardsInCatalog.pdf

IVA1-10_FromISMPUpdate.pdf

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IVA1-12_EnrollStratsEmail.pdf

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IVA1-17_PhoneBankEmail.pdf

IVA1-18_SeniorDayEmail.pdf

IVA2-01_Shared-GovHB.pdf

IVA2-02_CCCharter.pdf

IVA2-03_Shared-GovChart.pdf

IVA2-04_CCAgenda10-21-21.pdf

IVA2-05_ASConstitution.pdf

IVA2-06_GovAgreement.pdf

IVA2-07_PVRCCharter.pdf

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IVA2-12_ASMinutes4-2-1.pdf

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IVA2-15_ParticipationCert1.pdf

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IVA6-05_IPProtocol10-21.pdf

IVA6-06_PublicCommitteeWeb.pdf

IVA6-07_SamplePublicSite.pdf

IVA6-08_FromShared-GovHB.pdf

IVA6-09_CC12-16-21.pdf

IVA6-10_ASMinutes10-07-21.pdf

IVA6-11_StrategicPlanningSite.pdf

IVA7-01_SGOC-Charter.pdf

IVA7-02_SampleSelf-Eval.pdf

IVA7-03_Self-EvalReport1.pdf

IVA7-04_Self-EvalReport2.pdf

IVA7-05_Self-EvalReport3.pdf

IVA7-06_CCMinutes09-19-19.pdf

IVA7-07_CCMinutes09-17-20.pdf

IVA7-08_CCMinutes 9-20-18.pdf

IVA7-09_IPProtocol10-21.pdf

IVA7-10_IPCMinutes04-26-21.pdf

IVA7-11_FromFac-StaffSurvey.pdf

IVA7-12_SurveysSite.pdf

B. Chief Executive Officer

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

NOTE: The current President, Dr. Armida Ornelas, was appointed Interim President in July 2021. Dr. Ornelas has not been at the school long enough to compile much evidence of her activities: less than six months at the time we are gathering this evidence. As a result, the bulk of the evidence will refer to the College's last permanent president, Dr. Monte Perez, who retired in July 2021.

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

- Both Presidents play an active role in strategic planning. As a member of IPC, they participate directly in establishing the College's strategic Goals. (**IVB1-01**; **IVB1-02**) They emphasize data-driven planning through the agenda for the annual CC Retreat, during which the College sets its institutional emphases for the coming year. The Retreat begins with a review of institutional achievement data, including ISS and ISMP metrics. (**IVB1-03**; **IVB1-04**)

- The President, in consultation with CC, the Administrative Services unit, and BPC, maintains primary authority over College budgets. The President plays a central role in the budget development process both at the District level via participation in the District Budget Committee (**IVB1-05**; **IVB1-06**) and locally, advising the campus and shaping the College's budget. (**IVB1-07**; **IVB1-08**; **IVB1-09**) And by leading the College Campus Retreat each year, the President integrates budget considerations with strategic planning. (**IVB1-10**) They also communicate the campus budget to the District. (**IVB1-11**)

- Another example of the President's leadership regarding student achievement is seen in the campus response to the recent downturn in enrollment. President Perez began the process with a "Deep Dive" into the data and discussion of strategies to redress the issue. (**IVB1-12**; **IVB1-13**) Interim President Ornelas has built on that beginning, calling for an "all-hands-on-deck" approach to planning the campus response. (**IVB1-14**) Pres. Ornelas begins each session of planning with a review of data (**IVB1-15**; **IVB1-16**; **IVB1-17**), organizes the responses, and recruits employee participation (new), resulting in a series of Eagles Early Enrollment events (EEE). The EEE are in-person, wrap-around events that promote equitable access by providing personal assistance to students in the form of financial aid application support, admissions assistance, and counseling appointments. (**IIA7-25**)

- The President communicates with the campus community through regular reports to College Council, the Academic Senate, and the President's Cabinet, along with more direct communications. (**IVB1-18**; **IVB1-19**; **IVB1-20**; **IVB1-21**)

- The President consults with senior campus administrators weekly via the President's Cabinet/ Council and meetings with the VP's (**IVB1-22**; **IVB1-23**), and with faculty via regular

consultations with the AS Executive Board, informing and seeking input and collaboration from faculty on campus developments. (**IVB1-24**; **IVB1-25**) Town Halls are arranged on an as-needed basis to communicate with internal and external groups. (**IVB1-26**; **IVB1-27**; **IVB1-28**)

Analysis and Evaluation

The President provides leadership across the campus, playing an active role in setting institutional goals, strategic planning, and budget development. They consult with campus constituencies and communicate decisions and developments to the Board, the campus, and the local community.

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

- All LACCD Colleges are awarded sufficient funding to support the President and sufficient other administrative staff based on the size of the institution and determined by the District's budget allocation formula. (**IVB2-01** – see highlights p. 4).
- The College's three divisions, each led by a Vice President, represent Academic Affairs, Administrative Services, and Student Services. The President delegates authority to Vice Presidents for the supervision and day-to-day operations of their respective units. (**See section D Organizational Information**)
- The President evaluates the College's institutional structure and revises the organization as needed (**IVB2-02**), and selects personnel to fill important needs. (**IVB2-03**)
- The President holds weekly individual meetings with Vice Presidents to review their respective unit goals (**IVB2-04**), and with the entire management team on regular basis to review administrative goals. (**IVB2-05**; **IVB2-06**)

Analysis and Evaluation

The College's organizational structure reflects both District and local decisions and is commensurate to the College's size, complexity, staffing needs, and mission. The President monitors the structure and makes changes as appropriate. The President delegates authority to VPs and other administrators.

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

- In a variety of ways, the CEO guides institutional improvement of the teaching and learning environment through established processes and procedures.
  - The College gathers and analyzes data on student achievement, student learning, institutional performance, 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, all of which inform College planning processes.
    - One example is the ISS process (See I.B.3 for full explanation of the process) which uses a data-driven approach in the establishment of student performance goals and standards. (**IVB3-01**)
    - Another is the College's Integrated Planning process in which data regarding student achievement and institutional effectiveness are gathered and analyzed annually. The Dean of Institutional Effectiveness prepares annual reports on the core IP performance measures (**IVB3-02**) to assist in evaluating IP planning. This report is used by planning committees in their annual review of all ISMP Activities. (Details on the IP process can be found in I.B.9)
    - The PR process also incorporates data analysis. Academic PR includes measures of student learning and achievement including SLO assessments, disaggregated enrollment and success data, total awards earned, and more (**IVB3-03** – see especially pages 9-12 & 21-29), and student services PR includes SAO data and, often, student survey results. (**IVB3-04** – see especially pages 3-4 & 23-25)
  - Both PR and IP planning come together at the College's annual College Council Retreat, over which the President presides, as detailed in the College's Integrated Planning Protocol. (**IVB3-05**; see I.B.9 for full explanation of the IP process) The purpose of the Retreat is to review the College's overall performance and set strategic goals for the coming year. At the Retreat, after analyses of the College's ISS data, ISMP metric data, and SWOT reports (which synthesize Program Review themes from the year; see details in section I.B.1), College Council considers what, if any, changes should be made to the ISMP Goals and areas of emphasis for the coming year. Recommendations are then made to the President for final decisions. (**IVB3-06** – see highlights)
  - When changes to the college Mission Statement are being considered, that too is part of the CC Retreat. CC considers the various recommendations and, after discussion, makes recommendations to the President for final decisions, as seen in the Mission Statement Review protocol (**IVB3-07**; See I.A.4 for a full explanation of the review process.) and CC Retreat minutes (**IVB3-05** – see pp. 4-5)
  - The last steps in the College's new integrated planning process (being implemented this year) integrate planning through the IP and PR processes with budget prioritization and resource

allocation. Resource requests from the IP and PR will be prioritized and funded in priority order as funds become available, ensuring that resource allocation supports student learning and achievement. (**IVB3-08**; for the full explanation and actionable improvement plan see I.B.9) Planning and resource allocation will be fully integrated by 2023.

○ The President delegates the work of the operational budget to the Vice President of Administrative Services as shown in the VPAS job description. (**IVB3-09**) The President, VPAS, and BPC work together to ensure that that college resources are allocated based on planning and align with college mission and district policies and procedures. (**IVB3-10**; **IVB3-11**; **IVB3-12**; **IVB3-13**; **IVB3-14**)

Analysis and Evaluation

The President provides leadership in strategic planning, goal-setting, institutional improvements of the teaching and learning environment, and resource allocation, all through collaborative decision making processes that involve the appropriate campus constituencies.

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 ASC, a standing committee of CC with faculty, staff, and administrative representatives, has been delegated responsibility to oversee and manage the College's accreditation process. (**IVB4-01**) The President is a voting member of the ASC and actively participates in committee discussions and decisions regarding accreditation standards, eligibility requirements, commission policies, and all accreditation-related matters. (**IVB4-02**; **IVB4-03**; **IVB4-04**)

• The ALO, a post currently held by the Vice President of Academic Affairs, reports directly to the President and keeps them informed of all revisions of ACCJC standards, procedures, and eligibility requirements. (**IVB4-05**)

Analysis and Evaluation

The President exercises effective leadership in accreditation issues, ensuring that the College continues to meet all Standards, ERs, and Commission policies, as it has in past cycles.

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 President receives communications from the District Chancellor's Office regarding Board policy changes and procedures, (**IVB5-01**; **IVB5-02**; **IVB5-03**) and communicates Board policies and governmental regulations to the Campus. (**IVB5-04**; **IVB5-05**)

- 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 (**IVB5-06**; **IVB5-07**).

- The President attends monthly Chancellor Cabinet and Chancellor Presidents' Council meetings to keep abreast of District discussions and decisions. (**IVB5-08**)

- The President coordinates budget and expenditures with the District (**IVB5-09**) and represents the College at the monthly District Budget Committee, conveying College developments and requests to the District (**IVB5-10**) and also reports District budget decisions to the Campus. (**IVB5-11** – see highlights)

Analysis and Evaluation

The President oversees implementation of state mandates, district rules and regulations, chancellor's directives and governing board policies. They meet regularly with District leadership and participate actively in District governance to keep abreast of District concerns and decisions. They communicate District (and State) policies to the campus community and direct the administration to ensure that the College aligns with those policies.

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

Evidence of Meeting the Standard

- The President conducts Town Halls and forums for all the constituencies of the college and the community it serves (**IVB6-01**; **IVB6-02**; **IVB6-03**; **IVB6-04**).

- The President utilizes the Office of the Communications to organize community engagements, community dialogues and symposiums, public affairs and coordinate communications in various platforms including social media. (**IVB6-05**; **IVB6-06**; **IVB6-07**; **IVB6-08**; **IVB6-09**) The President also uses the College website for announcements and videos to keep the community up-to-date. (**IVB6-10**; **IVB6-11**; **IVB6-12**)

- President Perez served as director of the board for the nonprofit San Fernando-based Communities in schools (**IVB6-13**; **IVB6-14**), and served on the Board of the Los Angeles County Office of Education (**IVB6-15**; **IVB6-16**).

- President Perez collaborated with local community groups and officials through partnerships, community events, fundraising and educational events (**IVB6-17**; **IVB6-18**; **IVB6-19**), and maintained membership the Chamber of Commerce, BizFed Los Angeles County Business Federation, the Valley Economic Alliance, and other nonprofit community-based organizations (**IVB6-20**; **IVB-6-21**; **IVB6-22**).

- The President also works with the college Foundation to reach out to the local community and publicize information on College events, activities, and fundraising opportunities. (**IVB6-23**; **IVB6-24**)
- President Perez held regular meetings with K-12 (**IVB6-25**) and four-year university leaders. (**IVB6-26**)

Analysis and Evaluation

The President regularly communicates campus issues, initiatives, and activities to the local community. Through collaborations, the institution has provided all constituencies and communities with the opportunity to connect, influence and participate in the affairs of the college.

Conclusions on Standard IV.B. CEO

Consistent with district and college policies and procedures, the college president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president has demonstrated leadership in providing an organized administrative structure that is focused on the maximizing productivity and efficiency and an overall institutional commitment to the teaching and learning environment. Furthermore, the president ensures the College meets or exceeds the eligibility standards for accreditation requirements. The president maintains strong and effective working relationship with the communities served by the institution and keeps regular communication with the internal and external community

Improvement Plan(s)

None.

Evidence List

IVB1-01_IPCMinutes4-23-18.pdf
IVB1-02_IPGuidanceMemo.pdf
IVB1-03_CCRetreat8-24-18.pdf
IVB1-04_CCRetreat8-17-21.pdf
IVB1-05_DBCMinutes11-10-21.pdf
IVB1-06_CCMinutes9-20-18.pdf
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IVB1-09_CCMinutes9-16-21.pdf
IVB1-10_CCRetreat8-23-19.pdf
IVB1-11_BoardMinutes9-22-21.pdf
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IVB1-13_EnrollmentDeepDive.pdf
IVB1-14_EnrollmentStrategies.pdf

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IVB1-23_VPsAgenda8-23-21.pdf

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IVB3-06_CCRetreat8-27-21.pdf

IVB3-07_MSReviewProcess.pdf

IVB3-08_AllocationProtocol.pdf

IVB3-09_VPASJobDescript.pdf

IVB3-10_BPCCharter.pdf

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IVB5-06_CCMinutes7-16-20.pdf
IVB5-07_2ndQBudget2021-22.pdf
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IVB5-09_BudgetOpPlan2019-20.pdf
IVB5-10_DBCMtg8-12-20.pdf
IVB5-11_CCMinutes11-18-21.pdf
IVB6-01_NeighborhoodNotice.pdf
IVB6-02_TownHall.pdf
IVB6-03_TownHall.pdf
IVB6-04_ReengagementForum.pdf
IVB6-05_MentalHealthSymp.pdf
IVB6-06_PacoimaParade.pdf
IVB6-07_TwitterPost.pdf.pdf
IVB6-08_FacebookPost1.pdf
IVB6-09_FacebookPost2.pdf
IVB6-10_President'sCorner.pdf
IVB6-11_President'sMessage.pdf
IVB6-12_Monte'sMinute.pdf
IVB6-13_NeighborhoodCouncil.pdf
IVB6-14_STCommunityEvent.pdf
IVB6-15_LACOEMembership.pdf
IVB6-16_LACOEMinutes1-12-21.pdf
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IVB6-24_FoundMinutes8-12-21.pdf
IVB6-25_SchoolPrincipals.pdf
IVB6-26_UCLAPartnership.pdf

C. Governing Board

NOTE: A list of abbreviations used and explanations for each can be found in the [Appendix](#).

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

- The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees (**DIVC1-01**). The Board has established policies that that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in Chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance, and educational quality (**DIVC1-02**). BP 2410 indicates the process for creation and regular review of Board Policies (BP 2410 Board Policies and Administrative Procedures; **DIVC1-03**).

- The Board assures its role through actions taken in regular occurring monthly meetings (**DIVC1-04**; **DIVC1-05**) and through an established committee structure defined in Board Policy 2220 (**DIVC1-06**). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity (**DIVC1-07**; **DIVC1-08**; **DIVC1-09**; **DIVC1-10**). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (**DIVC1-11**).

Analysis and Evaluation

Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs, and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees, and Board policy actions.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

- The Board is committed to an ethical code (**DIVC2-01**), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual

members (**DIVC2-02**; **DIVC2-03**; **DIVC2-04**; **DIVC2-05**). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training (**DIVC1-11**). ACCJC training was provided during a public session to meet this goal (**DIVC2-06**).

Analysis and Evaluation

Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialog and debate prior to making decisions and stand behind the final board action once taken. The Board conducts an annual self-evaluation including areas of Board interactions and sets goals as needed for improvement on any areas of weakness.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

- The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 (**DIVC3-01**). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 (**DIVC3-02**). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435, respectively, upon approval of the Board.
- The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the Board through the board goals, board self-evaluation process, and Chancellor's evaluation (**DIVC1-11**). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal (**DIVC3-03**; **DIVC3-04**). The current Chancellor has been in office since 2014.
- AP 7120 defines the selection process for College Presidents (**DIVC3-05**). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session (**DIVC3-06**). All contract renewals are based on annual evaluations with final approval by the Board (**DIVC3-07**).
- The evaluation procedures for College Presidents and other executive academic staff are included in E210 (**DIVC3-08**). Annual evaluations (**DIVC3-09**) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument (**DIVC3-10**). The individual being evaluated is provided the opportunity to assess his/her

performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument (**DIVC3-11**). Contributor groups include faculty, staff, and administrative representatives.

- AP 7120 describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. The current College President, Dr. Armida Ornelas, has been in place since June 2021 and holds an interim position. A permanent President will be selected in summer 2022.

Analysis and Evaluation

The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

- The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole (**DIVC4-01**). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (**DIVC4-02**; **DIVC4-03**).
- BP 2200 (DIVC1-02) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (**DIVC4-04**) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (**DIVC2-01**) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (**DIVC4-05**; **DIVC1-05**). In addition, members of the public may request an item on the agenda for Board consideration (**DIVC4-06**).
- Each Board member completes a statement of economic interests in accordance with law and BP 2710 (**DIVC4-04**). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (**DIVC2-01**). Furthermore, the Board conducts a regular self-

evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (**DIVC4-07**; **DIVC4-08**; **DIVC4-09**).

Analysis and Evaluation

As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds meetings and subcommittee meetings monthly that allow for public participation and dialog on District issues. Transparency and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

- The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, institutional performance, and educational quality (**DIVC1-02**). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (**DIVC5-01**). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies, and programmatic changes.
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the District, and review the work of the Internal Audit Unit.
Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the District's interests
Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, district energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

- The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (**DIVC1-03**). The Board establishes the District Mission (**DIVC5-02**), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (**DIVC5-03**), College Mission statements (**DIVC5-04**; **DIVC5-05**) and College Educational Master Plans (**DIVC5-06**) in alignment with the District Mission.
- The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (**DIVC5-07**). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis (**DIVC5-08**). Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (**DIVC5-09**). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (**DIVC4-07**; **DIVC4-08**; **DIVC4-09**; (**DIVC1-11**). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation

The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality, and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board defined in policy.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
- The Board defines its size, duties, responsibilities, structure, and operating procedures in Chapter 2 of the Board Policies:

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (**DIVC1-01**) BP 2015 Student Trustee (**DIVC4-02**)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (**DIVC1-02**) BP 2410 Board Policies and Administrative Procedures (**DIVC1-03**)
Board Structure	BP 2210 Officers (**DIVC6-01**) BP 2220 Committees of the Board (**DIVC1-06**)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (**DIVC6-02**) BP 2310 Regular Meetings of the Board (**DIVC4-05**) BP 2315 Closed Sessions (**DIVC6-03**) BP 2330 Quorum and Voting (**DIVC6-04**) BP 2340 Agendas (**DIVC4-06**) BP 2355 Decorum (**DIVC6-05**) BP 2430 Delegation of Authority to the Chancellor (**DIVC6-06**) BP 2610 Presentation of Initial Collective Bargaining Proposals (**DIVC6-07**) BP 2716 Board Political Activity (**DIVC6-08**) BP 2720 Communications Among Board Members (**DIVC6-09**) BP 2745 Board Self-Evaluation (**DIVC6-10**)

- The Board Policies are housed publicly on BoardDocs (**DIVC6-11**), which is accessible from the District home page (**DIVC6-12**).

Analysis and Evaluation

The Board has published policies that define the composition of the Board, its responsibilities, and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review, and approval (**DIVC6-13**).

IV.C .7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/ district/ system mission and revises them as necessary.

Evidence of Meeting the Standard

- The Board acts in a manner consistent with its policies. Regular meetings are held monthly (**DIVC7-01**) and established subcommittees meet regularly in accordance with policy (**DIVC7-02**). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement (**DIVC4-07**; **DIVC4-08**; **DIVC4-09**).

- As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous eighteen chapters of Board Rules were converted to 7 Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (**DIVC7-03**). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (**DIVC7-04**; **DIVC7-05**). The Board approved the newly reformatted chapters and rescinded legacy policies (**DIVC7-06**). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (**DIVC6-13**).

- The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (**DIVC7-07**). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (**DIVC7-08**; **DIVC7-09** AP2510).Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation

The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (**DIVC1-03**). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District (**DIVC7-08**). All Policies are reviewed for effectiveness and brought to Board for review through noticing (**DIVC7-10**) and approval of the Board (**DIVC7-06**, and for more detailed review at the subcommittee level as needed (**DIVC7-11**). The Board is informed in their decision-making by a system of consultation (**DIVC7-12**; **DIVC7-09** AP2510) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (**DIVC7-13**; **DIVC7-14**).

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
- The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This committee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies and programmatic changes (**DIVC1-06**). The IESS has regular reviews of progress made on the District Strategic Plans (**DIVC8-01**; DIVC8-02). In addition, the committee regularly works with staff to review success issues of important (**DIVC8-03**, **DIVC8-04**).
- The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (**DIVC8-05**). The Board also uses the Committee of the Whole to investigate important student success subjects (**DIVC8-03**; **DIVC8-06**). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (**DIVC1-11**).

Analysis and Evaluation

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

- Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years (**DIVC4-01**). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (**DIVC9-01**), that includes a review of the roles and responsibilities of Trustees (**DIVC4-07**; **DIVC4-08**; **DIVC4-09**).

- In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (**DIVC9-02**; **DIVC9-03**). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students (**DIVC9-04**). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas (**DIVC9-05**; **DIVC9-06**). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues (**DIVC9-07**; **DIVC9-08**).

Analysis and Evaluation

The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

- The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals (**DIVC6-10**). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (**DIVC4-08**). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process (**DIVC10-01**; **DIVC10-02**). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (**DIVC4-07**; **DIVC4-09**; (**DIVC1-11**).

Analysis and Evaluation

The Board has established policies dictating annual self-evaluations and goal setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

- BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office (**DIVC4-04**). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of Board operations (**DIVC4-04**). The Board members annually submit these disclosures (**DIVC11-01**). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (**DIVC2-01**). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

- In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (**DIVC11-02**). The policy calls for complaints made regarding the Board of Trustees acting as a whole will be referred to the State Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (**DIVC2-01**).

Analysis and Evaluation

The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure that the ethical code is adhered to and there are no conflicts that prevent the Board from operating in the best interest of the District. The Board adheres to its policies and annually submits economic interest disclosures for public review.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

- The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (**DIVC6-06**). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (**DIVC1-03**). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (**DIVC6-06**). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (**DIVC12-01**).
- The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process (**DIVC1-11**). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting sessions (**DIVC6-06**). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the District Governance Handbook (**DIVC7-08**), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation

The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of board goals, and the evaluation of the Chancellor based on board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the district.

13. **The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

Evidence of Meeting the Standard

- The Board is provided with information on the role of the Board in their initial orientation (**DIVC2-02**; **DIVC2-03**; **DIVC2-04**; **DIVC2-05**). In addition, the Board has established Board education on accreditation as one of its Board Goals (**DIVC1-11**). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role (**DIVC2-06**; **DIVC13-01**).
- The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (**DIVC1-06**). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (**DIVC13-02**). The Board as a whole is presented with and approves all accreditation reports (**DIVC13-03**).

Analysis and Evaluation

The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal setting process.

Conclusion for Standard IV.C

The Los Angeles Community College District has established Board Policies defining the composition of the Board and its duties. The Board shows a deep commitment to institutional effectiveness, sound financial decision-making, and the success of the colleges and students throughout the District. Its commitment to be informed on all aspects pertaining to the District under its purview is demonstrated through its committee structure which allows for Board dialog on issues such as budgets and finances, facilities development and maintenance, legislative affairs, student success, and institutional effectiveness. The Board, through its operations, has lived its commitment to the mission of the District, consistently striving for improved student outcomes, equitable access and achievement, and expansion of student and community support services.

The Board has demonstrated regular policy development and review through its adoption of the Community College League of California model Board Policies and through its years-long process of evaluating new Board Policies to ensure that effective use of policy-level language is consistent with the mission to ensure the quality, integrity, and improvement of learning programs and student services. This process was launched in alignment with the District's Strategic Plan and Board Goals.

The Board has approved budget policies and a Budget Allocation Model for the effective allocation of funds and resources necessary to support learning programs and student services throughout the District. The Board has delegated responsibility and authority to the Chancellor to implement Board Policies and ensure effective operations of the District and its colleges. The Board conducts its business in a public and transparent fashion within its established Board Policies. The Board engages in robust dialog on the needs of the District and recognizes that authority rests with the Board as a whole and not with individual Trustees.

The Board has a consistent and ongoing process of self-evaluation, integrated with the establishment of Board Goals. These goals are established in support of institutional effectiveness and to promote student access and achievement. The Board works through the Chancellor to operationalize responses to these goals and holds him accountable for associated results. Board members engage in an initial orientation and ongoing training to support understanding of their roles and responsibilities. The Board has policies in place to prevent undue influence and conflicts of interest. The Board conducts its business within the constructs of its policies and in support of the success of the District and its colleges.

Improvement Plan(s)
None.

Standard IVC Evidence List
DIVC1-01_BP2010.pdf
DIVC1-02_BP2200.pdf
DIVC1-03_BP2410.pdf
DIVC1-04_BOTMtgSchedule.pdf
DIVC1-05_BOTAgenda050521.pdf
DIVC1-06_BP2220.pdf
DIVC1-07_BudFinCmtMin012021.pdf
DIVC1-08_FMPOCMins111820.pdf
DIVC1-09_IESSMins021721.pdf
DIVC1-10_LegPubMins031721.pdf
DIVC1-11_BoardGoals042922V2.pdf
DIVC2-01_BP2715.pdf

DIVC2-02_BOTOrientation.pdf

DIVC2-03_BOTOrientationProc.pdf

DIVC2-04_BOTStudentOrient21.pdf

DIVC2-05_BOTStudentCM.pdf

DIVC2-06_BOT_ACCJC_051721.pdf

DIVC3-01_BR10309pgs14-18.pdf

DIVC3-02_BR10105_13.pdf

DIVC3-03_BOTSpecMtg012022.pdf

DIVC3-04_ChanEmpApproval.pdf

DIVC3-05_AP7120.pdf

DIVC3-06_ELACPresAppt.pdf

DIVC3-07_PresContractExt.pdf

DIVC3-08_HR_E-210.pdf

DIVC3-09_BOT_CS_011222.pdf

DIVC3-10_HR_E-210A.pdf

DIVC3-11_HR_E-210B.pdf

DIVC4-01_BP2100.pdf

DIVC4-02_BP2015.pdf

DIVC4-03_StudentTrusReso.pdf

DIVC4-04_BP2710.pdf

DIVC4-05_BP2310.pdf

DIVC4-06_BP2340.pdf

DIVC4-07_BOTSpecMtg012222.pdf

DIVC4-08_BOTSelfAssess0122.pdf

DIVC4-09_ACCTPresentation.pdf

DIVC5-01_IESSPolicyRev.pdf

DIVC5-02_BP1200.pdf

DIVC5-03_BOT_DSP011018pg99.pdf

DIVC5-04_IESSAgen011922.pdf

DIVC5-05_BOT_LAMC020222.pdf

DIVC5-06_BOT_EMP110420.pdf

DIVC5-07_IESS_SEMP081920.pdf

DIVC5-08_IESS_Agenda31622.pdf

DIVC5-09_BudFin051921.pdf

DIVC6-01_BP2210.pdf

DIVC6-02_BP2305.pdf

DIVC6-03_BP2315.pdf
DIVC6-04_BP2330.pdf
DIVC6-05_BP2355.pdf
DIVC6-06_BP2430.pdf
DIVC6-07_BP2610.pdf
DIVC6-08_BP2716.pdf
DIVC6-09_BP2720.pdf
DIVC6-10_BP2745.pdf
DIVC6-11_BPs_on_BoardDocs.pdf
DIVC6-12_LACCD_Website_Home.pdf
DIVC6-13_BOTApprCh2Policies.pdf
DIVC7-01_BOTMtgSchedBDocs.pdf
DIVC7-02_SubcmtMtgPostings.pdf
DIVC7-03_BP_AP_Matrix.pdf
DIVC7-04_DASCh5Approval.pdf
DIVC7-05_SACCh5Approval.pdf
DIVC7-06_BOTCh4Approval.pdf
DIVC7-07_AP2410.pdf
DIVC7-08_Gov_Handbook.pdf
DIVC7-09_AP2510Placeholder.pdf
DIVC7-10_BOT_Noticing.pdf
DIVC7-11_IESSCh4Review.pdf
DIVC7-12_BP2510.pdf
DIVC7-13_BP2900.pdf
DIVC7-14_AP4100.pdf
DIVC8-01_IESSStudOut051921.pdf
DIVC8-02_IESS_Award_Trends.pdf
DIVC8-03_AB_705_English.pdf
DIVC8-04_IESS_Equity_Plans.pdf
DIVC8-05_BOTRevLocalGoals.pdf
DIVC8-06_COW_AAOI.pdf
DIVC9-01_BP2740.pdf
DIVC9-02_BOT_PD040319.pdf
DIVC9-03_BOT_PD010820.pdf
DIVC9-04_ACCT2019.pdf
DIVC9-05_BOT_PD100219.pdf

DIVC9-06_BOT_PD120419.pdf
DIVC9-07_COW_AB705_042419.pdf
DIVC9-08_COWBudEnroll060320.pdf
DIVC10-01_BOTSpecMtg012021.pdf
DIVC10-02_BOTSpecMtg020621.pdf
DIVC11-01_Form700.pdf
DIVC11-02_BP6410.pdf
DIVC12-01_ChanRptpg16.pdf
DIVC13-01_BOTACCJCTrain051621.pdf
DIVC13-02_IESS_Midterm012220.pdf
DIVC13-03_BOT_ACCJC_020520.pdf

D. Multi-College Districts or Systems

NOTE: A list of abbreviations used and explanations for each can be found in the Appendix.

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

• The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan (**DIVD1-01**) and through the establishment of a clear vision for District success and equity (**DIVD1-02**). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (**DIVD1-03**).

• BP 2430 delegates the executive responsibility of administering Board policies to the Chancellor (**DIVD1-04**). Any administrative action required by decisions of the Board are the purview of the Chancellor. BP 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

• The District has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. BP 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of district property, procurement, budget, accounting, audits, and the protection of assets and persons (**DIVD1-05**). The Chancellor has the authorization, granted to him by BP 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures (**DIVD1-06**).

• The Chancellor accomplishes his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC AKA district office). This group is also known as the Chancellor's Cabinet.

Analysis and Evaluation

The District has a thoroughly defined system of responsibility that delineates the functions of the District administration and the College administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the Colleges and the ESC to his Cabinet.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

- The ESC provides centralized support to all Colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices (**DIVD2-01**).

- The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (**DIVD2-02**; **DIVD2-03**). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

- In order to assure that the District is supporting the Colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and regular occurring service surveys. The District has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from College groups on District support, which are used to improve service and support for Colleges. The details of these evaluations are provided in Standard IV.D.7 (**DIVD2-04**; **DVID2-05**).

Analysis and Evaluation

The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

- The District has a process for allocating sufficient resources to the Colleges. The Budget Allocation Model was developed and approved through District Governance (**DIVD3-01**; **DIVD3-02**) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (**DIVD3-03**). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy (**DIVD3-04**) that takes into consideration the needs of the colleges, cost controls, and accountability (**DIVD3-05**).
- The LACCD most recent annual audit demonstrates the district reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits (**DIVD3-06**).

Analysis and Evaluation

The District has an approved allocation model that focuses on providing resources to Colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the district reviews and controls expenditures district-wide.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

- The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing district policies at their respective colleges. These responsibilities include the provision of effective educational programs and student support services; compliance with all accreditation eligibility requirements and standards; plan and manage operational budgets effectively and meet annual budget targets; assess the effectiveness of all college planning efforts and oversee the implementation of college bond and capital construction programs (**DIVD4-01**_PresJobDescription).

- College presidents also have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year (**DIVD3-05**).
- College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals (**DIVD4-02**). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement (**DIVD4-03**; **DIVD4-04**).

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

- The District has a detailed process for planning and evaluation at the district level. These processes guided by the District Mission and Strategic Plan (DSP) (**DIVD5-01**). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (**DIVD5-02**). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership (**DIVD5-03**).
- The District Strategic Plan was approved by the Board in January 2018 (**DIVD5-04**) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to the College core values and planning cycles. Insert relevant college information.

The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee (**DIVD5-05**) and approved by the Board as a whole (**DIVD5-06**).

Analysis and Evaluation

The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the District plan through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The District also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

- The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level AS committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (**DIVD6-01**; **DIVD6-02**). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College AS to utilize for tracking purposes (**DIVD6-03**; **DIVD6-04**; **DIVD6-05**). This allows all constituents the ability to review decisions made by the Board, AS and other governance groups as they are made, search for particular topics, or review them at a later time.

- The District utilizes its robust system governance committees, consultation councils, and operational groups to ensure effective and timely communication between the District and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss districtwide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups or other organizational groups. The following administrative groups represent the organizations' efforts to ensure district decisions are discussed by those impacted across all colleges: Admissions and Records Committee (**DIVD6-06**); Chief Instructional Officers Council (**DIVD6-07**); Chief Student Services Officer Council (**DIVD6-08**); District Administrative Council (**DIVD6-09**); District Adult Education Deans Committee (**DIVD6-10**); District Career Education Deans Committee (**DIVD6-11**); Financial Aid Committee (**DIVD6-12**).

- The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions (**DIVD6-13**; **DIVD6-14**). These meetings

allow for feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in order to ensure that information flows from the District to the colleges, as well as provide input from the colleges to the District on important issues. The representatives of these groups report back to the colleges. For example, Vilma Bernal, the faculty guild President, reports at guild meetings and at various committees. (**IVD6-01**)

- The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents (**DIVD6-15**). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (**DIVD6-16**), as can frequently be seen in the President's regular reports at various locations, for example, at CC. (**IVD6-02** – see highlights p. 2)

- While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (**DIVD6-17**). The evaluations noted a need to improve communication and dissemination of actions taken.

- Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (**DIVD6-18**). In fall 2021, the District launched the quarterly "Governance Update" that provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District (**DIVD6-19**).

Analysis and Evaluation

The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making materials and report out of actions taken. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor's reports and quarterly Governance Updates have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook (**DIVD7-01**). This document is regularly reviewed through the District governance committees - surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

- The district level Governance and Decision Making Assessment Survey (**DIVD6-17**) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:

  - Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District AS, collective bargaining groups, and ASO.

  - Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits.

  - Quality of district level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed).

  - Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the district's stated goals.

- The District's Educational Programs and Institutional Effectiveness division conducts, analyzes and disseminates the surveys (**DIVD7-02**). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (**DIVD7-03**). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

- In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (**DIVD7-04**; **DIVD7-05**). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

- The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services

provided by the ESC and how to improve them in the future (DIVD7-06). The survey seeks input common across all units that include the following questions:

1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a timely manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

- These evaluations are used to improve services provided to the Colleges and as part of the overall assessment of role delineation.
- In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services (**DIVD7-07**). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges (**DIVD7-08**). The recommendation led to a significant shift to a centralized model of IT in an effort to support the Colleges in meeting their missions (**DIVD7-09**). The District also contracted an external evaluation of Human Resources (**DIVD7-10**). The resulting evaluation was used to guide improvements in Human Resources to better support the Colleges including improvements in policies and practices and utilizing automation and technology to increase support (**DIVD7-11**). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusion

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles Region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each College. The District governance, operations and planning must balance these unique needs with the broader commitment of the District to all that it serves.

The District has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the District and sole employee of the Board of Trustees. Through Board Policy he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the College Presidents and developed district-level operations to support the Colleges within a consistent framework and structure. The delineation of duties between the District and colleges is defined in the Board Policies, APs, and in the District Governance Handbook. The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of District- and College-level work is exemplified in institutional planning. The District has a defined process for the development of its strategic plan, which includes all Colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all Colleges. While each College develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness.

Improvement Plan(s)
None.

Evidence List:
DIVD1-01_DSP18-23.pdf
DIVD1-02_FrmwrkRacEquity20.pdf
DIVD1-03_BoardGoals22.pdf
DIVD1-03_BoardGoals042922V2.pdf
DIVD1-04_Gov_Handbook.pdf
DIVD1-05_Cabinet031120.pdf
DIVD1-06_PresCouncil020720.pdf
DIVD1-07_ExecStaff041921.pdf
DIVD1-08_ChancRetreat22.pdf
DIVD1-09_ChanRetreatVid22.pdf
DIVD1-10_BP_6100.pdf
DIVD1-11_BP_7110.pdf
DIVD2-01_DPC_052821.pdf
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DIVD2-06_AFT1521Chan060820.pdf

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DIVD3-04_Ext_Audit_20-21.pdf

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DIVD4-06_HR_E-210C.pdf

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DIVD5-05_IESS_ELAC_EMP.pdf

DIVD5-06_IESS_Planning.pdf

DIVD5-07_BOTAgendaCollPlan.pdf

DIVD5-08_GovSurResComp21.pdf

DIVD5-09_JLMBCSelfEval21.pdf

DIVD5-10_DPCSelfEvalSP22.pdf

DIVD5-11_DPC_DSP112219.pdf

DIVD5-12_IESSStudent51921.pdf

DIVD5-13_IESS5yrAward102120.pdf

DIVD5-14_LACCDTechPlan2126.pdf

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DIVD6-03_BoardDocsCmts.pdf

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DIVD6-07_CIOCouncil040721.pdf

DIVD6-08_CSSOCouncil050421.pdf

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DIVD6-10_AEDeans031921.pdf

DIVD6-11_CEDDeans011322.pdf

DIVD6-12_FACAgenda050621.pdf

DIVD6-13_DASExecCons061121.pdf

DIVD6-14_AFT1521Cons061421.pdf

DIVD6-15_GovSurveyComp.pdf

DIVD6-16_ChanMoRpt0621.pdf

DIVD6-17_GovernanceNews.pdf

DIVD6-18_ChanMoRpt0621.pdf

DIVD6-19_EPIEGovNewsltr.pdf

DIVD7-01_GovSurvComp21.pdf

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DIVD7-03_ESCSurveyResults21.pdf

DIVD7-04_ITEvalApproval.pdf

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IVD6-01_WECMinutes9-9-21.pdf

IVD6-02_CCMinutes9-16-21.pdf

H. Quality Focus Essay

*NOTE: A list of abbreviations used and explanations for each can be found in the **Appendix**.*

Topic 1: Improving Retention and Persistence

Introduction and Rationale

On August 27, 2021, the College held a CC Retreat to analyze and evaluate performance data on student achievement outcomes and institutional effectiveness. Items reviewed included the College mission, SWOT reports from each Vice President's office, and the data on ISS metrics and ISMP metrics and goals provided by the OIE. Two data sets discussed were those for Course Retention and Fall-to-Spring Persistence from 2015-2019. The College lagged both the state and District averages for retention by c. 1% and c. 2% respectively. It lagged the state average persistence rate by over 10%. Equity gaps were also identified in this data.

Performance Measure	2015	2016	2017	2018	2019
Course Retention (Fall data)	83.6%	83.5%	84.7%	85.7%	85.3%
Persistence (Fall-to-spring)	62.1%	60.0%	59.7%	56.5%	55.5%

Data from 2020-2021 ISS Report

The large gap in persistence between the College and the state is of particular concern. During discussions it was suggested that it may be simply a reflection of the pressures on our students based on the socio-economic demographics of our local population, but if so, this is an equity issue that should be addressed. Based on the Retreat and other discussions at the AS and ASC. ASC agreed in October 2021 that significant progress might be made in these areas, and recommended them as one of the QFE projects.

Anticipated Impact on Student Learning and Achievement

Increased student retention is expected to be reflected in improvements in many measures of student achievement: in course success rates; in student persistence; in degree/certificate completion; in average number of units accumulated by degree (and certificate) earners; and in transfer rates. Increased persistence should also be reflected in improved numbers of degrees/certificates completed and transfer rates. Additionally, students who are not retained in classes and who do not persist in college have spent their time and money with little return. This represents not simply a failure to achieve goals or additional costs to the state and, more importantly, real potentially significant loses to those students, people who are often least able to easily absorb these costs. This QFE project seeks to increase achievement and reduce the social and personal costs.

Outcome Measures

The metrics the College will use to measure this QFE are two of the College's ISS: Course Retention and Persistence. The goal is fan increase in Retention and Persistence to match state-wide averages by 2030.

Project Action Plan

The College will appoint a task force to investigate, plan improvements, and guide the implementation of those improvements. This will begin in 2022 with the following schedule:

Year 1: The task force will investigate, identifying the specific factors most influencing retention and persistence, analyzing local demographic and other considerations that affect our students, considering possible causes for the equity gaps, evaluating the College's previous and current actions in these areas and the impact they have had, and seeking best practices from other schools both inside and outside the District.

Year 2: Based on the information discovered in Year 1, the task force will develop specific plans for improvement and introduce them to the appropriate units on campus.

Year 3: The task force will assist and monitor those units in implementing the identified changes and measure the impact of the changes.

ASC will oversee the project and report to the AS and CC on its progress and results.

Topic 2: Improving Institutional Communication

Introduction and Rationale

In completing this accreditation report, it became apparent that the College had gaps in its communication processes. The self-evaluation brought to light a number of areas in which improvements might be made, from internal communications (institutionalizing the publication of all policies and procedures in an easily-accessible format; ensuring a regular review of the College website) to improving communications with the community. Most importantly, the accreditation process made the College aware that institutionalizing clear communication of vital aspects of college life to students should be a priority.

The College has already begun to implement some improvements (for example, strengthening our review of the website for accuracy and integrity; see Standards I.C.1 and I.C.3). But further improvements can be made, and this QFE will ensure that this remains an area of emphasis going forward. In the same October 2021 meeting mentioned above, ASC also recommended this as the second QFE project.

Anticipated Impact on Student Learning and Achievement

Improved communications with students can impact student achievement in several ways. Better communicating SEPs and Program Maps should increase attainment of degrees and certificates, reduce the average units earned by degree and certificate earners. Communicating financial aid opportunities more clearly and broadly should be reflected in improved persistence rates and therefore number of degrees and certificates earned. Improvements in the website should make it easier for students (and employees) to find the information they need, which might have (at least a small) impact on several markers of student achievement.

Outcome Measures

These will depend heavily on the specific activities identified during the first phase of the task force's work (detailed in the Project Action Plan below). Based on discussions so far, metrics might include:

• % of incoming students who meet with a counselor

• % of incoming student who receive an SEP

• % of incoming students who receive an introduction to Guided Pathways

• % of students utilizing PM software

• % of incoming students receiving financial aid guidance

• % of students receiving financial aid

• % of website pages reviewed

• % of committees completing policy and procedure reviews

• student survey response data on the website's ease of use (and similar questions)

Project Action Plan

The College will appoint a task force to investigate, plan improvements, and guide the implementation of those improvements. This will begin in 2022 with the following schedule:

Year 1: The task force will investigate, identifying the strengths and weaknesses of the College's current efforts at communications, determining specific areas in which the College can make the most impact by improving our communications, and seeking best practices from other schools both inside and outside the District.

Year 2: Based on the information discovered in Year 1, the task force will develop specific plans for improvement and introduce them to the appropriate units on campus.

Year 3: The task force will assist and monitor those units in implementing the identified changes and measure the impact of the changes.

ASC will oversee the project and report to the AS and CC on its progress and results.

I. Appendix: Abbreviations & Glossary

Abbreviations used:

AP: LACCD Administrative Procedures

AS: Academic Senate

ASC: Accreditation Steering Committee

ASO: Associated Student Organization

BP: LACCD Board Policy

BPC: Budget and Planning Committee

CC: College Council

CoI: Council of Instruction

CTC: Campus Technology Committee

CurC: Curriculum Committee

CPR: Comprehensive Program Review

DEC: Distance Education Committee

EPC: Educational Planning Committee

FPC: Facilities Planning Committee

FHPC: Faculty Hiring Prioritization Committee

GP: Guided Pathways

GPSC: Guided Pathways Steering Committee

ILOs: Institutional Learning Outcomes

IP: Integrated Planning

IPC: Integrated Planning Committee

ISMP: Integrated Strategic Master Plan

ISS: Institution-Set Standards

LOAC: Learning Outcomes Assessment Committee

OIE: Office of Institutional Effectiveness

PDC: Professional Development Committee

PLOs: Program Learning Outcomes

PM: Program Mapper

PR: Program Review

PRAU: Program Review Annual Update

PROC: Program Review Oversight Committee

SEAS: Student Equity and Success Committee

SGOC: Shared Governance Oversight Committee

SLOs: Student Learning Outcomes

SSSC: Student Support Services Committee

Glossary:

Articulation: The College maintains articulation agreements with nine University of California (UC) campuses and 18 California State University (CSU) campuses and course-to-course agreements totaling over 1,360 Departments at 18 CSU campuses and six UC campuses. Additionally, the College has articulation agreements with many private and out-of-state colleges and universities.

Budget and Planning Committee (BPC): BPC is a shared governance committee whose purpose is to guide the College through the continual process of budget and strategic planning. It maintains the Budget Allocation process, and makes recommendations to College Council on all matters related to the budget, including the development of budgetary policies and procedures, the systematic prioritization of budget requests, and the evaluation of past expenditures.

The membership of BPC consists of one administrator from each of the College's three units (Academic Affairs, Administrative Services, and Student Services), six faculty, two classified staff, one classified supervisor, and one student.

The Budget Allocation Process: Requests for funding via the general fund arise two main ways: through the PR process (Detailed in I.B.5 and II.C.1) and the Integrated Planning process (Detailed in I.B.9).

At the program and unit level, requests for additional resources must be part of the program's/ unit's annual PR in order to be considered for funding. Resource requests that arise in PR are compiled and reviewed by the unit's administrators (Academic Affairs deans; Student Services deans and managers; Administrative Services managers). Working with the deans and managers, the VP of each division then produces a prioritized list that includes all requests from within their division. Each prioritized list is reviewed by that division's oversight committee (EPC/SSSC/ FPC). The VPs may then reprioritize based on committee feedback. Once finalized, the VPs' prioritized lists are then delivered to BPC.

At the institution-level, requests for general fund resources may arise through the adoption of "Activities" via the IP process. Activities that entail resource requests are prioritized by IPC, and that list is then delivered to BPC.

BPC then combines the three lists and, utilizing a value-scored rubric, produces a single "master prioritization" list. (BPC reviews the rubric annually for effectiveness and it has been refined repeatedly.) The master list is presented to College Council for final approval. Resource requests are then funded in prioritization order as funds become available throughout the school year.

College Council (CC): College Council is the primary shared-governance body on campus and promotes participatory governance by granting charters to all of the shared-governance committees and several other standing committees to assist it in monitoring and completing college tasks. It oversees achievement of the mission and plays an active role in reviewing the College's mission and approving any changes. It is central to institutional planning, working with its standing Integrated Planning Committee to identify College priorities and set the Goals and Objectives that form the bones of the College's Integrated Strategic Master Plan. It (along with the Senate) is responsible for the establishment of local protocols. It reviews the progress and effectiveness of shared governance committees. Finally, it provides recommendations to the College president on college matters and through the College president to the District regarding District matters.

The membership of College Council includes all senior administrators, the Presidents of the AS and Faculty Guild, the co-chairs of all shared governance committees, and staff and student representatives.

Council of Instruction (CoI): Meeting of VPAA and Department Chairs

Curriculum Committee (CurC): The Curriculum Committee is a Senate committee whose purpose is to guide the Senate in the Curriculum process. The Committee's purview involves making recommendations to the Senate in two main areas: first, the establishment and revision of policies concerning curriculum, general education, graduation requirements, occupational certificate requirements, transfer requirements, academic standards, and related matters; and second, the approval of curricular proposals creating new courses or programs, and additions, deletions, or changes to existing courses/programs. The committee meets twice monthly during Spring and Fall to conduct technical reviews of CORs; ensure the systematic inclusion of SLOs on all active CORs; provide policy recommendations on general academic standards, curricular matters, graduation, occupational certificate criteria, and transfer requirements; and track submissions of courses, certificates, and degrees to the State Chancellor's Office.

The membership of the Curriculum Committee consists of some 20 faculty members (including a committee chair, representatives from each of the College's academic departments, the SLO Coordinator, and the Articulation Officer) and the Curriculum Dean (non-voting, appointed by Academic Affairs).

Curriculum process: The Curriculum Committee oversees the Curriculum process, ensuring the currency of all courses in accordance with Title 5 requirements and overseeing, under the guidance of the Academic Senate, the curriculum approval and review processes.

At the course level, Course Outlines of Records (CORs) are developed by content-expert faculty, revised according to timelines and review cycles consistent with the State Chancellor Office's requirements, and reviewed after creation/revision by the Curriculum Committee.

At the program level, program creation and significant modification are proposed by discipline faculty, reviewed by the appropriate area dean, and then submitted to PVRC for a review that considers student needs and the ability of the college to support the program among other things. PVRC then either requests changes from the submitter or recommends that the matter pass on to the Curriculum Committee for further review. All new or revised programs then undergo curricular review to ensure the currency and relevance of programs in accordance with the needs of transfer-bound and Career Technical Education students.

The curriculum process also identifies faculty and student needs for Library material. All new and updated courses are expected to have a completed Library Addendum Form submitted to the Curriculum Committee as part of the Course Outline of Record (COR), available online through the Electronic Curriculum Development system (ECD). The form is designed to determine whether the current collection contains materials to support the course and allows for faculty to suggest print or electronic material for the Library to acquire. When funding for book purchases is available, Librarians rely on these forms to decide what resources to purchase.

The steps for the curriculum program approval process are clearly delineated in a flow chart on the College's Curriculum website.

Faculty submitting new or revised CORs receive extensive training via a Curriculum Handbook, instructional videos, and detailed instructions posted on the Curriculum website

The Electronic Curriculum Development System (ECD) has been the online repository of CORs prior to 2021. The College is currently (2021) in the midst of a transition from the ECD system to eLumen.

Distance Education Committee (DEC): The Distance Education Committee's purpose is to advise the college regarding all aspects of distance education. It evaluates and makes recommendations about online technologies, recommends minimum training qualifications for teaching online classes, maintains records of which faculty have completed the training, and reviews all online courses in its capacity as a resource to the Curriculum Committee. It works with the LAMC's Professional Development Committee and the district to provide resources and ongoing training to online faculty. It also participates in the schools ISMP process, proposing Activities to further the college mission that are associated with distance education.

The membership of DEC consists of one faculty and one administrative co-chair, three faculty members appointed by the Academic Senate and three faculty members appointed by the AFT.

Faculty Learning Center: The Faculty Learning Center is a resource center that hosts workshops and provides resources to promote research-based pedagogical technologies and methods It provides instructional technology support to faculty and offers individual, hands-on training on the latest tools and equipment used in the classrooms. Lecture capture systems, smart room technology, student response systems, Web development, and online course management are some of the trainings that have been offered. It also provides workshops on both instructional and administrative software used at the College, and researches new technologies that can improve the quality of instruction, whether delivered face-to-face or online.

Educational Planning Committee (EPC): EPC is the primary shared governance committee (chartered by College Council) representing the Academic Affairs Division of LAMC. Its primary purpose is to guide the College through the continual process of strategic educational program planning that includes a systematic cycle of assessment, validation, and evaluation, integrated planning, implementation, and review. Specifically, the committee has two main tasks: first, it conducts CPRs (see Program Review process) for all academic units; and second, it is one of the planning committees that participate in the College's ISMP process (see ISMP process). EPC reports to and seeks input from College Council and the Academic Senate regarding educational/ academic matters and makes recommendations to the Budget and Planning Committee on resource allocations pertaining to educational programs and services.

In addition, EPC formulates recommendations on issues related to the College's educational progress and:

- Conducts comprehensive review and validation of all programs under the office of Academic Affairs via the PR process;
- Oversees SLO development in academic areas;
- Reviews and provides feedback on prioritization of resource requests that arise via academic PR.
- Contributes to the ISMP process as a planning committee suggesting Activities for the ISMP;
- Integrates the results of academic PR with the ISMP; and
- Oversees the College responses to any educationally-related accreditation recommendations.

Co-chaired by a faculty member and the Vice President of Academic Affairs, membership consists of 16 voting members selected from administrative, faculty, classified, and student ranks.

Facilities Planning Committee (FPC): FPC is the primary shared governance committee (chartered by College Council) representing the Administrative Services Division of LAMC. It is tasked with ensuring that college facilities support teaching and learning. It reports to College Council and advises the President on facilities planning issues.

Specific duties include:
- Reviewing the LAMC Facilities Master Plan
- Reviewing facilities policies and procedures
- Reviewing and making recommendations on bond funded projects
- Participating in the IP process as a planning committee.

Co-chaired by a faculty member and the Vice President of Administrative Affairs, membership consists of 15 voting members selected from administrative, faculty, classified, and student ranks.

Faculty Hiring Prioritization process: Under the leadership of the Academic Senate, the College undergoes an annual process to rank the requests from departments/disciplines for new full-time faculty positions. Academic departments submit their requests each September and justify their need for additional tenure-track faculty based on statistical data on student enrollment trends; growth data; number of courses, sections, and hours of instruction offered within the discipline; the proportion of adjunct versus full time instruction; previous Program Review reports; and other information as requested by the Faculty Hiring Prioritization Committee.

Faculty Hiring Prioritization Committee (FHPC): FHPC is a Senate committee whose purpose is to create and conduct the process by which new faculty hiring requests for either tenure-track or temporary full-time positions are prioritized. The committee receives requests for new hires from departments and disciplines and, based on both the guidelines established by the Senate, AFT, and college president, and evidence that includes the needs of students, departments, and the college,

determines the order in which the requests should be met. It submits its findings to the Senate for approval and then communicates them to the college president for action.

FHPC is composed of eight faculty members from various disciplines appointed by the Senate and one appointed by the AFT.

Guided Pathways Steering Committee (GPSC): GPSC is a Senate committee whose purpose is to develop and implement the framework needed to support all elements of Guided Pathways, including:
- career and academic pathways and course mapping that reflect them;
- activities regarding student preparation and success, including student learning outcomes and AB 705 compliance; and
- GP-oriented professional development activities.

GPSC is composed of the GP Coordinators, the College President, Vice-President of Student Services, Deans of Workforce Development and Student Services, the AS President, chairs of Counseling, Curriculum, and SEAS, staff and ASO representatives, and others.

Institution-Set Standards (ISS): Motivated by federal and ACCJC guidelines, the College has institutionalized a process for the development, analysis, and updating of a set of standards for student achievement that are appropriate to its mission. These institution-set standards for student achievement are based on evaluation and analysis of historical and current performance data on six student achievement outcome measures: 1) successful course completion; 2) course retention; 3) persistence; 4) degree completion; 5) certificate completion; and 6) transfer.

Each year, an Academic Senate task-force, using disaggregated LAMC trend data and comparative State- and District-level data provided by the Office of Institutional Effectiveness, evaluates the College's performance on the institution--set standards and sends its conclusions— and where appropriate recommendation for modification of the standards—to the Educational Planning Committee and Council of Instruction for review and feedback prior to submission to the Academic Senate and College Council for adoption.

The Program Review Online System incorporates ISS data for successful course completion and retention rates, and each discipline also receives data to evaluate the percentage of total college certificates and degrees it awards on an annual basis (in addition to the number of awards). Disciplines are able to set their own standard(s) for successful course completion and/or retention rates as long as they provide a justification, grounded in evidence, for a different choice in standards, can set standards for, and evaluate their performance on, other criteria pertinent to specific programs, and CTE programs can set standards for, and evaluate their performance on job placement rates pertaining to specific certificates and degrees.

Information on the College's progress in achieving its ISS is published in the annual ISS Report posted on the Office of Institutional Effectiveness website

Integrated Planning Committee (IPC): IPC is a standing committee of College Council whose purpose is to organize and oversee the college's integrated planning process. The Committee is responsible for the creation and annual review and updating of the College's central strategic planning document, the Integrated Strategic Master Plan. It organizes the creation of specific Activities designed to realize the Goals and Objectives of the ISMP, updates the status of those Activities each year, and prioritizes any Activities that have attached resource requests for integration in the resource allocation process, reporting on all of this to College Council

The membership of IPC consists of the College's three Vice Presidents, faculty co-chairs (or their representatives) from each of the College's major planning committees (EPC, SSSC, and Facilities and Technology Planning), the B&P co-chair, and others.

Learning Outcomes Assessment Committee (LOAC): LOAC is a Senate committee whose purpose is to provide direction and resources to support an ongoing, systematic process that clarifies and improves achievement of Institutional, Program, and Course Learning Outcomes (ILOs/PLOs/SLOs) with specific emphasis on student success. LOAC, in conjunction with the Academic Senate and administration, establishes the procedure and schedule for outcomes assessments on all levels, monitors assessment completion and reporting, and assists in the analysis and evaluation of outcomes results to ensure continuous quality improvement.

LOAC also works with the Student Services and Administrative Services units, assisting them with Service Area Outcomes (SAO) assessment.

LOAC's involvement with CORs occurs at the early stages of curriculum development: prior to review by the Curriculum Committee, new or revised CORs are submitted to the SLO Coordinator for feedback on the quality and relevance of SLOs. The Academic Senate provides the next level of oversight in matters relating to curriculum and learning outcomes.

Learning Outcomes Assessment process: The College, acting through LOAC, has established a thorough and comprehensive institutional procedure for identifying and regularly assessing learning outcomes for its courses (SLOs) and for all degree and certificate programs (PLOs). It has also identified seven Institutional Learning Outcomes that represent the major skillsets students develop in pursuing a degree program. And finally, it has identified SAOs (Service Area Outcomes) for each of tis student service units.

All course SLOs, program PLOs (for degrees and certificates), and institutional ILOs are created and assessed by faculty. The Curriculum approval process requires outcomes to be identified for all courses and programs. SAOs are created and assessed by service units

SLOs and SAOs are required to be assessed on a rotating three-year cycle; many instructors, however, assess their courses more frequently to allow more up-to-date feedback on whether their implemented recommendations for improvement have been effective. Faculty and managers use

the results of these assessments to plan improvements and then conduct follow-up assessments to "close the loop," ensuring that assessments produce meaningful changes in support of student learning and the College mission.

The College ensures that these assessments are maintained by including SLO and SAO data and questions in its annual Program Review process. The Learning Outcomes Coordinator monitors this and will contact department chairs or service unit managers in cases where assessments lag; LOAC will then assist that discipline/unit in reaching compliance.

Initially, PLOs and ILOs were assessed using surveys, interviews, and portfolios of students' cumulative work. Cross-curriculum assessments have been examined to ensure meaningful results that focus on the program as a whole. But with the adoption of the eLumen system in spring 2022, LOAC will begin to perform "roll-up" assessments of PLOs and ILOs. Faculty link each PLO to its supporting SLOs in the eLumen system. Roll-up assessments examine a representative sample of related course SLO assessments to determine student achievement of the PLO/ILO and the established benchmark. Alternatively, faculty may instead create direct assessments for PLOs and ILOs using special assessment assignments and a common rubric. LOAC has developed a Master Assessment Schedule (updated every year) for this process. Because entry of SLOs into eLumen has only just begun, no roll-up assessments have been completed at this time.

Office of Institutional Effectiveness (OIE): The OIE is responsible for conducting institutional research and developing information in support of institutional accountability, institutional assessment, unit assessment, planning, accreditation, and grant development. The OIE serves as the center for research and evaluation at the College and is actively involved in the implementation and continuous improvement of a comprehensive, systematic program of research, evaluation, and assessment of College processes and College effectiveness at all levels.

OIE provides data for the development of the College's planning documents that drive decision-making, resource allocation, and student success goals. Student success data tracked include but are not limited to persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, and enrollment. In order to ensure the consistent alignment of the College's programs and services with the College's Mission, data are systematically utilized in Program Review as well as in the development and implementation of all College planning documents.

Program Mapper: Program Mapper is an interactive platform that details LAMC's catalog of programs. It introduces students to LAMC's six Career and Academic Pathways (CAPs) and allows them to easily explore the many awards available to them. Students can compare the different programs in each CAP, including required and elective courses, and once they've identified their program of interest, plan out their schedules semester-by-semester. Program Mapper includes programs of study leading to transfer, Associate Degrees, and Occupational Certificates. Students can find program descriptions, program learning outcomes, salary, career-

growth trends and other information within this tool. They can also print the default program maps and use them as a guide to register and create their educational plan. Having Program Mapper as a tool allows college Counselors to dive deeper into career and educational planning.

Program Review (PR): Program review is the primary instrument through which program- and unit-level evaluation and planning are conducted on campus. The College's Program Review schedule includes both annual reports and in-depth "comprehensive" cycles, with the latter conducted every three years. Each program or unit completes annual self-evaluation based on evidence, including student academic and/or unit performance, outcomes assessment, changes designed to improve student learning (based on prior years' outcomes assessments), and curricular changes. This process maintains the currency and relevance of educational programs and informs enrollment management and resource allocation. Programs and units make improvement plans, detail them in Program Review, and may request funding there as necessary. Planning must be linked to the Goals and Objectives identified in the College's Institutional Master Plan.

Every three years, programs/units complete a more in-depth CPR and validation process. Academic disciplines and service units must complete a three-year plan for improvement as part of their CPR. Upon completion, each program's/unit's performance and planning are discussed with the Educational Planning Committee (for academic disciplines) or the Student Support Services Committee (for the student services division). Starting in 2022, the College is also integrating administrative services units which will be reviewed by the Facilities Planning Committee. Those committees then submit a formal response, including recommendations and commendations, to each program/unit.

Program Review is the initial step in requesting the allocation of financial resources as well as the primary avenue whereby resource allocations are directly tied to planning. New requests for funding (whether for educational programs, support services, or human, physical, technological, or other financial resources) must originate in Program Review and be tied to a Program Review objective for program- or unit-level requests. (The process for institution-level funding requests comes via the College's Integrated Planning process.) The budget requests made in Program Review are prioritized by the appropriate administrative division and are then reviewed by the relevant shared-governance committee before being forwarded to the Budget and Planning Committee for final prioritization and recommendation to College Council.

Program Review Oversight Committee (PROC): PROC is a standing committee of College Council whose purpose is to oversee the College's Program Review process to ensure quality programs and units in each College division. It establishes the structure and guidelines that ensure an evaluative and descriptive Program Review process whose results are linked to institutional planning and budget allocation. It also establishes the self-assessment and peer-evaluation schedules, provides workshops to educate users on PR tools and processes as needed.

The membership of PROC consists of 10 voting members, including the co-chairs of the Educational Planning Committee, the co-chairs of the Student Support Services Committee, the co-chairs of the Facilities and Planning Committee, the Dean of Institutional Effectiveness, and representation from Senate, AFT, and department chairs' ranks.

Program Viability Review Committee (PVRC): PVRC is a standing committee of the Academic Senate whose purpose is to oversee the functions of each of the shared governance committees to ensure the continual productivity of the shared governance process at Los Angeles Mission College program creation, modification, and discontinuance and make recommendations to the Curriculum Committee (regarding creation and modification) and to the Senate (regarding discontinuance).

The membership of PVRC includes the VPAA, VPAS, AS VP, Articulation Officer, Chair of Curriculum Committee, Deans of Curriculum and Career Education, and others.

Shared Governance Oversight Committee (SGOC): SGOC is a standing committee of College Council whose purpose is to oversee the functions of each of the shared governance committees to ensure the continual productivity of the shared governance process at Los Angeles Mission College. Specifically, SGOC:
• Develops procedures for and implements evaluations of each shared governance committee
• Monitors and oversees the membership of the shared governance committees
• Provides recommendations for improvement to each shared governance committee
• Maintains LAMC's Shared Governance Handbook
• Provides a summative shared governance process evaluation to College Council
• The membership of SGOC consists of an administrator, two faculty (one appointed by the Senate and one by AFT), and two classified staff persons.

Student Equity and Success Committee (SEAS): SEAS is a standing committee of College Council that examines the College's policies, practices, and institutional culture with the goal of removing barriers to success for all students. It supports the development and implementation of all activities related to the Student Equity and Achievement Program (SEAP) and other programs related to student success. It is responsible for reviewing and evaluating how the College's SEAP initiatives are addressing equity, access, and student success, including the closing of achievement gaps. Based on this, it provides recommendations as to how SEAP activities are developed and implemented with the intent being to foster an increase in equity, access, and success for all students.

The membership of SEAS consists of the Vice Presidents of Student Services and Academic Affairs, one dean from each unit, faculty members from each of the basic skills disciplines, representatives from seven student services units, Senate and AFT reps, an ASO rep, and others.

Student Support Services Committee (SSSC): SSSC is the primary shared governance committee (chartered by College Council) representing the Student Services Division of LAMC. Its primary purpose is to guide the College through the continual process of strategic service planning that includes a systematic cycle of assessment, validation, and evaluation, integrated planning, implementation, and review. Its core purpose is to promote a supportive learning environment that encourages student success and personal development. Specifically, the Committee:

• Conducts comprehensive review and validation of all units under the office of Student Services via the PR process;

• Oversees SAO development in student service areas;

• Reviews and provides feedback on prioritization of resource requests that arise via student services PR.

• Contributes to the ISMP process as a planning committee suggesting Activities for the ISMP;

• Integrates the results of student services PR with the ISMP;

• Oversees the College responses to any student-service-related accreditation recommendations; and

• Regularly reviews and evaluates student interaction and overall student experience.

Co-chaired by a faculty member and the Vice President of Student Services, membership consists of 9 voting members including representatives from Financial Aid, Admissions and Records, Counseling, AS and AFT, and the ASO.