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

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) is committed to ensuring that instructional programs address and meet the mission of the institution as stated in Standard I. The recently revised College Mission Statement was approved by the Board of Trustees on October 17, 2012 and states the following: (II.A-1)

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

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

The College uses several mechanisms to systematically ensure and assess the currency and quality of its instructional programs. These mechanisms include:
STANDARD II.A: Instructional Programs

- Establishment of an Educational Planning Committee (EPC) to monitor and evaluate all academic programs.

- Implementation of a comprehensive Program Review (PR) process which includes internal and external validations resulting in greater accountability and quality. The online Program Review process includes Student Learning Outcome assessment data and annual updates in response to comprehensive review recommendations.

- The Curriculum approval process which monitors updates and submissions of all Course Outlines of Record (CORs). The Curriculum Committee ensures a rigorous approval process by reviewing the following information for each COR:
  - Prerequisites, co-requisites, and advisories
  - Course content and objectives
  - Student Learning Outcomes, methods and criteria for assessment, and the Institutional Learning Outcomes which each SLO supports
  - Representative assignments that require critical thinking
  - Computer competency requirements
  - Information competency requirements
  - Methods of instruction and evaluation
  - Articulation
  - Relationships to other college programs

- Participation in state wide initiatives such as curriculum development in response to SB 1440. Three Transfer Model Curriculum (TMC) degrees have been approved by the State Chancellor’s Office and several additional degrees are in progress.

- Hiring of a Curriculum Dean in 2009 to oversee curriculum, production of the annual College Catalog, and the Schedule of Classes.

- Establishment of advisory committees and development of a comprehensive CTE funding application and evaluation process.

- Hiring of an Associate Dean in fall 2009 to manage the CTE programs and their funding.

- Development of an online system for reporting Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) and assessments.

- Establishment of a Distance Education (DE) Committee that provides training and support for online programs.

- Development of new academic programs in emerging fields. This process originates with faculty supported by advisory committees, institutional researchers, and academic administrators.
The improvement of teaching and learning strategies is supported by a wide range of professional development activities, many of which are provided and/or funded by the Professional and Staff Development Committee, Professional Growth Committee, New Faculty Academy, Faculty Teaching and Learning Academy (FTLA), Curriculum Committee, Career Technical Education (CTE) Committee, and academic departments.

The College is committed to the achievement of course Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College has funded an SLO Coordinator position since 2006 and SLO Assistant Coordinator since 2010. A portion of each Flex Day at the beginning of the fall semester has been dedicated to the development and assessment of learning outcomes since 2008. In 2008-2009 the College developed an online SLO management system which was implemented in 2010. In February of 2012 the College held a college wide Assessment Retreat attended by over 100 participants (II.A-2). The Assessment Retreat provided a forum for institutional discussion of the progress LAMC has made in assessing learning outcomes on all levels and it provided an opportunity to discuss the results of the Fall 2011 Student Survey of students’ perception of how well they had achieved the seven College ILOs (II.A-3). The Assessment Retreat also provided opportunities for all constituents of the College to discuss

- The results of course assessments
- How the assessments support the College ILOs
- What has been learned
- What changes have been implemented or planned
- What has been the impact of assessment on planning and budgeting

As a result of the retreat, a number of follow-up activities were planned to enable LAMC to meet its fall 2012 SLO Proficiency deadline: (1) A resource request textbox was added to the SLO online system; (2) Program Learning Outcome pages were added for reporting PLO assessments; (3) A commitment was made to include PLOs for all academic programs in the 2012-2013 College Catalog; (4) Ideas for additional ILO assessments were discussed, and, as a result of these, in the fall of 2012 seven teams met to design and implement Institutional Outcomes assessments in an attempt to determine LAMC students’ achievement of its seven stated ILOs (II.A-4).

Since the last self study, LAMC has developed several new academic programs leading to degrees, certificates, employment or transfer (Table 1). Some of the new programs developed at the College include an Associate of Science (AS) degree in Biology and an Associate of Arts (AA) degree in English. In 2010 new legislation was approved by the California legislature (SB 1440) to facilitate student transfer to four-year institutions. SB 1440 requires that each college adopt a minimum of two associate degrees for transfer, Associate in Arts degree for Transfer (AA-T), or Associate in Science degree for Transfer (AS-T) by fall 2012. As of 2012, LAMC offers state approved transfer degrees in Mathematics, Communications Studies, and Early Childhood Education. Additionally, LAMC’s Curriculum Committee has approved transfer degrees in Sociology, Theater Arts, Kinesiology, and Business Administration that are pending state approval. The College plans to achieve 100 percent compliance with state requirements
regarding TMCs by fall 2014. These new degrees and numerous articulation agreements facilitate graduation and transfer to a diverse range of public and private universities.

<table>
<thead>
<tr>
<th>Type of Degree or Award</th>
<th>Degree Name</th>
<th>Curriculum Approval Date</th>
<th>State Approval Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>Biology</td>
<td>5/19/2009</td>
<td>1/19/2010</td>
<td>Spring 10</td>
</tr>
<tr>
<td>AA</td>
<td>English</td>
<td>4/6/2010</td>
<td>1/26/2012</td>
<td>Spring 12</td>
</tr>
<tr>
<td>AA-T (Reg.)</td>
<td>Sociology</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA-T (Reg.)</td>
<td>Theater Arts</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AS-T (Reg.)</td>
<td>Kinesiology</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AS-T (Reg.)</td>
<td>Business Admin.</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Gallery &amp; Museum Studies</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Art, Drawing</td>
<td>2/7/2012</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Art, Sculpture</td>
<td>2/7/2012</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>Certificate</td>
<td>Crime Scene Tech.</td>
<td>10/25/2011</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
</tbody>
</table>

In spring 2011 the Curriculum Committee developed a questionnaire required for new programs (II.A-5) that details how the program contributes to the mission of the College. This questionnaire assesses how the program provides opportunities for students, collaborates with other disciplines, addresses the needs of the local community, and prepares students for transfer or career development.
The College offers programs and services at several off-site locations including Gridley Elementary School, James Monroe High School, Mission Hills Bowl, Olive Manor Senior Apartments, Sara Coughlin Elementary School, and the Work Source Center. In addition, the College offers programs and courses through alternative means of delivery, such as online and hybrid classes and Instructional Television (ITV). The integrity of these academic programs is ensured through faculty evaluations, supervision, and oversight by department chairs, vice chairs, program directors, administrators, and the Curriculum and Distance Education Committees. The processes of faculty evaluation, program review, and curriculum review help to ensure that alternate delivery systems and off-campus instructional programs are held to the same standards as all other instructional programs. The ITV Program has a full-time director who provides an additional layer of oversight and supervision.

SELF EVALUATION

Los Angeles Mission College offers high-quality instructional programs in recognized and emerging fields leading to degrees, certificates, employment, or transfer consistent with its mission. Even though ongoing state and local budget constraints have made it difficult to sustain significant growth in new programs, the College has added several new degrees and programs in the last few years (Table 1). LAMC also continues to develop high-quality instructional programs by seeking new funding sources in areas such as Science, Technology, Engineering, and Math (STEM) and Career Technical Education (CTE). These new programs facilitate degree completion and student transfer; for example, in the fall of 2011, 27 students completed the new English AA degree.

Instructional programs are systematically assessed with rigorous review processes established by the Educational Planning Committee (EPC). EPC schedules Comprehensive Program Review of all instructional programs on a three-year cycle, as well as an annual update. The Program Review process also includes updates on curriculum status, SLOs and assessment and requests for resources. Faculty regularly assess student achievement of course, program, and Institutional Learning Outcomes.

The Curriculum Committee has representation from all academic departments and supports the development and currency of high quality educational programs. The recent implementation of the Electronic Curriculum Development (ECD) system to update and submit Course Outlines of Record (CORs) has been very instrumental in incorporating Student Learning Outcomes and Institutional Learning Outcomes into the curriculum approval process.

The College has made great strides in systematically assessing the achievement of stated Student Learning Outcomes. After some initial challenges familiarizing faculty with the criteria for the development of measurable SLOs (II.A-6) and the online SLO management system, the faculty have generally embraced the assessment process. Both the LAMC Curriculum Committee and SLO Coordinators have actively supported faculty with curriculum development and SLO assessment by providing training and web-based resources. By fall 2012, at least 98 percent of active courses have had a minimum of one SLO assessed and most disciplines have engaged in multiple rounds of assessment and improvement.
The College also has actively supported the improvement of teaching and learning strategies by providing many opportunities for professional development. In 2010 LAMC hosted the District Faculty Teaching Learning Academy (FTLA) and ten LAMC faculty members participated. In addition, since fall 2008, LAMC has offered a Faculty Academy, a series of seminars primarily designed for new faculty orientation but also open to all faculty (II.A-7). These meetings have been well attended and have provided an opportunity for faculty to learn more about the College.

Previously the College offered more classes and programs at off-site locations. Since the recent construction of several new facilities such as the Culinary Arts Institute, the Health, Fitness, and Athletic Complex, and the Center for Math and Science, many programs that were previously offered at other locations are now offered on campus. Some of the programs and classes that have been relocated to the campus include Physical Education, Art, English as a Second Language (non-credit), General Education Development (G.E.D.), and Civics. Another factor that has contributed to having fewer off-site offerings has been the reduction in the number of classes due to budget constraints. Currently most classes at off-site locations are non-credit courses such as basic computer skills and English as a Second Language (ESL).

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Los Angeles Mission College uses a variety of methods and data to assess the educational needs of the population that it serves. Data on educational attainment, income, and labor market projections are used to assess the need for current and future academic programs, as evidenced in the LAMC 2010-2015 Educational Master Plan. Educational data on local area high schools is used to better understand the educational and support service needs of the student population. In 2011 the Los Angeles Community College District conducted both external and internal scans for its service area to develop its Strategic Master Plan (II.A-8). In addition, in June of 2012 the regional Center of Excellence serving Los Angeles and Orange counties completed a customized report for Los Angeles Mission College (II.A-9). This report provides data on the LAMC service areas including an industry overview, occupational analysis, county level gap analysis, and demographics overview, which will be utilized to better serve the needs of the Los Angeles Mission College community.

To evaluate and improve educational programs and services, the LAMC Office of Institutional Effectiveness provides support for learning outcomes and data on student attainment of certificates, degrees, and transfer. The college uses these measures of completion and transfer readiness, e.g., in Program Review, to assess how well the College is meeting the educational
needs of its students. The Office of Institutional Effectiveness also provides support to instructional programs and other college units as they develop and assess Student Learning Outcomes. Information about course, discipline, program, and Institutional Learning Outcomes is available through the online Student Learning Outcome management system and the College SLO Web page at www.lamission.edu\slo.

Several areas of the College identify and evaluate student needs. Data from surveys given by the Counseling Department, Disabled Students Programs and Services (DSP&S), and Extended Opportunities Programs and Services (EOP&S) are reviewed to determine the need for student programs and services. The College administers assessment tests to determine students’ academic placement in English, reading, math, and English as a Second Language (ESL) courses (Tables 7 and 8). Students who do not place into college-level courses are offered developmental English, math, and English as a Second Language courses to help them develop the skills to be successful in transfer-level, CTE, and academic courses. Disabled Students Programs and Services (DSP&S) promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, developmental, or other disabilities through integration into the mainstream of college life. Extended Opportunity Programs and Services (EOP&S) provides services to educationally and economically disadvantaged students. The primary objective of DSP&S and EOP&S is to give eligible students the assistance necessary to successfully complete their educational goals. In addition, general student surveys are periodically conducted to obtain their perspectives on a variety of educational and student services and to gauge their attainment of learning outcomes.

To meet the academic needs of LAMC’s diverse student body, a number of courses are offered in ethnic studies (e.g., Chicano Studies and African American Studies), English as a Second Language, humanities, foreign languages (e.g., Spanish, Italian, French) and basic skills. In fact, English as a Second Language (ESL), Developmental Communications, and Chicano Studies are among the six largest disciplines at the College.

In response to student needs, the Mathematics Department has modified its courses to offer students more options to complete their required algebra courses. Specifically, the Math Department now offers a three-semester algebra series in addition to the traditional two-semester series to assist students who need more time to complete their math course work.

In addition to credit and noncredit courses, the College has obtained several Specially Funded Programs (SFPs) to address the needs of its students. These programs are designed to reach out to the College's diverse community and include the following:

1. **Improving Student Success and Faculty Development and Strengthening Student Success and Support Services:** The College was awarded a five-year Title V grant (2004-2009) to improve retention and progression in math. It provided support for supplemental instruction in math, faculty and staff development, outcomes assessment and evaluation, and the creation of a Math Center and Center for Excellence in Teaching.
STANDARD II.A: Instructional Programs

2. **Cooperative Title V Grant**: The purpose of this five-year partnership (2006-2011) with Loyola Marymount University was to create a teacher preparation pipeline for K-12 educators. The grant also had a transfer component which provided funding for the LAMC Transfer Center.

3. **Career Technical Education Transitions Grant**: This grant provides a means for students to begin a program of study in high school which continues at the community college. These programs combine academic courses needed for success in college and technical courses needed to prepare students for high skilled, high-demand careers. Classes are held at several local high schools and students from two high schools come to LAMC to take classes twice a week.

4. **Improving Student Success and Access**: This is a five-year Title V grant (2009-2014) with three components: improving the Reading and Writing Lab (Academic Success Center), creating the Science Success Center, and the development of E-Labs or virtual labs for supplemental instruction, which are available to students online.

5. **Science, Technology, Engineering, and Math (STEM) Grant**: In 2011 the College was awarded a five-year, Title III grant to enhance and strengthen academic offerings to increase transfer to four-year institutions in STEM majors and opportunities in STEM careers.

**SELF EVALUATION**

LAMC identifies and meets the varied educational needs of its students through programs consistent with their educational preparation and the needs of the diverse communities it serves. The Office of Institutional Effectiveness conducts research, collects data, and disseminates information to be used by the College for institutional planning. The College relies upon research and analysis to conduct Program Review, identify student needs, and to assess progress toward achieving learning outcomes. The District also conducts research, such as student surveys, student performance assessments, and environmental external and internal scans to support institutional research and planning at the colleges.

The College has lacked consistent staffing in the Office of Institutional Effectiveness over the past two years. LAMC's Dean of Research Planning and Information Technology transferred to the District Office in fall 2010 to serve temporarily as the Associate Vice Chancellor for Institutional Effectiveness and was permanently hired in spring 2012. During most of this period, the Manager of Information Technology attempted to serve in both roles. In spite of the lack of consistent staffing, the College has been able to provide data and support for the assessment of its instructional programs. During the summer of 2012, the College initiated the process of hiring a permanent institutional researcher.

Los Angeles Mission College seeks to meet the educational needs of its students in a variety of ways. Most incoming students who take an assessment test place below college-level English and math courses (Tables 7 and 8). To serve the needs of these students, the College offers a
large number of basic skills courses to prepare them for transfer, employment, and degree or certificate completion. Many students have difficulty completing the math and English coursework required to achieve their educational goals. Through the Program Review process, faculty seek to identify performance gaps and improve student success. For example, as a result of research and analysis, the Math Department recently revised its curriculum and developed a new Math 123 three-course sequence (Elementary and Intermediate Algebra I, II, and III) to increase student success in its algebra courses.

The College also seeks to serve the needs of its ethnically diverse student population. While the College offers a wide variety of Chicano Studies courses, course offerings focusing on other demographic groups are limited. For example, there are only two African-American courses and no Asian-American courses currently offered by the College. Furthermore, even though two-thirds of LAMC students are female, the College does not offer any women's studies courses at this time.

The College has actively pursued external funding opportunities to meet the varied educational needs of its students. For example, the STEM program will provide supplemental instruction, dedicated counseling services, and new course offerings to increase the transfer rates and success of students who are traditionally underrepresented in STEM fields.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College faculty provide instruction in a variety of delivery modes designed to be appropriate to the curriculum and to meet the learning styles and needs of its diverse student body. These include lecture, laboratory, studio laboratories, group collaborative learning, discussion, physical demonstration, project-based learning, Instructional Television (ITV), computer-based instruction, field trips, cooperative education, internships, hybrid, and distance education. While most courses run for a full 15-week semester, a limited number of short-term and late start classes are compressed into fewer weeks in accordance with Carnegie Rules. Some courses, mainly noncredit, are open-entry, meaning that a student may begin at any time. Students who need tutoring are referred to the appropriate areas; e.g., STEM Office, Math Center, Academic Success Center, Science Success Center, Learning Resource Center, DSP&S Office, and Child Development Resource Center.

Instructors, in conjunction with other department faculty, determine what types of delivery are appropriate for each course to meet the current and future needs of our students. Faculty
members prepare and submit course outlines which include a section on methods of instruction to the Curriculum Committee utilizing the Electronic Curriculum Development (ECD) system.

The Distance Education (DE) Committee and the Curriculum Committee address distance learning efficacy as it relates to the overall instructional program. In 2011 the DE Committee developed a Substantive Change Proposal due to several disciplines offering 50 percent or more of their courses online (Chicano Studies, History, Law, Philosophy, Psychology, and Sociology). The LAMC Substantive Change proposal was approved by the State Chancellor’s Office and the ACCJC in 2012 (II.A-10). The DE Committee requires all online faculty to complete an online pedagogy certification process. Until 2012 all new DE courses underwent a Curriculum Committee review of the course shell as part of the approval process. Due to contractual changes, the appropriate department chair is now responsible for reviewing the course shell. The purpose of the certification and shell evaluation processes is to ensure quality of teaching and course content of online courses.

In 2010, the College created a Course Management Task Force to explore several course management systems and make recommendation on which one to adopt. As a result of the task force recommendations, the College adopted a course management system called MOODLE (Modular Object Oriented Dynamic Learning Environment), an open source learning portal outsourced to Remote Learner, a professional remote hosting company (II.A-11). MOODLE is not only used for online classes, it is also used for Web enhanced on-campus classes, which have grown from four classes in 2010 to 160 classes in 2012.

LAMC disciplines that offer online classes include Biology, Business, Chicano Studies, Computer Science, English, Nutrition, Health, Law, Library Science, Management, Math, Philosophy, Psychology, and Sociology. The Paralegal Studies Program at Mission offers a completely online Paralegal Certificate which is supported by online paralegal tutoring.

Online, hybrid, and Web enhanced classes are supported by the College through a Distance Education Coordinator who receives 20 percent reassigned time. In 2007 the duties, responsibilities, and charge of the DE Coordinator were formalized (II.A-12). The DE Coordinator supports delivery of online, hybrid, and Web enhanced classes including coordinating the creation of MOODLE course shells and maintaining the online portal, its content, tutorials, faculty, student support, and Help Desk.

SELF EVALUATION

Los Angeles Mission College faculty effectively use a variety of delivery systems and modes to serve its diverse student body. Online classes have grown considerably over the last ten years to meet the current and future needs of students. Since 2000, the percentage of online and hybrid classes at LAMC has ranged from 1.2% in 2000-01 to 9.9% in 2008-09 (Figure 1). In recent years the percentage of online classes has declined somewhat (6.8% in 2010-11) partly because new online classes could not be offered until the Substantive Change Proposal was approved.
As can be seen in Table 2, the retention and success rates of LAMC students in online classes are very similar to those in face-to-face (on-campus) classes. The relatively high retention and success rates of online classes may be due in part to the support provided by the DE Coordinator, DE Committee, Curriculum Committee, and others. The fact that the online and face-to-face retention and success rates are similar also suggests that the delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the needs of LAMC students.
TABLE 2
LOS ANGELES MISSION COLLEGE (LAMC) SUCCESS & RETENTION RATE COMPARISON REPORT FACE TO FACE VS. ONLINE*

<table>
<thead>
<tr>
<th>Term</th>
<th>LAMC On Campus (Face to Face) Courses</th>
<th>LAMC DE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Success</td>
<td>% Retention</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>67</td>
<td>86</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>69</td>
<td>87</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>72</td>
<td>90</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>70</td>
<td>89</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>68</td>
<td>89</td>
</tr>
</tbody>
</table>

*Online includes hybrid classes.

As the number of LAMC’s online, hybrid, and web-enhanced courses has grown, one challenge for the Distance Education Program has been to find funding for the increasing costs of the Learning Management System (LMS). Normally, the College pays this expense from its general funds, but does not include it as a line item in the yearly fiscal budget which creates uncertainty for the program.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Student achievement is central to the mission of Los Angeles Mission College. The College has institutionalized a systematic process for identifying, measuring, and assessing Student Learning Outcomes (SLOs) as one of the primary means of determining student achievement. In 2007 a 60 percent SLO Coordinator was appointed by the College to help guide faculty and Student Services staff in fulfilling their SLO obligation. In 2009 this assignment was divided into two: a 40 percent SLO Coordinator and a 20 percent SLO Coordinator Assistant.

The College has developed institutional, program, and course level SLOs. The faculty take responsibility for identifying and assessing SLOs. Achievement of SLOs at all levels is one of the goals of both the Strategic Master Plan and the Educational Master Plan and is part of the College’s Annual Institutional Effectiveness report to the Board of Trustees.

All degrees, certificates, programs, and courses have identified SLOs. At least one outcome for each course, certificate, and program has been assessed. As a result of these SLO assessments, many instructional improvements have been implemented (see self evaluation section below). All course and program learning outcomes are tied to the seven Institutional Learning Outcomes (ILOs) formulated in 2004:

1. Written and Oral Communication
2. Information Competency
3. Problem Solving
4. Math Competency (Quantitative Reasoning)
5. Aesthetic Responsiveness
6. Ethics and Values Applied to Decision Making
7. Global Awareness

The development of these outcomes was motivated by a desire on the part of the College to improve student learning, a responsibility that is central to its mission, and a related desire to assure the public of the quality of education at the institution. These outcomes were established to assess the quality of education at LAMC and are a reflection of the belief that students who complete a specified course of study at the College should be able to demonstrate competency in a broad range of abilities that are the charge of higher education.

The Institutional Learning Outcomes are posted in most classrooms and in the Learning Resource Center. Beginning spring 2013, LAMC students will receive bookmarks printed with the ILOs and the College Mission Statement when they purchase their books at the Eagles’ Landing Bookstore. In addition, the ILOs are listed in the College Catalog and on the SLO Web site. A link is provided to these ILOs on several other Web pages, such as the Institutional
Effectively, Curriculum, and Student Support Services Web pages. Many faculty are involved in assessing ILOs and Program Learning Outcomes, and all faculty are involved in assessing course SLOs and implementing recommended improvements. When a new course is added to the curriculum or a course is updated, department chairs must identify the ILOs that are addressed as a required part of the curriculum review/update process.

In 2008 an SLO Web page was developed to provide resources and information for faculty and to support SLO assessment. The design of an in-house online SLO system for reporting Student Learning Outcomes and assessments began in 2008 and was implemented in 2010. All SLOs and methods of assessment are determined by the department chair and the discipline faculty and are posted on the online system. When an SLO is modified, the department chair is responsible for ensuring that the online system is updated. All SLO updates, certificate and degree/program outcomes (PLOs), and assessments for the academic programs are now reported using this online system.

SLOs are made available to students and the public in a variety of ways; for example, they are included in all course syllabi, which are posted on the Schedule of Classes Online (SOCO). LAMC faculty Web pages also include links to their course syllabi. Department chairs and deans review the course syllabi submitted each semester and are responsible for verifying that the SLOs are listed. Additionally, since course outcomes are part of all course outline curriculum updates, they become part of the District’s Electronic Curriculum Development (ECD) system and are available to the public. SLO updates, methods and criteria for assessment, and the supported ILOs are part of the Course Outlines of Record (CORs). Furthermore, course SLOs are listed on the College SLO Web page at www.lamission.edu/slo and are linked to the LAMC student Web page at http://www.lamission.edu/students/. An explanation of what SLOs are and why they are important is included on these Web pages. Starting in fall 2012-13, all Program Learning Outcomes are listed in the College Catalog.

As a result of assessments, faculty analyze data from their classes and modify their curriculum accordingly. They also modify their delivery methods and pedagogy, placing more emphasis on areas where students do not perform well in order to improve student learning. They use the student support services provided by the College, the tutoring services, LRC workshops, Writing Center and Math Center to support students in areas identified by assessments. Assessment has encouraged faculty to take a more proactive approach to reach out to their students and provide more options for help and support.

Department chairs work closely with their faculty to determine appropriate Student Learning Outcomes. While course outcomes and assessments are determined primarily by the full-time faculty, input from adjunct faculty is welcomed and encouraged. Participation of adjunct faculty in the assessment of course and program level SLOs is supported by the American Federation of Teachers (AFT), which is the faculty collective bargaining unit. The AFT Contract states that all faculty will participate in the SLO assessment cycle and that classroom faculty will include approved SLOs on class syllabi (II.A-14). Adjuncts are encouraged to actively participate in the writing and revision of SLOs and plans for assessments; departmental meetings provide them with an option for participation in the dialogue. Though their participation is optional regarding
development of SLOs and assessments, a growing number of adjuncts see participation as an opportunity to enhance their experiences and to contribute to the campus dialogue on integrity of teaching and learning outcomes.

Department chairs are ultimately responsible for the outcomes in their departments. Chair evaluations by deans include an evaluation of the chairs’ ability to move Student Learning Outcomes and assessments forward among their faculty and to effectively institute and document continuous improvement in student learning through assessment. Each semester department chairs review the SLO reports submitted online by their faculty members, provide feedback, and facilitate departmental dialogue at faculty meetings. They also submit a report to the SLO Coordinator summarizing their progress on SLO assessment, curriculum modifications, resource requests, program assessment, and implementation of improvements. Most chairs report that as a result of their assessments, faculty have revised their lesson plans, assignments, delivery modes or classroom strategies to improve the students’ achievement of the course and Program Student Learning Outcomes.

The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the criteria by which they will be assessed.

Instructional programs are assessed for currency, teaching and learning strategies, and Student Learning Outcomes through department and discipline annual and comprehensive Program Reviews. The Comprehensive Program Reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. An external validation of each program’s Program Review, which contains a Student Learning Outcomes component, is completed before each comprehensive report. Outcomes are linked to resource allocation and program and institutional planning through the Program Review and budget and planning process.

Assessment of SLOs is supported by LAMC’s Student Learning Outcome online program, which is an interactive system and can be accessed through the Faculty Portal. Since 2010 all assessment results are posted using the online SLO system. All outcomes need to be assessed at least once every three years and assessment timetables are posted in the department notes section of the online system. Both qualitative and quantitative data are used for assessments, formative and summative. In fall 2012 an additional section for resource requests was added to the online system and integrated with the online Program Review system.

Monthly SLO assessment reports and annual updates are provided to the Academic Senate, Educational Planning Committee, and Council of Instruction. From 2007 to 2012, Excel spreadsheets of the status of all courses were maintained and posted annually on the SLO Web page. In fall 2012 the Information Systems Manager created an interactive Web page which summarizes each department’s SLO assessment progress and also lists the method of assessment for each.
Several assessments have been conducted in an attempt to determine LAMC students’ achievement of the Institutional Learning Outcomes (ILOs) including surveys and evaluating samples of students’ work by using a rubric. College wide discussion of these assessments occurs at the annual Flex Day held in the fall. Assessment results were also discussed at the Assessment Retreat held in February 2012 as well as at shared governance committee meetings, notably EPC, College Council, and the Council of Instruction.

SELF EVALUATION

Faculty and academic administrators ensure the quality and improvement of all instructional courses and programs offered by the College. The continuous improvement in quality as a result of SLO and PLO assessments is documented on the online SLO system. Strong support by the former Vice President of Academic Affairs, in addition to increased accountability, dialogue, training, and emphasis on learning outcomes and course objectives reflect an institutional commitment to improvement of all instructional programs. Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and methods of assessment are established for each course and program, and these are a critical part of curriculum updates and Annual and Comprehensive Program Reviews. All outcomes are assessed at least every three years, though some areas assess outcomes more frequently.

The Curriculum Committee review process emphasizes the integrity of learning outcomes and course objectives, and outlines reviewed in the last two years demonstrate growing commitment to learning outcomes that represent the highest academic integrity and campus commitment to student success. The improvement in curriculum work was aided by the hiring of a Curriculum Dean in 2008 who made curriculum a priority, the expansion of the Curriculum Committee, and the establishment of standards for submission of curriculum.

The progress made in Student Learning Outcomes and assessment is summarized in Figure 2 and Figure 3. As demonstrated in the Evidence of Proficiency Table in II.A.15, Los Angeles Mission College is at the Proficiency Level on the Western Association of Schools and Colleges (WASC) SLO Proficiency Rubric, and has demonstrated many of the required elements of sustainable quality improvement. All degrees, certificates, programs, and courses have SLOs, and at least one outcome for each course, certificate, and program has been assessed and many improvements have been implemented.
STANDARD II.A: Instructional Programs

INTRODUCTION

Los Angeles Mission College is currently ... Center for Math and Science. In addition, construction of the Media Arts Center is approximately 30 percent complete.

FIGURE 2: LAMC STUDENT LEARNING OUTCOME AND ASSESSMENT AT THE COURSE LEVEL

Student Learning Outcomes & Assessment Planning Progress COURSE LEVEL

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013 (Projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined SLOs (%)</td>
<td>40</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>On-going Assessment (%)</td>
<td>45</td>
<td>78</td>
<td>100</td>
</tr>
<tr>
<td>Change Implemented (%)</td>
<td>89</td>
<td>98</td>
<td>100</td>
</tr>
</tbody>
</table>

FIGURE 3: LAMC STUDENT LEARNING OUTCOME AND ASSESSMENT AT THE PROGRAM LEVEL

Student Learning Outcomes & Assessment Planning Progress PROGRAM LEVEL

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013 (Projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined SLOs (%)</td>
<td>18</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>On-going Assessment (%)</td>
<td>38</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>Change Implemented (%)</td>
<td>51</td>
<td>92</td>
<td>100</td>
</tr>
</tbody>
</table>
Based on the assessments, changes to curriculum have included updating course outlines, adding advisory or prerequisite courses, implementing online courseware, modifying exams, changing textbooks, utilization of existing resources for students, adding more writing assignments, expanding lectures, using Student Response Systems (clickers), using social media such as e-mail and Facebook to improve communication with students, and in some cases, modifying the SLO to more accurately reflect the desired outcomes of the course or program.

Examples of specific course changes that have resulted from the SLO assessment process include:

- Adding the prerequisite of English 28 to all Humanities classes to better prepare students for the level of reading and writing required for those classes.
- Developing a new lab manual for Biology 3 that is more user friendly and focuses more on the scientific process.
- Adding an intense reading component in the form of online homework materials for English 21 and “My Writing Lab” as a component of English 28.
- Requiring that students in Health 11 classes attend a specific library workshop designed to help them complete their assignments.

Resource requests have included funding of tutors, new full-time faculty, and adding more classes to help students complete the required courses for their certificate and degree programs. As part of the Program Review system, faculty develop their resource requests based on their SLO and PLO assessments and plans for improvement.

Programs also are assessed for currency and Student Learning Outcomes at CTE local college meetings, advisory meetings, department meetings, conferences, and district discipline meetings. In addition, the District Student Learning Outcomes and Assessment Committee (SLOAC) assists in supporting the college campuses by providing resources, information, workshops, and an opportunity for dialogue.

An Assessment Retreat was held in February 2012 to review the results of the first Student Institutional Learning Outcome (ILO) Survey which was conducted in the fall 2011 and had 512 respondents (II.A-16). This preliminary ILO survey was given only to LAMC students who had completed 30 units of college credit or more. Out of this group, 76% of respondents indicated their educational goal was to transfer, 22% to earn a degree without transfer, 13% to earn a certificate, and 2% were undecided. This survey had ten questions that were related to the seven College ILOs (Table 3).
STANDARD II.A: Instructional Programs

INTRODUCTION

Los Angeles Mission College is currently undertaking the construction of the Media Arts Center. In addition, the Center for Math and Science is approximately 30 percent complete. Over the years, LAFCD has expanded and improved its facilities. Los Angeles Mission College adheres to its commitment to the community through dynamic partnerships with local businesses and civic organizations. The College supports workforce development in several areas. Table 4 summarizes the results from this survey.

Another method of assessment used to evaluate student achievement of ILOs was the Spring 2012 Student Survey (II.A-17). In the spring of 2012, a more comprehensive survey was distributed to LAMC students and 3,219 students responded. In the survey, questions were asked of students to determine to what extent the College had assisted them with their development in several areas. Table 4 summarizes the results from this survey.

<table>
<thead>
<tr>
<th>Have the courses you have taken helped you:</th>
<th>ILOs</th>
<th>% of Respondents that Strongly Agree or Agree Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research information?</td>
<td>Information Competency</td>
<td>78</td>
</tr>
<tr>
<td>Present ideas and information effectively to others in writing?</td>
<td>Written Communication</td>
<td>76</td>
</tr>
<tr>
<td>Evaluate information?</td>
<td>Information Competency</td>
<td>75</td>
</tr>
<tr>
<td>Solve problems and use logical reasoning (critical thinking) and develop strategies for solutions?</td>
<td>Problem Solving</td>
<td>75</td>
</tr>
<tr>
<td>Organize a paper with documentation?</td>
<td>Written Communication</td>
<td>72</td>
</tr>
<tr>
<td>Deliver oral presentations?</td>
<td>Oral Communication</td>
<td>70</td>
</tr>
<tr>
<td>Make value judgments and ethical decisions?</td>
<td>Ethics and Values</td>
<td>69</td>
</tr>
<tr>
<td>Analyze global issues from multiple perspectives?</td>
<td>Global Awareness</td>
<td>67</td>
</tr>
<tr>
<td>Communicate the merits of works of art, music, or literature?</td>
<td>Aesthetic Responsiveness</td>
<td>61</td>
</tr>
<tr>
<td>Achieve math competency and quantitative reasoning?</td>
<td>Math Competency</td>
<td>58</td>
</tr>
</tbody>
</table>

Based on the results, a majority of the students who responded to this survey indicated that the courses they have taken have helped them achieve all seven of the College ILOs. Highest scores were related to information competency, written communication, and problem solving. The lowest scores were related to math competency/quantitative reasoning and aesthetic responsiveness.

Another method of assessment used to evaluate student achievement of ILOs was the Spring 2012 Student Survey (II.A-17). In the spring of 2012, a more comprehensive survey was distributed to LAMC students and 3,219 students responded. In the survey, questions were asked of students to determine to what extent the College had assisted them with their development in several areas. Table 4 summarizes the results from this survey.
STANDARD II.A: Instructional Programs

TABLE 4
SELECTED RESULTS FROM THE SPRING 2012 STUDENT SURVEY RELATED TO INSTITUTIONAL STUDENT LEARNING OUTCOMES (N=3,219)

<table>
<thead>
<tr>
<th>To what extent do you think this college has assisted with your development in each of the following areas?</th>
<th>Very Much or Quite a Bit %</th>
<th>Some %</th>
<th>Very Little %</th>
</tr>
</thead>
<tbody>
<tr>
<td>75i. Learning effectively on your own</td>
<td>76</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>75e. Thinking critically and analytically</td>
<td>74</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>75j. Understanding yourself</td>
<td>74</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>75h. Working effectively with others</td>
<td>72</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>75k. Understanding people of other racial or cultural or ethnic background</td>
<td>72</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>75d. Speaking clearly and effectively</td>
<td>70</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>75c. Writing clearly and effectively</td>
<td>69</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>75g. Using computers and other information technology</td>
<td>68</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>75n. Developing clear career goals</td>
<td>66</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>75l. Developing a personal code of values or ethics</td>
<td>64</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>75f. Solving numerical problems</td>
<td>62</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>75q. Adopting a healthier lifestyle</td>
<td>59</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>75r. Appreciating the arts</td>
<td>57</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>75m. Contributing to the welfare of your community</td>
<td>43</td>
<td>26</td>
<td>29</td>
</tr>
</tbody>
</table>

Based on the data collected from the responses, a large percentage of students (over 60 percent) feel the College has assisted them very much or quite a bit in learning effectively on their own, thinking critically and analytically, understanding oneself, working effectively with others, understanding people of other racial or cultural or ethnic backgrounds, speaking clearly and effectively, writing clearly and effectively, using computers and informational technology, developing clear career goals, developing a personal code of values or ethics, and solving numerical problems. A smaller percentage of students (less than 60 percent) feel that the College has assisted them very much or quite a bit in adopting a healthier lifestyle, appreciating the arts, and contributing to the welfare of one's community. The data from this survey suggest that while the College is meeting the Institutional Learning Outcomes, student learning could be strengthened in several areas such as health awareness, art appreciation, and contributing to the welfare of the community.
ACTIONABLE IMPROVEMENT PLAN

By fall 2013, the SLO Coordinator will work with the Academic, Student Service, and Administrative units to further identify achievement gaps, identify appropriate assessment measures, and implement improvements to assure quality instructional programs in support of student learning.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

The College ensures high-quality instruction through a variety of processes including student-peer-administrative evaluations of its faculty, the four-year tenure review of probationary faculty, rigorous hiring processes, and Program Review. Internal evidence of instructional quality includes retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of achievement, and skill certificates. External evidence of instructional quality includes articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

The breadth and depth of college programs are demonstrated by the College's 54 associate degrees, 19 certificates, 21 skill certificates, and courses in over 50 different disciplines (Tables 5 and 6).

<table>
<thead>
<tr>
<th>TABLE 5</th>
<th>NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2012-2013 CATALOG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>49</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Model Curriculum Degree</td>
<td>3</td>
</tr>
<tr>
<td>Certificates of Achievement (Over 18 units)</td>
<td>19</td>
</tr>
<tr>
<td>Skill Certificates (Less than 18 units)</td>
<td>21</td>
</tr>
</tbody>
</table>

Currently, LAMC has a total of over 2,200 major preparation, articulation agreements with 10 University of California (UC) campuses and 19 California State University (CSU) campuses and course-to-course agreements totaling over 1,350 Departments at 20 CSU campuses and 7 UC campuses. LAMC has an articulation agreement with 87% (20/23) of the CSU’s and 100%
Los Angeles Mission College offers a broad variety of courses in over 50 different disciplines (Table 6). Based on FTES (full-time equivalent students), Mathematics is the largest discipline on campus, followed by English as a Second Language (ESL), English, Physical Education, and Child Development. The Mathematics Department offers the most sections each semester with 83 offered in the fall of 2011. During the same semester, English offered the second largest number of classes with 50 sections, while credit ESL offered 29 sections (II.A-19).

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number of Sections 2005</th>
<th>Number of Sections 2011</th>
<th>Number of Students 2005</th>
<th>Number of Students 2011</th>
<th>Number of FTES 2005</th>
<th>Number of FTES 2011</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mathematics</td>
<td>61</td>
<td>83</td>
<td>1871</td>
<td>2322</td>
<td>265.2</td>
<td>321.3</td>
<td>21.2</td>
</tr>
<tr>
<td>2. E.S.L.-Credit</td>
<td>44</td>
<td>29</td>
<td>905</td>
<td>1086</td>
<td>171.7</td>
<td>185.8</td>
<td>8.2</td>
</tr>
<tr>
<td>3. English</td>
<td>44</td>
<td>50</td>
<td>1354</td>
<td>1555</td>
<td>143.6</td>
<td>153.2</td>
<td>6.7</td>
</tr>
<tr>
<td>4. Physical Education</td>
<td>27</td>
<td>32</td>
<td>615</td>
<td>1239</td>
<td>61.6</td>
<td>128.4</td>
<td>108.4</td>
</tr>
<tr>
<td>5. Child Development</td>
<td>41</td>
<td>39</td>
<td>1111</td>
<td>1220</td>
<td>123.4</td>
<td>125.7</td>
<td>1.9</td>
</tr>
<tr>
<td>6. Chicano Studies</td>
<td>20</td>
<td>20</td>
<td>753</td>
<td>968</td>
<td>76.4</td>
<td>95.4</td>
<td>24.9</td>
</tr>
<tr>
<td>7. Biology</td>
<td>13</td>
<td>17</td>
<td>321</td>
<td>446</td>
<td>71.0</td>
<td>90.5</td>
<td>27.5</td>
</tr>
<tr>
<td>8. Sociology</td>
<td>15</td>
<td>21</td>
<td>505</td>
<td>900</td>
<td>54.2</td>
<td>88.6</td>
<td>63.5</td>
</tr>
<tr>
<td>9. Food Service Mgmt.</td>
<td>27</td>
<td>20</td>
<td>435</td>
<td>490</td>
<td>70.8</td>
<td>86.4</td>
<td>22.0</td>
</tr>
<tr>
<td>10. Psychology</td>
<td>19</td>
<td>17</td>
<td>653</td>
<td>766</td>
<td>67.7</td>
<td>75.5</td>
<td>11.5</td>
</tr>
<tr>
<td>11. Spanish</td>
<td>22</td>
<td>10</td>
<td>237</td>
<td>425</td>
<td>40.8</td>
<td>71.1</td>
<td>74.3</td>
</tr>
<tr>
<td>12. Health</td>
<td>15</td>
<td>15</td>
<td>496</td>
<td>687</td>
<td>53.3</td>
<td>67.7</td>
<td>27.0</td>
</tr>
<tr>
<td>13. Art</td>
<td>38</td>
<td>28</td>
<td>434</td>
<td>514</td>
<td>50.6</td>
<td>61.5</td>
<td>21.5</td>
</tr>
<tr>
<td>14. Political Science</td>
<td>15</td>
<td>13</td>
<td>437</td>
<td>608</td>
<td>46.8</td>
<td>59.9</td>
<td>28.0</td>
</tr>
<tr>
<td>15. Developmental Com.</td>
<td>25</td>
<td>20</td>
<td>681</td>
<td>604</td>
<td>71.1</td>
<td>59.5</td>
<td>-16.3</td>
</tr>
<tr>
<td>16. Admin. of Justice</td>
<td>16</td>
<td>13</td>
<td>384</td>
<td>590</td>
<td>41.6</td>
<td>58.1</td>
<td>39.7</td>
</tr>
<tr>
<td>17. History</td>
<td>10</td>
<td>12</td>
<td>354</td>
<td>492</td>
<td>38.5</td>
<td>48.5</td>
<td>26.0</td>
</tr>
<tr>
<td>18. Multimedia</td>
<td>20</td>
<td>16</td>
<td>310</td>
<td>437</td>
<td>39.6</td>
<td>47.5</td>
<td>19.9</td>
</tr>
<tr>
<td>19. Chemistry</td>
<td>6</td>
<td>8</td>
<td>137</td>
<td>190</td>
<td>35.6</td>
<td>47.4</td>
<td>32.0</td>
</tr>
<tr>
<td>20. Speech</td>
<td>22</td>
<td>15</td>
<td>413</td>
<td>476</td>
<td>44.1</td>
<td>46.9</td>
<td>6.3</td>
</tr>
<tr>
<td>21. Law</td>
<td>18</td>
<td>13</td>
<td>431</td>
<td>470</td>
<td>51.5</td>
<td>46.3</td>
<td>-10.1</td>
</tr>
<tr>
<td>22. CAOT</td>
<td>31</td>
<td>16</td>
<td>262</td>
<td>290</td>
<td>36.8</td>
<td>35.5</td>
<td>-3.5</td>
</tr>
<tr>
<td>23. Computer Science</td>
<td>24</td>
<td>9</td>
<td>385</td>
<td>262</td>
<td>50.1</td>
<td>33.3</td>
<td>-33.5</td>
</tr>
</tbody>
</table>
A large percentage of incoming LAMC students place into lower level English, reading, and English as a Second Language courses. During 2011-12, a total of 4,892 students took an English or ESL placement exam at the College Assessment Center (Table 7). Over 84 percent of LAMC students who took the assessment test during this time period were placed into lower-level English, English as a Second Language (ESL), or Developmental Communications courses that are not transferable. Only 15.8 percent of students placed in English 101, College Reading and Composition, which is transferable to University of California and California State Universities. The rest of the students taking the assessment test in 2011-2012 placed below college level English (English 101) as follows:

- One level below (English 28 or ESL 8): 18.3%
- Two levels below (English 21 or ESL 6): 28.5%
- Three levels below (Developmental Communications 1 or ESL 5): 30.1%
STANDARD II.A: Instructional Programs

Los Angeles Mission College is currently classified as an "A" institution by the Western Association of Schools and Colleges. In addition, construction of the Media Arts Center is approximately 30 percent complete.

In 2001, 2003, and again in 2008, voters approved three separate bond measures—Proposition A, Proposition AA, and Measure J—designed to help the nine Los Angeles Community College Districts. Since the last bond measure, voters approved measures totaling $512 million to address the needs of a growing student population. The College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to the intellectual, social, and economic development of individual students. More and more students with ever-changing needs pursue knowledge and personal growth.

During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. The College strives to stimulate the intellectual, social, and economic development of individual students through classes offered in community locations; and advocates social and economic development programs with numerous community events and business seminars; promotes lifelong learning through technology to enable student access to skills and knowledge they need for success; encourages noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered students to transfer to California State Universities (Table 8). During 2011-12, a total of 4,143 LAMC students took the Math Placement test at the College Assessment Center. Only 8.4 percent of LAMC students placed in transfer level math classes such as College Algebra (Math 245), Trigonometry (Math 240), Pre-Calculus (Math 260), or Calculus I (Math 265). The rest of the students taking the assessment in 2011-2012 placed below college level math as follows:

- Four or more levels below: 7.1%
- 3 levels below: 14.7%
- 1 level below: 33.9%
- College level: 37.2%
- 4 levels below: 3.4%
- 5 levels below: 2.7%
- 6 levels below: 0.5%
- 7 levels below: 0.3%
- Total: 100.0%

Table 7

LAMC ENGLISH/ESL PLACEMENT RESULTS FROM 2005-06 TO 2011-12

<table>
<thead>
<tr>
<th>English Level</th>
<th>Course</th>
<th>2005-06 (N=3612)</th>
<th>2006-07 (N=2747)</th>
<th>2007-08 (N=3845)</th>
<th>2008-09 (N=4055)</th>
<th>2009-10 (N=3851)</th>
<th>2010-11 (N=3759)</th>
<th>2011-12 (N=4892)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>E101</td>
<td>15.0</td>
<td>12.9</td>
<td>11.7</td>
<td>12.3</td>
<td>15.1</td>
<td>15.8</td>
<td>15.8</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>E28, ESL8</td>
<td>16.5</td>
<td>14.7</td>
<td>17.0</td>
<td>16.6</td>
<td>16.9</td>
<td>18.1</td>
<td>18.3</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>E21, ESL 6A</td>
<td>21.5</td>
<td>25.8</td>
<td>28.9</td>
<td>28.8</td>
<td>28.8</td>
<td>28.8</td>
<td>28.5</td>
</tr>
<tr>
<td>3 Levels Below</td>
<td>DC1, ESL 5A</td>
<td>33.4</td>
<td>34.9</td>
<td>36.8</td>
<td>37.2</td>
<td>33.9</td>
<td>31.2</td>
<td>30.1</td>
</tr>
<tr>
<td>4 Levels Below</td>
<td>ESL 4A</td>
<td>2.0</td>
<td>1.5</td>
<td>2.7</td>
<td>3.4</td>
<td>3.3</td>
<td>3.6</td>
<td>4.4</td>
</tr>
<tr>
<td>5 Levels Below</td>
<td>ESL 3A</td>
<td>4.5</td>
<td>4.1</td>
<td>2.1</td>
<td>1.7</td>
<td>1.8</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>6 Levels Below</td>
<td>ESL 2</td>
<td>3.4</td>
<td>3.7</td>
<td>0.5</td>
<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.4</td>
</tr>
<tr>
<td>7 Levels Below</td>
<td>ESL 1</td>
<td>3.6</td>
<td>2.4</td>
<td>0.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

An even higher percentage of students taking the Math Placement test, approximately 91 percent, placed in lower-level math courses that are not transferable to University of California and California State Universities (Table 8). During 2011-12, a total of 4,143 LAMC students took the test at the College Assessment Center. Only 8.4 percent of LAMC students placed in transfer level math classes such as College Algebra (Math 245), Trigonometry (Math 240), Pre-Calculus (Math 260), or Calculus I (Math 265). The rest of the students taking the assessment in 2011-2012 placed below college level math as follows:
TABLE 8
LAMC MATH PLACEMENT RESULTS FROM 2005-06 TO 2011-12

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(N=3126)</td>
<td>(N=2473)</td>
<td>(N=3620)</td>
<td>(N=3695)</td>
<td>(N=3367)</td>
<td>(N=3173)</td>
<td>(N=4143)</td>
</tr>
<tr>
<td>College</td>
<td>M215, 240,</td>
<td>1.5</td>
<td>0.9</td>
<td>0.6</td>
<td>0.8</td>
<td>5.9</td>
<td>8.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Level</td>
<td>238, 245,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>260, 265</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Level</td>
<td>M125, 123C,</td>
<td>9.1</td>
<td>8.9</td>
<td>9.4</td>
<td>9.6</td>
<td>15.8</td>
<td>17.7</td>
<td>20.9</td>
</tr>
<tr>
<td>Below</td>
<td>123B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Level</td>
<td>M 115</td>
<td>12.7</td>
<td>14.1</td>
<td>14.0</td>
<td>14.2</td>
<td>21.7</td>
<td>24.5</td>
<td>23.2</td>
</tr>
<tr>
<td>Below</td>
<td>M 112</td>
<td>63.0</td>
<td>65.4</td>
<td>65.7</td>
<td>64.3</td>
<td>45.1</td>
<td>39.4</td>
<td>38.0</td>
</tr>
<tr>
<td>3 Level</td>
<td>M 105</td>
<td>13.6</td>
<td>10.7</td>
<td>10.4</td>
<td>11.2</td>
<td>11.5</td>
<td>10.3</td>
<td>9.4</td>
</tr>
<tr>
<td>Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

- One level below (Intermediate Algebra): 20.9%
- Two levels below (Elementary Algebra): 23.2%
- Three levels below (Pre-Algebra): 38%
- Four levels below (Arithmetic): 9.4%

The English as a Second Language, English and mathematics assessment process helps to place students in classes where they are most likely to succeed. The enrollment management system automatically enforces valid prerequisites and co-requisites. This prevents students from enrolling in classes for which they are not prepared. Additionally, courses are monitored after the start of the semester to verify that students who enrolled before grades were submitted have passed the necessary prerequisite and/or co-requisite courses.

The College monitors its course rigor and sequencing within disciplines through discussions with faculty and department chairs and district discipline committees. The sequencing of courses is also determined through the curriculum process by identifying prerequisites and co-requisites as outlined in the Curriculum Procedures Manual (II.A-20).

As is evident from Table 9, the grade distribution of LAMC students is very similar to the District grade distribution, which demonstrates the consistent rigor of instruction at Los Angeles Mission College compared to other colleges in the District (II.A-21).
The California State University system provides student data in the CSU’s California Community College Academic Performance Reports. The reports for the most recent three years for which data are available indicate that Los Angeles Mission College students on average enter the CSU system with a slightly higher GPA, have slightly lower persistence rates, and maintain a slightly lower GPA than the system wide population (II.A-22).

The median time to completion for students earning an Associate Degree in 2011-2012 at Los Angeles Mission College was four years, which is the same for most colleges in the District (Table 10). The median time to completion for students earning a certificate (excluding those of less than 18 units), however, at Los Angeles Mission College in 2011-2012 was also four years, which is one year longer than for most other colleges in the District.
In order to better serve the educational needs of its student population, LAMC makes enrollment management a priority. In fall 2011, the Strategic Enrollment Management Committee (SEM) developed guiding principles (II.A-23) that address how classes are scheduled and eliminated following matriculation and budgetary constraints. Based on these guidelines, courses that are critical to the mandated mission of the College receive the highest priority for scheduling. Transfer (including general education (GE) and degree applicable courses), CTE courses leading to program completions, and Basic Skill classes all have high priority. The department chairs, in consultation with the respective deans, utilize the Enrollment Management Rubric (II.A-24) to guide decisions when creating the class schedule, especially in cases where class reductions are required. The guiding rubric categorizes the types of class reductions: Level One reductions involve cutting classes of multiple sections with the emphasis being on offering a balance of morning, afternoon, and evening classes; Level Two reductions are those dealing with required and/or elective courses; Level Three looks at past history of class offerings such as enrollment and/or retention; lastly, Level Four reductions look at graduation requirements, collective bargaining issues (assuring full-time faculty loads), and preserving sufficient offerings of math and English classes for program completion.

**SELF EVALUATION**

Los Angeles Mission College offers high-quality instructional programs with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Fall 2011 Student Survey included questions about the quality of instruction received at the College (II.A-25). Of the 607 students who responded, 85 percent indicated that they either strongly agreed or agreed that they were satisfied with the quality of the College's instructional programs. Additionally a 2011 Exit Survey of 85 graduating students (Table 11) indicated that students were generally satisfied with the quality of instruction at LAMC (II.A-26).
TABLE 11
LAMC CLASS OF 2011 GRADUATING STUDENT EXIT SURVEY (N=85)

<table>
<thead>
<tr>
<th>How satisfied were you with the overall quality of the following programs/services?</th>
<th>% Responding Excellent or Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Overall academic program</td>
<td>89</td>
</tr>
<tr>
<td>17. Instructional courses of your major</td>
<td>84</td>
</tr>
<tr>
<td>18. Online program (if you enrolled in online courses)</td>
<td>86</td>
</tr>
</tbody>
</table>

In the fall of 2009 Title 5 changes in English and Math graduation requirements went into effect for incoming students at the College. Math graduation requirements increased from Elementary Algebra (Math 115) to Intermediate Algebra (Math 125 or 123C). English graduation requirements increased from Intermediate Reading and Composition (English 28 or ESL 8) to College Reading and Composition (English 101). Due to the high percentage of LAMC students placing in lower level English and Math courses (Tables 7 and 8), these higher graduation requirements are a significant hurdle for many degree seeking students. The College has attempted to help students meet these increased requirements through initiatives such as Achieving the Dream, a STEM grant, and revision of the math curriculum.

Since 2009, the state budget crisis has prompted significant reductions in the number of courses offered. Due to budgetary restraints, some programs have been unable to offer sufficient sections or sequencing of courses to allow all students timely completion of their required coursework. This is reflected in the 2011 Student Survey, in which 18 percent of respondents indicated there were not enough general education courses offered to allow them to take the courses they needed in a given semester. Furthermore, 22 percent of the respondents indicated that advanced courses were not offered frequently enough to allow them to complete their program without a delay. As a result, some students must wait longer to complete their course requirements, while others elect to complete their coursework at other institutions.

Offering sufficient breadth and sequencing of courses is a complex component of the enrollment management process. Department chairs meet monthly with the Academic Affairs leadership in Council of Instruction meetings to discuss enrollment management, reductions in sections, and other issues.

The lack of administrative staffing in Academic Affairs for a variety of reasons resulted in inconsistent leadership throughout 2012. This lack of consistent leadership, along with the budget cuts, created a challenge, particularly in the area of enrollment management. However, the Academic Affairs Schedule Development Guideline document has been instrumental in maintaining a cohesive balanced class schedule (II.A-27). Other programs have been able to expand their course offerings due to outside funding. For example, as a result of the STEM grant, the College has been able to offer more of the sequenced courses required for math and
Science majors. In fall 2012 STEM was able to fund Math 240 and Math 260 for program participants and has future plans to offer a physics sequence (Physics 37, 38, 39) and two sections of organic chemistry.

As previously mentioned, the median completion time for LAMC students is four years (Table 10) to attain a 60-unit associate’s degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, which involve accumulation of approximately 60 units of college-level courses. The median amount of time to obtain an associate degree at LAMC is comparable to the time taken by students at other District colleges. However, the median amount of time to obtain a certificate is a year longer at LAMC than at most other District colleges. There are several likely reasons why students need that much time to complete their degrees, certificates and/or transfer requirements. These reasons include a lack of college preparedness, placement in lower level English, math and reading classes, inability to take full-time class loads, reductions in class sections, cancellation of winter and summer sessions, in addition to family and work obligations.

**ACTIONABLE IMPROVEMENT PLAN**

By spring 2014, the Vice President of Academic Affairs, Dean of Institutional Effectiveness, Associate Dean of Career Technical Education and Workforce Development, the Educational Planning Committee, and the Strategic Enrollment Management Committee will identify barriers to completion and develop strategies to decrease the amount of time it takes LAMC students to complete certificates of achievement.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**DESCRIPTIVE SUMMARY**

In addition to traditional classroom-based instruction and lab courses, Los Angeles Mission College offers a variety of delivery systems to meet the diverse needs of LAMC students in terms of ability, language, interest, learning style, and academic readiness. Inter-departmental relationships exist between the Disabled Students Program and Services (DSP&S) Department and academic disciplines to coordinate services, resources, and support for students with special needs (II.A-28). DSP&S offers adaptive technology and classes geared toward individuals with disabilities. On course syllabi, many faculty encourage students with special needs to identify themselves to ensure that adequate support and reasonable accommodations can be made to meet their needs.

LAMC accommodates the wide range of learning styles and student needs by providing combinations of lectures, laboratories, seminars, electronic presentations, small group experiences, collaborative projects, internships/externships, and field experiences. In the last few
years, the College has greatly increased the number of Smart classrooms that provide instructors with technology to enhance lectures, use PowerPoint, show videos, play podcasts, and display information from the Internet during class. The classrooms and laboratories in the new Center for Math and Science, Health and Fitness Athletic Center, and Culinary Arts Institute Building all have state-of-the-art instructional technology.

LAMC’s hiring practices include hiring faculty with experience and sensitivity in teaching students of diverse backgrounds; for example, several sections of courses in Child Development are taught bilingually in Spanish and English and are identified in the Schedule of Classes. The Child Development Discipline also offers bilingual tutoring, study groups, and course-related workshops.

In 2011 the College joined the Achieving the Dream Initiative to develop strategies to increase student success; for example, information obtained from Achieving the Dream focus groups and data compiled by the Dean of Institutional Effectiveness resulted in initiatives in Math, English and Student Services. The Math Department has developed a program to improve retention and success rates in Elementary Algebra (Math 115). The English Department has developed a pilot program to allow students to take freshman level composition (English 101) concurrently with English 28 which is one level below. In addition, within Student Services, Counseling has updated its orientation process to reinstate face-to-face sessions.

The Library and Learning Resource Center (LRC) responds to the diverse needs of students by offering supplemental instruction in various modes: one-on-one, group tutoring, text-based work, audio cassettes, videos, computer software, and workshops. The LRC recently developed and now offers students access to It Takes a College to Raise a Skill: 8 Essential Lessons, an online eight-week video program to build college success skills, supplemented by online quizzes and face-to-face workshops (II.A-29).

In the LRC’s Science Success Center (II.A-30) and Academic Success Center (II.A-31), both funded through a Title V HSI grant, students have access to in-person and online workshops (II.A-32). Online materials are delivered through various modes: videos, PowerPoint presentations (II.A-33), academic games (II.A-34), and downloadable quizzes (II.A-35).

Course work in many disciplines is being offered online and through Instructional Television (ITV) to meet the diverse needs of students. The ITV Program offers several sections of courses in disciplines such as Economics, Health, Psychology, Child Development, Chicano Studies, Political Science, and Sociology. All distance education (DE) courses are standardized through district regulations and the curriculum process at LAMC.

To provide quality online education at Los Angeles Mission College, the Distance Education (DE) Committee, with assistance from the Educational Planning Committee (EPC), developed policies and guidelines to enhance the effectiveness of its online classes (II.A-36). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, and restrictions on the allowable percentage of online instruction for faculty. The quality of online and hybrid classes also is ensured through a rigorous
requirement of certification to teach online (II.A-37). Due to contractual changes, the appropriate department chair is now responsible for reviewing the course shell (II.A-38). In addition, the Curriculum Committee reviews all Distance Education courses as part of the approval process.

SELF EVALUATION

LAMC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Faculty determine the most appropriate delivery modes and teaching methodologies based on course content, Student Learning Outcomes, student preparedness, and available resources. The College has greatly expanded its online offerings since 2000-01 (Figure 1). The success and retention rates of LAMC students enrolled in online classes are very close to those of on-campus classes (Table 12).

<table>
<thead>
<tr>
<th>TABLE 12</th>
<th>COMPARISON OF SUCCESS RATES OF ONLINE VERSUS ON-CAMPUS CLASSES AT LACCD CAMPUSES (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>Online % Successful</td>
</tr>
<tr>
<td>City</td>
<td>60.9</td>
</tr>
<tr>
<td>East</td>
<td>55.4</td>
</tr>
<tr>
<td>Harbor</td>
<td>59.2</td>
</tr>
<tr>
<td>Mission</td>
<td>68.0</td>
</tr>
<tr>
<td>Pierce</td>
<td>63.3</td>
</tr>
<tr>
<td>Southwest</td>
<td>51.1</td>
</tr>
<tr>
<td>Trade-Tech</td>
<td>51.6</td>
</tr>
<tr>
<td>Valley</td>
<td>62.2</td>
</tr>
<tr>
<td>West</td>
<td>58.3</td>
</tr>
<tr>
<td>District Average</td>
<td>58.2</td>
</tr>
</tbody>
</table>

In contrast to LAMC, most other campuses in the District have success rates in online courses that are lower than those of traditional courses. The relatively strong success rates of students in these classes may be attributable in part to the fact that until 2012, the DE Committee carefully reviewed the shells of all online courses to ensure quality control; the DE Coordinator also works closely with online faculty to provide technical support and troubleshooting as needed. Finally, LAMC provides peer support and tutoring for many of its online classes.

Another way Los Angeles Mission College ensures that the diverse needs of students are met is through the delivery and support systems available throughout the students’ academic experience. The Learning Resource Center (LRC) offers a wide variety of workshops and tutorials to support student learning and student success. The Disabled Students Programs and Services Office (DSP&S) and Extended Opportunity Program and Services (EOP&S) provide
support to students with a variety of special needs. Moreover, the addition of several new buildings in the last few years has greatly increased the number of Smart classrooms and access to instructional support technology, which further enhance modes of delivery.

With the growth of online instructional courses, the Distance Education Program has faced the challenge of finding the necessary funding for the increasing costs of the Learning Management System (LMS). Normally, the College pays this expense from its general funds but does not include it as a line item in the yearly fiscal budget, and this creates uncertainty for the program.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The College evaluates all courses and programs regularly and systematically through Program Review, curriculum, SLO assessment, and other processes to determine their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The responsibility to review and assure currency of courses, certificates, and programs in accordance with Title 5 regulations and the California Education Code primarily rests with the faculty. Los Angeles Mission College has established numerous structures and systems to ensure that instructional programs and courses are of high quality, current, represent emerging fields, and meet campus wide goals to increase basic skills, transfer, and workforce opportunities. These structures and systems include:

- **Program Review Process for Academic Areas:** The academic Program Review process is overseen by the Educational Planning Committee and is integral to the continuous improvement of the College’s educational programs.
- **Curriculum Review Process:** Curriculum approval and review is overseen by the Curriculum Committee and the Academic Senate. The Curriculum Committee and Curriculum Dean ensure the currency of all courses in accordance with Title 5 requirements by regularly notifying department chairs of the status of their courses.
- **SLO Assessment Process:** The College has an SLO Coordinator and Assistant who provide guidance and support to faculty as they develop their SLOs and assessments. Course SLOs are assessed by faculty on a three-year cycle. An online SLO assessment system enables faculty to record, plan, and easily access their SLO assessments for
curricular improvement, Program Review, and resource requests. The system also tracks when courses were last updated and/or archived.

- **The Educational Master Planning Process:** The College Educational Master Plan is updated every five years by the Educational Planning Committee. Part of this process involves the assessment of the College’s future needs and plans.

- **The Career Technical Education (CTE) Committee:** The CTE Committee has established a process by which CTE units annually submit proposals for resource requests. Additionally, all CTE areas have advisory committees that meet with the disciplines regularly to ensure currency and relevance of their curriculum.

- **Program Viability Review Process:** The Program Viability Review process outlines the procedure by which a new program is established or an existing program is modified or discontinued.

Course Outlines of Record (CORs) for all existing courses are required to be updated at least every six years. Since 2008, all CORs must include Student Learning Outcomes, assessment methods and criteria, and related ILOs. Faculty can propose and develop new courses and programs in their disciplines. Once a new credit course is approved by the local Curriculum Committee, it is posted on the District Web site for a 20-working-day comment period and then forwarded to the Board of Trustees for approval. Since the decentralization of the Los Angeles Community College District in 1998, the District Curriculum Committee does not have the ability to block new courses approved at the local colleges, but it does have the ability to recommend or not recommend approval of a new program.

In February 2008, LAMC created the Educational Planning Committee (EPC), a shared-governance committee whose mandate is to guide the College’s educational planning, implementation, and assessment (II.A-39). The EPC is co-chaired by the Vice President of Academic Affairs and a faculty member. EPC’s membership includes Academic Affairs deans, faculty representatives from Distance Education, Essential Skills, English, Math, and other areas, along with classified and student representatives (II.A-40). The committee receives monthly reports from the SLO Coordinator, Distance Education, Curriculum, and Essential Skills Committees. EPC reports to and makes recommendations regarding educational matters to College Council and the Academic Senate on a monthly basis. Since its inception in 2008, the committee usually has met twice per month during spring and fall semesters, with meetings in winter and summer as needed (II.A-41). EPC’s specific responsibilities include (II.A-42):

- Develop, update, and oversee the implementation of the Educational Master Plan
- Oversee Program Review and SLO development in Academic areas
- Integrate results of Program Review into the Educational Master Plan
- Oversee the College’s responses to any educationally related accreditation recommendations
- Oversee viability review of educational programs
- Oversee planning, implementation, and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, and Distance Education
- Develop prioritization criteria for allocation of instructional resources
STANDARD II.A: Instructional Programs

- Prioritize and make recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
- Receive and prioritize requests for Instructional Equipment funds and forward recommendations to the Budget and Planning Committee.

As stated in the Los Angeles Mission College Educational Master Plan (EMP) (II.A-43), one of the College’s major goals is “to assess and modify educational programs, disciplines, and courses to validate student learning and maintain appropriate academic standards and to promote awareness of the College learning outcomes and their incorporation into the curriculum.”

Central to EPC’s mandate is Program Review, a cycle of comprehensive, data-driven review designed to ensure that all academic areas align their goals with those of the College’s Strategic Master Plan and to ensure that planning occurs to continuously improve educational quality, relevance, and appropriateness. EPC has overseen the Program Review process of all academic units since 2008 (II.A-44).

The Program Review process is a three-year cycle of assessment and planning. Once every three years, each unit (i.e., department, discipline, program or service area) submits an in-depth Comprehensive Review report using the online system. Program Review is designed to identify and explain the trends observed in enrollment, success and retention data for each unit, as well as to monitor the status of curriculum development and SLO assessments. To support the Program Review process, the College provides each unit with discipline-specific data for a five-year time span detailing enrollment trends (for day, evening, online, and off-site classes), student success and retention, number of full-time and adjunct faculty, grade distribution data, and degree, certificate, and skill awards data. Chairs, vice chairs, and faculty members of the discipline analyze and explain the data trends. This analysis is used by the units to create programmatic objectives, which then are used to plan ongoing development and revision of courses and programs. Other sections of Program Review monitor the status of curriculum, SLO assessments, coordination with the College mission and goals, and use of technology in the classroom. Resource requests are an integral part of the Program Review process and must be tied to college goals. Additionally, since fall of 2012, any resource request that originates in the online SLO system is automatically linked to the resource request section of the Program Review system.

Once the Program Review is submitted, the Educational Planning Committee (EPC) conducts an external review by assigning members, including the area dean, to thoroughly review the unit’s work and report back to the committee highlighting any areas of interest or concern. After the external review, the department chair and other discipline representatives present an oral and written report to the EPC answering additional questions and allowing EPC and the unit to more fully explore any areas of concern (II.A-45).

After each comprehensive review, the EPC writes a report to the unit which includes EPC’s commendations and recommendations for future actions. These recommendations and commendations are posted on the EPC Web page and can be viewed by the general public.
Responses to these recommendations in turn become a key part of the next Program Review. Examples of the EPC recommendations include:

- Improving the alignment of the Business AA degrees with transfer requirements at four year universities (II.A-46).
- Supporting the continued expansion of music and performing arts areas (II.A-47).
- Continuing to update outdated curriculum in Computer Science Information Technology (CSIT) Course Outlines of Record (II.A-48).

During those years in which a unit is not scheduled to complete a Comprehensive Program Review, it completes and submits an Annual Update through the online system. The Annual Update allows the EPC to monitor progress on the recommendations it issued during the Comprehensive Program Review and allows units to request resources for the upcoming year and bring new concerns to the EPC’s attention as needed.

Program Review is integral to the planning process in several ways. Based on data trends and Program Review, chairs and vice chairs work with their area dean to continually adapt course and program offerings to changing student needs, shifting class offerings, proposing new programs and courses, and phasing out those that no longer meet student needs. Information gained via Program Review also is used by EPC in the development of the Educational Master Plan. Program Review integrates with the budget and planning process: any unit initiatives that require budgetary allocations must go through the Program Review process to qualify for consideration by the Budget and Planning or Career Technical Education (CTE) Committees.

In planning for the College Distance Education Substantive Change Proposal, EPC requested that DE, as a program, present a Program Review to EPC and then continue the cycle of Program Review required by other academic disciplines and programs.

SELF EVALUATION

LAMC engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, and programs. The College has many processes and structures in place to evaluate all courses and programs regularly and systematically including Program Review, SLO assessment, and committee reviews.

LAMC has made great strides in improving its Program Review process since 2006. The online Program Review system was developed through extensive collaboration among members of Academic Affairs, Student Services, the Educational Planning Committee, the Budget and Planning Committee, the Curriculum Committee, SLO Coordinator, Department Chairs, and the Institutional Effectiveness Office. The Program Review system is generally viewed as user friendly and is a powerful tool for planning and monitoring the status of LAMC’s educational programs. The system also has strengthened the link between planning and budgeting by incorporating and streamlining the process for submitting requests for additional funding or
resources. In order to further strengthen the linkage between outcome assessment and planning, resource requests made in the SLO assessment system are now automatically incorporated into the Program Review system. The College makes the results of Program Review assessments available to the public by posting the EPC Comprehensive Review reports online (II.A-49).

In the last two years, the Curriculum Committee has increased its meeting frequency from once a month to twice a month to expedite the curriculum approval process. Each spring an annotated catalog and spreadsheets detailing the status of all curricula are sent to department chairs and presented at the Council of Instruction. Since the hiring of a Curriculum Dean in 2009, the deans, department chairs, and discipline faculty have made a concerted effort to update all courses and to archive courses which are no longer active.

The District adopted an Electronic Curriculum Development (ECD) system in 2009. The ECD system has greatly facilitated and expedited the development and submission of new and updated Course Outlines of Record (CORs). The CORs, including SLOs and assessment plans, are available to the public through the online system. The Curriculum Committee provides training for faculty in how to use the ECD. Courses undergo a technical review before they are submitted for consideration to the Curriculum Committee. This technical review process is rigorous and includes the SLO Coordinator, Articulation Officer, Library Chair and members of the committee to ensure quality control and that all required criteria are met. The SLO Coordinator reviews the SLO portion of CORs to ensure that the course description, objectives, and SLOs are aligned and that assessment plans are stated and have measurable outcomes. Initially, this process was very time consuming, but as faculty became more familiar with the assessment process, it became more manageable.

Numerous trainings and activities have taken place to assist faculty with the assessment process. Beginning in 2007, workshops began to be conducted on how to write SLOs and do assessments. An SLO Web site was developed in 2008 to further support faculty and has been updated regularly since then.

LAMC’s online SLO system was developed in 2009 and implemented in fall of 2010 to further support the development and assessment of SLOs. The online system has enabled faculty to more easily measure and record achievement of Student Learning Outcomes for courses, certificates, and programs. Another advantage of the online system is that assessment reports can be viewed and accessed easily, which facilitates discussion of results in department and other meetings.

Information about achievement of learning outcomes is disseminated in many ways; for example, the SLO Coordinator gives monthly reports to the Academic Senate, Council of Instruction, and EPC. Status reports also are posted on the SLO Web page.

In addition to the Program Review process, Career and Technical Education (CTE) programs also strive to improve as result of recommendations by advisory committees and oversight by the CTE Committee, which usually meets monthly. CTE funds have been used very effectively at
Los Angeles Mission College for professional development of faculty, to modernize instructional equipment, and to develop curriculum. CTE provides funds for campus career/technical programs, and these funds have been used to initiate, improve, expand, and modernize programs (examples: Geographical Information Systems, Crime Scene Investigation Technology, Computer Applications and Office Technologies, and Multimedia). CTE programs are evaluated yearly using the Core Indicators for improvement in achievement, retention, and placement of students in the funded programs (II.A-50).

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**DESCRIPTIVE SUMMARY**

The Math Department at LAMC utilizes standard department wide final lecture exams. The Math Department has required that all Elementary Algebra (Math 115) students take a common final exam. The purpose is to assure that all students have a common set of exit skills to equip them with the necessary tools for success in the next class. Instructors prepare their students by providing them with the Math Department Web site where a sample common final is posted, along with a set of 100 practice problems for the final.

Over the last year, a few pilot sections of Math 115 have been administering the multiple choice section of the common final online using the software as part of the class assignments. The final is given in class and proctored by the faculty. The department plans to continue giving the multiple choice section of the Math 115 common final using the online software. The department collects and tabulates scores for the multiple choice questions and instructors grade the free response sections according to defined rubrics. These are then reported to the department, and tabulated scores are returned to the instructor. The Math Department evaluates the overall statistics following each departmental exam to assess student learning and success according to the course Student Learning Outcomes and to plan curriculum.

The Life Sciences Department has developed a standard departmental final laboratory exam. Introduction to Biology (Biology 3), a popular general education requirement and prerequisite for most other Life Sciences courses, uses a departmental laboratory exam which focuses on hands-on lab skills and problem solving. The exam consists of questions that address core topics and skills in the laboratory portion of the course. Students work together in groups to complete the exam which takes approximately three hours. Each instructor currently scores the exam independently. To ensure consistency, the department has developed a rubric to help faculty score the exam. With a more consistent scoring method, Student Learning Outcomes are assessed in a more reliable manner. One of the current SLOs for the course is also being reconsidered for revision in light of recent changes to the exam.
STANDARD II.A: Instructional Programs

Computer Applications and Office Technologies (CAOT) uses common exams for its keyboarding and Microsoft Office Survey courses. It also has developed rubrics to minimize scoring bias and assessment measures to verify that the intended outcomes are being accomplished.

SELF EVALUATION

Several disciplines at LAMC use departmental course examinations. The departments have developed standardized tools to effectively measure student learning and minimize test bias. For example, all Elementary Algebra (Math 115) sections take the common final exam which is scored based on a standardized rubric. The Math Department is currently considering whether to use an additional departmental exam for Intermediate Algebra (Math 125). A few sections of Math 125 will pilot a common final exam at the end of the fall 2012 semester. The Math department faculty believe that common finals insure that academic standards are met and that students achieve the stated Student Learning Outcomes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY

Los Angeles Mission College awards credit based on student achievement of the Student Learning Outcomes (SLOs) of each course. Through the SLO online system, course SLOs are mapped to Program and Institutional Learning Outcomes so that once students have completed a set of classes for a degree, faculty, department chairs, and administrators know that they also have met the Program and Institutional Learning Outcomes. Program Learning Outcomes (PLOs) are the basis for awarding degrees and certificates at the College. All academic programs have developed several PLOs which serve to assess whether students have achieved desired competencies in each program. Starting in fall 2012, the College Catalog lists all degree and certificate PLOs, in addition to the seven Institutional Learning Outcomes (ILOs).

The College awards associate degrees based on the successful completion of required program courses, elective units, and general education requirements. Some degrees and certificates have additional requirements; for example, the California Department of Education and the Department of Social Services Licensing Division require that all Child Development units be completed with a grade of C or higher. In addition, federal regulations require CTE programs monitor student progression toward completion of degree and certificate programs and require
that students have a Grade Point Average of at least a “C,” or its equivalent, by the end of their second year of enrollment. The College awards certificates based on successful completion of a specified number of units of courses in an area of concentration.

Course Outlines of Record (COR) are carefully reviewed to ensure that the SLOs listed are aligned with the course description, course objectives, and reflect expected minimum competencies. The COR also identifies the unit credit awarded for lecture and laboratory courses based on the Carnegie Rule and Title 5 regulations, which define one unit of credit as 18 hours of standard lecture, or 36 hours of lab with homework, or 54 hours of lab without homework. Since 2009, all CORs are submitted through the Electronic Curriculum Development (ECD) system. CORs are reviewed and approved initially by the Department Chair, Dean, SLO Coordinator, Articulation Officer, and Librarian before the Curriculum Committee chair sends them to the Curriculum Technical Review team. Once these reviews and approvals are completed, the course is placed on the Curriculum Committee agenda and must be approved by a majority vote to be accepted.

The College Curriculum Committee takes final responsibility for careful review of each COR, the identified learning outcomes, course objectives, and unit credit. Once approved by the Curriculum Committee, a list of proposed actions, e.g., new courses and programs, course updates, and archives, is submitted to the Academic Senate for final approval at the campus level. In addition, whenever courses new to the District are proposed, the District’s Office of Educational Support Services forwards them to all District campuses for review. A 20-day vetting period allows faculty on other campuses to make comments or voice concerns about proposed new courses. Any concerns or challenges stop the clock on the 20-day review, and must be presented in writing to the Chair of the District Curriculum Committee (DCC), who places the concern on the next meeting agenda for discussion. During this discussion, DCC reviews the written concerns, listens to comments from both the college proposing the course and the college challenging the course, formulates possible recommendations, and forwards them to the college proposing the course. The DCC then either starts the clock on the 20-day review or extends for another 20 days, at the end of which the course is placed on the next available agenda of the Board of Trustees. If a course is not challenged during the 20-day vetting period, it is sent to the Board of Trustees for approval. After Board approval, the College submits all new courses to the California Community College Chancellor’s Office for state approval. Finally, articulation agreements and transfer agreements with baccalaureate degree granting institutions further guarantee that Los Angeles Mission College’s coursework is current and has appropriate academic rigor.

SELF EVALUATION

As a result of the comprehensive and rigorous curriculum review process, Los Angeles Mission College ensures that the award of credit for courses, certificates, and degrees is based on students achieving the expected learning outcomes and that units of credit awarded are consistent with generally accepted norms in higher education based on the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans continually monitor the status of their curriculum to make
sure courses, certificates, and programs are current. SLOs are part of all proposed new courses and course updates and are stated in course syllabi, the SLO online system, and on the SLO Web page. As SLOs are updated on the online system, they are also automatically updated on the SLO Web page which can be viewed by the public.

Integrity of the academic programs and Student Learning Outcomes also are monitored through the faculty evaluation and Program Review processes as discussed earlier. Ongoing faculty evaluation ensures that teaching, pedagogy, use of technology, assessment methods, and final grading criteria reflect these outcomes. Participation in the cycle of Student Learning Outcomes assessment is an important component of faculty evaluations. In the Professional Responsibilities section of the evaluation form (II.A-51) for all faculty, there is a part that states: “Participates in the Student Learning Outcome Assessment cycle (for classroom faculty, includes approved SLOs on class syllabi).” This ensures the evaluation process of all faculty members takes into consideration their participation in the SLO assessment cycle. Ongoing assessment of student learning outcomes assures that outcomes are appropriately addressed in courses and that students achieve these outcomes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTIVE SUMMARY

All academic and vocational degree programs offered at Los Angeles Mission College require that students complete a general education curriculum in addition to the specific major requirements for the degree. Faculty recognize the importance of a well-rounded education that provides a broad knowledge base and a foundation for lifelong learning. LAMC offers four different types of associate degrees:

1. **Plan A Majors**: Minimum of 30 GE units and 18 units in a single or related discipline
2. **Plan B Majors**: Minimum of 18 GE units and 36 units in a single or related discipline
3. **Liberal Arts Degree**: Completion of Intersegmental General Education Transfer Curriculum (IGETC) or CSU GE Breadth requirements and minimum of 18 units in one area of concentration
4. **Transfer Degree**: Completion of Transfer Model Curriculum (TMC) degrees or local transfer degrees (IGETC or CSU GE Breadth requirements and major requirements).

As can be seen above, each one of these degrees has a general education component. Students who plan to transfer without obtaining a degree may also choose to complete the California State University General Education (CSU GE) requirements or the IGETC.

LAMC’s General Education options are based on Title 5 requirements in the California Education Code and correspond to general education patterns of the University of California, California State University, and other four-year colleges and universities throughout California and the nation. The College Catalog details all general education patterns under “Graduation Requirements,” which are reviewed annually by the Articulation Officer. Following these guidelines, students earning an associate degree will meet general education requirements by completing a specified set of courses in the following five areas:

- **Area A**: Natural Sciences
- **Area B**: Social and Behavioral Sciences
- **Area C**: Humanities
- **Area D**: Language and Rationality
- **Area E**: Health and Physical Education

Each of the five areas listed above offer a variety of courses for students to choose from to meet the general education requirement (II.A-52). Each course that is submitted to meet general education requirements must be reviewed and approved by the Curriculum Committee. This ensures college-level rigor and that the knowledge and skill levels as identified by the SLOs, PLOs, and ILOs are appropriate.

The campus provides counseling resources, both in person and online, to ensure that students have the opportunity to regularly review their progress in completing general education courses specific to their academic goals. In addition to completing general education requirements, students must demonstrate competence in mathematics, reading, and written expression to earn a degree. For students entering prior to fall 2009, LAMC graduation requirements were as follows:

- **Mathematics**: The math degree requirement was met by completion of a course equivalent to Elementary Algebra (Mathematics 113 and 114, 115, 123B), or any higher level mathematics course with a prerequisite of Mathematics 115, or its equivalent, or achievement of a score of 15 or higher on the District Mathematics Competency Examination.
- **Critical Reading and Analytical Written Expression**: The reading and writing degree requirement was met by completion of a course one level below the equivalent of freshman English (English 28 or ESL 8) or any higher level English course.
Once the Board of Governors changed the graduation requirements for students starting college after fall 2009, LAMC math and English competency requirements for graduation with an Associate Degree increased (II.A-53) as follows:

- **Mathematics**: The math degree requirement is now met by completion of a course equivalent to intermediate algebra (Mathematics 125 or 123C), or any higher level mathematics course with a prerequisite of Mathematics 125 or its equivalent.
- **Critical Reading and Analytical Written Expression**: The reading and writing degree requirement is now met by completion of freshman English (English 101).

### SELF EVALUATION

The College requires that all academic and vocational degree programs have a general education component based on Title 5 requirements. The general education options are clearly stated in the College Catalog. The LAMC Curriculum Committee determines the appropriateness of each course for inclusion in the general education curriculum by examining the content, objectives, and stated learning outcomes for the course.

The Curriculum Committee has strengthened its review of new courses, current courses, and new programs to focus on their transferability and appropriateness to the campus mission. The Strategic Enrollment Management Plan and Educational Master Plan goals state that all required general education courses should be available to students to support transfer and degree completion. The higher LAMC graduation requirements for math and English that went into effect in 2009 have created additional degree requirements for students. The College must meet the challenge of providing sufficient courses and services to ensure that students can complete these degree requirements in a timely manner. With limited resources, the College supports the concept that all new courses should ideally serve multiple functions. Standalone courses that do not meet general education or degree requirements are limited to no more than 12 units per discipline and are currently under campus review. The LAMC Curriculum Committee offers training on standalone courses once a year.

### ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

**II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**
DESCRIPTIVE SUMMARY

The College Catalog identifies seven Institutional Learning Outcomes (ILOs) which were developed in 2004 after extensive campus wide discussions. The LAMC ILOs are closely aligned with the ACCJC standards and are Written and Oral Communication, Information Competency, Problem Solving, Quantitative Reasoning, Aesthetic Responsiveness, Ethics and Values, and Global Awareness. The College recognizes that in order for students to be productive individuals, ethical human beings, effective citizens and lifelong learners, they must achieve competency in these areas. Two of the ILOs, “Ethics and Values” and “Global Awareness,” focus on what it means to be an ethical human being and effective citizen within a civic, historical, political, and social context.

A variety of curricular and co-curricular experiences help assure that students attending Los Angeles Mission College achieve these competencies. All LAMC courses have identified Student Learning Outcomes (SLOs) which are linked to the seven ILOs through the online SLO system. Each ILO is supported by a large number of courses across a wide range of disciplines (Table 13). Faculty regularly assess how well students achieve these learning outcomes. The purpose of these assessments is to identify areas in need of improvement and to implement changes designed to improve student learning.

Los Angeles Mission College offers a wide range of courses that support lifelong learning and recognition of what it means to be an ethical human being and effective citizen. The College’s educational degree plans provide students with a well-rounded education that includes the study of arts, culture, language, literature, sciences, quantitative reasoning, and world history.

In addition to LAMC students' college coursework, extracurricular activities enrich student experiences and support general education goals. Student clubs and organizations provide a variety of cultural, community, and vocational opportunities; they also foster diversity, organizational and problem solving skills, intellectual and aesthetic stimulation, communication, teamwork, and citizenship. Intercollegiate sports facilitate personal and academic achievement, character development, physical development, leadership, teamwork and sportsmanship. Departmental and college career fairs offer students the opportunity to learn about continuing education, jobs and careers, and professional organizations in their field of interest. These varied experiences contribute to students' ability to be productive individuals, ethical human beings, effective citizens, and lifelong learners.
TABLE 13
SELECT LAMC COURSES THAT SUPPORT INSTITUTIONAL LEARNING OUTCOMES (ILOs)

<table>
<thead>
<tr>
<th>Institutional Learning Outcome (ILO)</th>
<th>Number of Courses</th>
<th>Examples of Courses Supporting ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written and Oral Communication</td>
<td>341</td>
<td>CAOT 32: Business Communications</td>
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<tr>
<td></td>
<td></td>
<td>English 101: College Reading and Composition</td>
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<td></td>
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<td>History 1: Introduction to Western Civilization</td>
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<td></td>
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<td>Law 17: Legal Writing</td>
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<td></td>
<td></td>
<td>Speech 101: Oral Communication I</td>
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<tr>
<td>2. Information Competency</td>
<td>236</td>
<td>Accounting 1: Introductory Accounting I</td>
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<td></td>
<td></td>
<td>Chicano Studies 37: Chicano Literature</td>
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<td></td>
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<td>Economics 1: Principles of Economics</td>
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<td></td>
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<td>Physiology 1: Introduction to Human Physiology</td>
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<td></td>
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<td>Theater 100: Introduction to the Theater</td>
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<tr>
<td>3. Problem Solving</td>
<td>292</td>
<td>Biology 3: Introduction to Biology</td>
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<td></td>
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<td>Child Development 1: Child Growth and Development</td>
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<td></td>
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<td>Computer Science 407: Programming Logic</td>
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<td></td>
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<td>Math 227: Statistics</td>
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<tr>
<td></td>
<td></td>
<td>Psychology 13: Social Psychology</td>
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<tr>
<td>4. Quantitative Reasoning</td>
<td>102</td>
<td>Accounting 15: Tax Accounting I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry 101: General Chemistry I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Service Management 125: Foods Laboratory</td>
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<tr>
<td></td>
<td></td>
<td>Math 125: Intermediate Algebra</td>
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<td></td>
<td></td>
<td>Sociology 1: Introduction to Sociology</td>
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<tr>
<td>5. Aesthetic Responsiveness</td>
<td>100</td>
<td>Art 101: Survey of Art History I</td>
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<td></td>
<td></td>
<td>Cinema 4: History of Documentary Film</td>
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<td></td>
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<td>Interior Design 108: Space Planning</td>
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<td></td>
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<td>Multimedia 402: Animation Workshop</td>
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<tr>
<td></td>
<td></td>
<td>Music 111: Music Appreciation</td>
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<tr>
<td>6. Ethics and Values</td>
<td>135</td>
<td>Administration of Justice 5: Criminal Investigation</td>
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<tr>
<td></td>
<td></td>
<td>Child Development 22: Practicum in Child Dev. I</td>
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<td></td>
<td></td>
<td>Law 1: Business Law I</td>
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<tr>
<td></td>
<td></td>
<td>Philosophy 20: Ethics</td>
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<tr>
<td></td>
<td></td>
<td>Sociology 2: American Social Problems</td>
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<tr>
<td>7. Global Awareness</td>
<td>126</td>
<td>Chicano Studies 19: History of Mexico</td>
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<td></td>
<td></td>
<td>English 203: World Literature</td>
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<tr>
<td></td>
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<td>Family and Consumer Studies 3: Menu Planning</td>
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<td></td>
<td></td>
<td>Political Science 7: Contemporary World Affairs</td>
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<td></td>
<td></td>
<td>Spanish 10: Latin American Civilization</td>
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</tbody>
</table>
STANDARD II.A: Instructional Programs

Los Angeles Mission College is committed to many practices that support students’ development of an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. Additional evidence for this includes:

1. **Civic Responsibility and Participation in Shared Governance**: Students are encouraged to be active in college governance. The members of the Associated Students Organization (ASO) receive training to support student leadership. Additionally, the charters of all LAMC shared governance committees have student representatives as part of their membership.

2. **Campus Events**: The College hosts, sponsors, and participates in events to help students learn to respect diversity including differences in ethnic backgrounds, religious beliefs, gender, and opinions.

3. **Standards of Student Conduct**: The College Catalog, Schedule of Classes and College Web site identify the Standards of Student Conduct. Ethical awareness is supported by providing students with information on what is acceptable and what is not acceptable on a college campus.

4. **Academic Integrity Information**: The College Catalog, Schedule of Classes, and many course syllabi include guidelines and standards for academic honesty that explain plagiarism, how to identify cheating, and other examples of unacceptable student behavior.

5. **Free Speech Area**: The College supports a free speech area, in accordance with Education Code Section 25425.5 (II.A-54) and Board Rule 91103 (II.A-55), and has designated the area in the center of the main campus (Quad area) as the Free Speech Area.

6. **Service Learning and Volunteer Opportunities**: Many students are offered the opportunity to serve as volunteers through several college programs including Administration of Justice, Political Science, and Food Service Management.

7. **Community Events**: The LAMC Foundation has hosted cultural events, such as Springfest 2012, that highlight the diversity of the College campus and offer students, staff, and administrators a chance to learn about the important features of distinct communities.

**SELF EVALUATION**

Los Angeles Mission College prepares students for lifelong learning and fosters the recognition of what it means to be an ethical human being and effective citizen. The College’s commitment to these core competencies is reflected in the LAMC’s seven Institutional Learning Outcomes (ILOs). The Curriculum Committee has promoted a greater awareness of these ILOs and ensures that when a Course Outline of Record (COR) indicates that it meets a specific ILO, it contains objectives, content, and activities that support the ILO.
The College is making concerted efforts to increase student awareness of LAMC’s ILOs. In addition to being listed in the College Catalog and on the Web site, ILOs are now posted in all classrooms and in the Learning Resource Center (LRC). Furthermore, the LRC has an ILO link on its homepage with materials such as videos and workshops that support each ILO. Starting in spring 2013 all students making purchases at the LAMC’s student store will receive colorful laminated bookmarks with the College ILOs and the Mission Statement. At Council of Instruction meetings, department chairs have been asked to encourage their faculty to discuss with their students how course SLOs support the College ILOs to further develop the students’ awareness of and appreciation for the ILOs.

Initial attempts to assess student achievement of LAMC’s Institutional Learning Outcomes were based on department assessments of courses that support the PLOs and ILOs. In addition, an online student survey was conducted in fall 2011 (see Tables 3 and 4). In the fall of 2012, seven teams were formed to further assess student achievement of the College’s ILOs. As a result, a variety of assessment methods have been used including online student surveys, in class student surveys, student work samples, and oral presentations. Some faculty use existing assignments to complete the ILO assessments with a common rubric and enter the results for their classes using the online SLO assessment system. Groups representing the classes assessing each ILO will meet during 2012-13 to discuss the ILO assessment results, what has been learned from the assessments, and recommend improvements. Each ILO team will prepare a report which will be presented to the Educational Planning Committee.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

The State Chancellor’s Office recognizes over 50 instructional programs offered at Los Angeles Mission College that lead to an associate degree (see Table 5) (II.A-56). By completing the graduation requirements listed in the College Catalog, students may earn an associate in arts (AA) or associate in science (AS) degree. To earn most associate degrees, students must complete Plan A or Plan B graduation requirements and the specific list of courses for the major as noted in the College Catalog. Plan A requires 18 units in a designated major, and Plan B requires 36 units in a designated major. Since Los Angeles Mission College is part of a multi-campus district, the basic parameters for the general education requirements for the AA and AS degrees are established by the Board of Trustees in Chapter VI, Article II, of the Board Rules (II.A-57) which details graduation requirements.

In the College Catalog, many disciplines lay out a recommended sequence of courses for the major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. Often the first course listed is a beginning or introductory
course such as Introduction to Computers for a Computer Science degree. Most programs such as English and math recommend sequential courses, thereby progressively increasing levels of skill and knowledge. The College publicizes degree requirements in the College Catalog and by maintaining an online catalog which is updated to reflect curriculum changes as needed. In addition, many Career Technical Education disciplines publish brochures containing course-of-study information for specific interests (II.A-58).

SELF EVALUATION

Faculty review of degrees and certificates occurs on an ongoing basis. The goal of the review process is to ensure that LAMC’s degrees are closely aligned with four-year university interdisciplinary approaches to provide a broader opportunity for transfer and major preparation. A few degrees have been revised to ensure a focused area of inquiry or an established interdisciplinary core (II.A-59). In fall 2008, the College phased out its Interdisciplinary Studies and Liberal Arts degrees because they lacked well-defined and focused areas of inquiry. These degrees were replaced with the General Studies and Liberal Arts degrees; each includes areas of emphasis in a given area of study. The Curriculum Committee and Academic Deans monitor revision and creation of degrees and certificates to ensure current, relevant programs which will meet the needs of transfer-bound and Career Technical Education students.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

Los Angeles Mission College offers Career Technical Education (CTE) programs leading to 29 Associate Degrees, 19 Certificates of Achievement (18 or more units) and 21 Skill Certificates (less than 18 units). The California Community College Chancellor’s Office has identified core indicators for all CTE programs to determine eligibility for Carl D. Perkins Vocational Technical Education Act (VTEA) funding. These core indicators are technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment.

LAMC CTE programs use several strategies for determining technical and professional competencies required for employment and industry standards. LAMC hired an associate dean in 2009 to oversee its CTE programs. All CTE disciplines have advisory committees which meet on an annual basis. LAMC has a CTE Committee with representation from all CTE areas offered at the College. The CTE Committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards. All CTE disciplines also typically meet at least once a year with their district discipline committees. In addition, the
STANDARD II.A: Instructional Programs

College hosts career fairs to bring community programs, agencies, and professional organizations to share employment opportunities, information, and industry needs with Los Angeles Mission College students (II.A-60). CTE faculty pursue professional development opportunities in their fields to determine current trends, professional requirements, industry standards, updates in legislation, and employment statistics and opportunities (II.A-61).

Career Technical Education programs such as Child Development are involved in local and state organizations to align course offerings, certificate requirements, and degree programs with state legislation (e.g. SB 1440) and to further develop articulation agreements with four-year institutions (II.A-62). Food Service Management faculty are involved with industry organizations to track changes in business practices as well as competencies required for employment. Food Service Management offers courses based on national certification competencies required for professional certification of chefs and culinary educators; for example, upon completion of Sanitation and Safety, Food Service Management 50, students are eligible to complete the national exam to become ServSafe certified (II.A-63).

Although Career Technical programs do not have a formal method of tracking students once they have left Los Angeles Mission College, several programs maintain informal connections and are able to provide anecdotal information as to the diversity of employment opportunities available to students in the field. Some programs, such as Child Development, are able to maintain these connections through grants that utilize former students in leadership positions within the programs. In this way, past and present students are connected and employment opportunities enhanced. Child Development students are encouraged to obtain Child Development permits which are issued, monitored, and tracked through the California Department of Education’s Commission on Teaching Credentialing.

In 2011-2012 a group of fourteen colleges in collaboration with the Research and Planning Group for California Community Colleges and the State Chancellor’s Office piloted a statewide CTE Employment Outcomes Survey in an effort to gather employment data on students who completed a degree/certificate or left the College. Employment is one of the performance indicators for Perkins funding. In 2012-2013 Los Angeles Mission College will be one of the 45 colleges participating in the survey. The survey will gather information on employment outcomes for students participating in CTE programs, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and how CTE programs can be improved.

To assist LAMC students to develop technical and professional competencies to meet employment standards, in 2011 the Administration of Justice discipline offered mock interview workshops conducted by industry professionals to help prepare students for job interviews (II.A-64). The following year the department developed a guest speaker series to introduce students to various occupations in the field. In addition, for the past three years, the Multimedia Program has offered hands-on workshops by industry professionals to introduce new technologies in the field of video, Web design, production, and animation as well as tours and work-based projects at studios and production sites to help prepare students for employment (II.A-65).
SELF EVALUATION

All Career Technical Education programs complete comprehensive Program Reviews and an annual unit assessment which include a review and update of their program goals to ensure course effectiveness for students and currency of their programs (II.A-66). Program improvement strategies are developed as a result of these assessments. This process has been responsible for several enhancements in programs; for example, the Child Development Department developed a Resource Center which provides peer mentoring, student led workshops, a lending library and laptops to assist students in their research projects. The department also expanded their bilingual course offerings and hired a bilingual full-time faculty member to meet the needs of limited English speaking students. In addition, as a result of their advisory committee recommendations, student demand, the SLO assessment process and program review, the Computer Applications and Office Technologies (CAOT) discipline developed high demand courses in QuickBooks, E-Commerce, Social Media in Business, School-to-Work Portfolio, Introduction to Medical Billing and Coding, Medical Office Procedures, and Medical Transcription. The latter courses will form the foundation for a certificate in Administrative Medical Office Assistant. To augment its program and increase the relevance of its offerings, the Business Discipline has added courses in Green Marketing, Global Business, and Sustainable Business Practices with the goal of developing a certificate in this area. The Paralegal program also is currently developing several new classes to enhance its Paralegal Certificate Program with special concentrations in Environmental Law, Special Needs Law, and Health Law.

In addition to Program Review and annual unit assessments, Board Rule 6802 (II.A-67) states that all college vocational or occupational training programs shall be subject to a biennial review to determine whether the following criteria or conditions are met. The program:

- Meets the documented labor market demand
- Does not represent an unnecessary duplication of other programs in the area
- Is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

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

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course
requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

DESCRIPTIVE SUMMARY

Los Angeles Mission College assures that information about its educational courses, programs, and transfer policies are publicized in its literature in an accurate and clear form. The College courses, degrees, programs, and transfer requirements are described in the College Catalog (II.A-68) and on the College Web site. Program brochures developed by individual departments (II.A-69) may include course, program and career information, while transfer and course information are briefly described in the Schedule of Classes (II.A-70). Transfer policies and procedures are further clarified by counselors in the Transfer Center, the Counseling Department, Disabled Students Programs and Services (DSP&S), Extended Opportunity Program & Services (EOP&S), and various Specially Funded Programs (SFPs), e.g., TRIO and STEM.

The Program Learning Outcomes for each type of degree and/or certificate are described in the 2012-2013 College Catalog. The program descriptions in the Catalog outline the required courses to earn a degree or certificate. The description of each course includes course prerequisites, co-requisites, advisories, number of units, and transfer specific information. The Catalog is updated, published, and posted online annually. The Schedule of Classes is produced for each term (fall, spring, winter and summer) and is available on campus and posted on the College Web site.

At the beginning of each academic term, instructors must provide a course syllabus which includes the Student Learning Outcomes (SLOs). Until recently department secretaries kept hard copies of all syllabi on file. Some departments still maintain hard copies, while others rely solely on electronic files. Students and others can easily view class syllabi by visiting the Schedule of Classes Online (SOCO) on the College Web site (II.A-71). Students can also access course syllabi on instructor Web pages through the online College directory.

Until budgetary constraints forced its discontinuation in 2012-2013, a student handbook (II.A-72) was published annually and widely distributed. This student handbook included information on financial aid, scholarships, matriculation, assessment and orientation, counseling services, student support services, the Transfer Center, the Student Code of Conduct, types of disciplinary action, academic planners, department phone numbers, and maps.

SELF EVALUATION

Los Angeles Mission College continues to provide its students with a revised and up-to-date College Catalog which is published and posted online annually usually in August. Overseeing the information in the College Catalog has been the responsibility of the deans of Academic Affairs with the assistance of the Articulation Officer, Curriculum Committee Chair, Academic Senate President, department chairs, program directors, managers, and administrators. In fall 2012, however, publication of the 2012-2013 Catalog was delayed several weeks primarily due to the loss of two key academic administrators.
The Schedule of Classes is published prior to each semester to provide students with the information needed to register for classes. The College prints, distributes, and posts the Schedule on the school Web site. To further assist students through the matriculation process, in 2007 the Schedule of Classes Online (SOCO), a searchable online schedule, was added to improve the accuracy and timeliness of course information.

In 2007 the Information Technology (IT) Department created a Faculty Portal, which allows faculty to upload and post syllabi on individual faculty Web pages. The 2012 Student Survey shows that over 90 percent of students agreed or strongly agreed with the following statements (Table 14):

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<thead>
<tr>
<th>Survey Questions</th>
<th>% Strongly Agree or Agree</th>
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<tr>
<td>78e. College publications reflect the college's policies and procedures</td>
<td>90</td>
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<tr>
<td>78f. Syllabi that describe the course expectations and grading procedures</td>
<td></td>
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<tr>
<td>are distributed</td>
<td>93</td>
</tr>
<tr>
<td>78g. Course syllabi are followed</td>
<td>90</td>
</tr>
<tr>
<td>78h. Student learning outcomes for my classes are presented or listed on course</td>
<td>93</td>
</tr>
<tr>
<td>syllabi</td>
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Data obtained recently from the District Office of Institutional Effectiveness shows that 20 percent of first-time students entering LAMC in the fall of 2005 were able to transfer (II.A-73) to a four-year institution within six years from entry (by fall 2011), compared to 25 percent of students district wide. This indicates that LAMC students were about 20 percent less likely to transfer than students at other schools in the District during this time period. One reason that LAMC students were less likely to transfer might be the fact that the LAMC Transfer/Career Center was intermittently staffed from 2008 to 2012. However, in fall of 2012, the College hired a permanent Transfer/Career Center Counselor to improve services to students seeking to transfer to another institution.

LAMC’s transfer rate actually dropped 30.5 percent from 2008-2009 to 2009-2010 (II.A-74). One of the major reasons for this decline might be the inability of students to complete their educational goals in a timely manner due to the reduction of sections as a result of budgetary challenges. In the last few years, a decrease in the transfer rate has been observed throughout the state; this is likely to be directly related to section cuts. For example, since 2009, Los Angeles Mission College has completely eliminated a five-week winter session of 66 classes. In 2011 the College offered only a few essential math and English courses during the summer and in 2012 cancelled its summer session entirely. These reductions were in addition to another 282 class sections cut in 2010-2011 (II.A-75).
ACTIONABLE IMPROVEMENT PLAN

By spring 2014, the Transfer Center Counselor Coordinator will collaborate with the Counseling Department and Dean of Student Services to develop an operational plan to increase awareness and utilization of the Transfer and Career Center.

II.A.6.a. 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.

DESCRIPTIVE SUMMARY

Los Angeles Mission College’s policies about accepting courses from other institutions are stated clearly in the College Catalog. Transcripts of course work completed at other institutions are evaluated by counselors to determine whether the courses meet course prerequisites and general education requirements, verify comparable learning outcomes, or grant academic credit for courses equivalent in content to LAMC courses. Designated evaluators in the Office of Admissions and Records validate all courses for transfer certification and/or graduation.

Course work completed at LAMC may be transferred to four-year colleges and universities through a number of articulation agreements described in the College Catalog and available on the ASSIST Web site at www.ASSIST.org. Students may follow the Intersegmental General Education Transfer Curriculum (IGETC) to meet all the lower division general education requirements at either the University of California (UC) or the California State University (CSU) systems. Students may also follow the CSU General Education Breadth Requirements (CSU GE) to ensure that all lower division general education requirements have been met for the CSU system. The IGETC and CSU GE general education patterns are included in the College Catalog and the Schedule of Classes.

In addition, LAMC has Transfer Admission Guarantee (TAG) agreements with the following colleges/universities: (II.A-76)

- University of California, Davis
- University of California, Los Angeles (Transfer Alliance Program (TAP))
- University of California, Santa Barbara (where identified by major via ASSIST)
- University of California, Santa Clara (Guaranteed Admission for Transfer Entry (GATE))
- University of California, Irvine (Preliminary Admissions In-The-Field (PAIF))

The College’s Articulation Officer, working closely with discipline faculty, initiates articulation proposals with four-year colleges/universities, monitors and mediates agreement development
and maintenance with articulating institutions, and disseminates information on current articulation agreements, as well as updates and revisions, to departments, discipline faculty and counselors. Transfer policies are published in the College Catalog. Articulation information and processes can be found on the College’s Web site under Faculty Curriculum/Articulation as well as Student Counseling Articulation.

In spring of 2009, a Student Support Services Task Force was formed to establish a Discipline Advisors Program. This task force was a collaboration between Student Services and Academic Affairs to further assist students with information about career or transfer, specific to the major or discipline. The program was developed for faculty to better understand the role of the counselor and partner with the Counseling Department to ensure that students are receiving accurate information from relevant sources. A handbook was created detailing the objectives, practices and policies of the program and was used to conduct a training session in spring 2010 for a small pilot group of faculty (II.A-77).

**SELF EVALUATION**

Los Angeles Mission College did not have a full-time Transfer Counselor or Articulation Officer on a consistent basis from 2006 to 2012. During this period, the Center was intermittently staffed and the College provided limited transfer services. Students complained about lack of access to the Transfer Center and transfer information. The Counseling Department and EOP&S worked throughout these times to support transfer needs and the transfer requirements of the Cooperative Title V (Teacher Preparation) grant. In fall 2012 a full-time Transfer Center Counselor was hired to provide transfer services for LAMC students. In addition, the Transfer Center has had limited support staff. Since 2006, support staff in the Transfer Center has been temporary or shared with other departments or grants.

One way the College tried to address the lack of a dedicated Transfer Center Counselor was to establish the Discipline Advisors Program (DAP) which created guidelines for faculty advising (II.A-78). A small group of faculty participated in a pilot training session as a focus group to give feedback and discuss the objectives of the program.

The articulation function of the College also has been understaffed. A full-time counselor has been reassigned 50 percent of her time to handle the responsibilities of articulation for the entire College. In order to maintain and update articulation agreements and keep up with legislative requirements, increased funding for a full-time articulation officer would better serve the needs of LAMC students.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

II.A.6.b. 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.
DESCRIPTIVE SUMMARY

If and when a program is eliminated or significantly changed, LAMC makes every effort to place students in comparable courses or programs and assist students in revising their educational goals as necessary. Pursuant to Board Rule 6803.10 (II.A-79), California Education Code Section 78016, and Title 5 Sections 51022 and 55130, viability review is required prior to program discontinuance and must consider the impact on students and student success if the program is discontinued. LAMC developed and approved its Program Viability Review process (II.A.80) to assure that the academic needs of students are considered when programs are eliminated or changed significantly. One of four outcomes of the Viability Review process may be program discontinuance (termination) of an existing program, discipline, or department. In determining the outcome, the review committee produces a Viability Report which must include the following: (1) a summary of the process used by the committee formed to perform the Viability Review, (2) a review of all data consulted, and (3) a detailed assessment of the impact of the recommendations on the College’s overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Students are provided information regarding program or course changes through the College Catalog, counseling sessions, faculty advisement, and academic discipline information on the College Web site. Counselors formally advise students on alternate coursework and the petition process in order to complete their educational goals. LAMC makes every effort to maintain programs without disruption and works with each student to enable him or her to complete programs that were in effect when the student was first enrolled. This includes a review of the program and modifications to the Student Educational Plan when necessary. The Student Educational Plan (SEP) is developed by mutual agreement with the guidance of a counselor and signed by both parties. Students have catalog rights according to the year they first attended the College as long as they are continuously enrolled. In addition, the Curriculum Committee keeps the campus abreast of any course or program changes through its Web site and reporting at the Academic Senate, Council of Instruction, and the Educational Planning Committee.

SELF EVALUATION

Currently, there are two LAMC programs that need to be reviewed for program viability: Engineering and the Program for Accelerated College Education (PACE). Engineering began to phase out in 2007. Although listed in the 2012-13 Catalog, the Engineering discipline has been mostly inactive since 2007 and without a clear pathway for the major. The discipline had one full-time faculty member who retired in 2007; however, since his retirement, this position has not been filled and a formal Viability Review of the program has not been performed. At present there is no Engineering or Pre-Engineering degree offered at LAMC.

The PACE program is an accelerated interdisciplinary program designed for working adults. In June 2012 the Vice President of Academic Affairs recommended the suspension of the PACE Program as a cost-saving measure, and the President accepted the proposal. The former Program Director and staff have been working with PACE students to find ways to place them in similar
programs or courses. To accommodate the immediate needs of PACE students, three courses were offered in fall 2012, but there are no additional courses scheduled for spring 2013. A Viability Review of the PACE program was initiated by the College President in fall 2012.

Once the Viability Review of the two programs is completed, the recommendations will be forwarded to the Academic Senate for approval and to the Educational Planning Committee and Office of Academic Affairs for review. The Senate’s recommendation will then be taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President (II.A-81). If program discontinuance is the outcome of the process, the final step would be for the College President and the Academic Senate to make the recommendation for discontinuance to the Board of Trustees for approval (II.A-82).

Since the Viability Review process has never been formally used, the Educational Planning Committee (EPC) has sought to clarify the procedure. EPC has put together an ad hoc task force consisting of an administrator and several faculty members to discuss the procedure. However, progress of the ad hoc task force has been hindered since the departure of the Academic Affairs Vice President in June of 2012 and the Academic Affairs Curriculum Dean in July of 2012.

**ACTIONABLE IMPROVEMENT PLANS**

The College will review the viability of the PACE program by June 30, 2013 and will issue a report with recommendations to the Educational Planning Committee, Office of Academic Affairs, Academic Senate, and College President.

The Educational Planning Committee will review the Program Viability process during the academic year 2012-2013 and make recommendations for improvement to the Academic Senate.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Los Angeles Mission College strives to present an accurate and consistent representation to its personnel, prospective and current students, and the public through numerous publications, written and electronic. Its programs, policies, and services are presented in the College Catalog, class schedules, handbooks for faculty, staff and students, various procedural manuals, flyers, brochures, information bulletins and the College Web site.

Dissemination and currency of information is a continual concern to Los Angeles Mission College. Information regarding courses and programs, registration, academic honesty, policies and procedures is presented in the College Catalog and is reviewed and updated annually. This
information is also available on the College’s Web site, which is maintained by the Information Technology (IT) Office. It is the responsibility of faculty and staff to provide the IT Office with updated information so that changes can be made on the Web site. Some disciplines or departments, e.g. Administration of Justice, Law, Life Sciences have assigned or designated a staff member from their department to keep their Web page current. Faculty also have the ability to create and update individual Web pages that are linked to the online college directory.

The Schedule of Classes provides information which assists students in understanding course offerings, including short-term classes, online classes, and other nontraditional programs. An Academic Affairs Dean collaborates with department chairs, discipline faculty, counselors and Student Services staff to review the class schedule information. Changes or corrections are submitted to the Academic Affairs Dean for final approval prior to publication.

The College Catalog provides general information about the College and detailed information on all disciplines, educational programs, and courses. In 2010 the Office of Academic Affairs established a catalog working group consisting of the Curriculum Dean, Curriculum Chair, Articulation Officer, and the Academic Scheduling Specialist. This group is tasked with reviewing all catalog changes and verifying that catalog information is accurate, up-to-date, clear, and inclusive; for example, this group verifies that all curricular approved changes are included in the next catalog, such as new courses, program changes, course description/prerequisite changes, and archived courses. Student fees and other policies related to students’ financial obligation are checked for accuracy before appearing in the Catalog and Schedule of Classes.

SELF EVALUATION

Since the last accreditation cycle, significant progress has been made to improve catalog and schedule accuracy. A Curriculum Dean was hired in 2009 to work with the Curriculum Chair, the Articulation Officer, and the Academic Scheduling Specialist to review catalog accuracy by aligning all prerequisites, descriptions, and other information with current Course Outlines of Record. The Curriculum Dean regularly communicates the status of courses and programs to all departments.

In 2009-2010, the Curriculum Dean streamlined and centralized the review production of the Schedule of Classes and Catalog by creating production assignments and timetables for different sections of the documents. The Catalog Committee produced an annotated version of the Catalog to ensure that additions, deletions, and changes are accurately reflected. The annotated catalog documents the status of curriculum changes, including date of last approval, and other curriculum work to be accomplished in the upcoming year. Any changes are sent for review to the Vice President of Academic Affairs, the Senate President and all department chairs. The Academic Scheduling Specialist ensures that all documented changes in the annotated catalog are reflected in the Schedule of Classes. Additionally, each publication of the Schedule of Classes is reviewed by the area deans and the Curriculum Dean. These new procedures were put in place to ensure greater accuracy and that only formally approved curriculum changes were included in the annual production of the Catalog and Schedule of Classes. Additionally,
information in the Catalog and Schedule of Classes regarding non-credit programs, student services, and academic support was greatly enhanced.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY

The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom (II.A-83). The Board of Trustees established expectations of student conduct and consequences for failure to comply in Board Rules 9803-9806 (II.A-84). These policies are made public via the District Web site and are published in the Los Angeles Mission College Catalog and Schedule of Classes (II.A-85). Both the Catalog and Schedule contain Standards of Student Conduct and Disciplinary Action as defined by the Board Rules, which include expectations of academic honesty and detail the consequences for dishonesty. Board Rule 9803.12 (II.A-86) discusses dishonesty “such as cheating, or knowingly furnishing false information to the Colleges,” and clearly states the possible sanctions for violations. Many instructors also include statements regarding expectations of student honesty in their course syllabi (II.A-87).

Article 4 of the Agreement between the Los Angeles Community College District and the American Federation of Teachers (AFT) College Guild states that “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students” (II.A-88). Additionally, the College Academic Senate adopted the Faculty Ethics Statement in 1998 (II.A-89) which contains principles of academic freedom and responsibility regarding such issues as copyright laws, conflict of interest in publishing for profit, and respect for student rights. It states that a “conviction of the worth and dignity of the advancement of knowledge” and the “responsibility to seek and to state the truth as they see it” guides community college faculty members. “Faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. ‘Subsidiary’ interests must never seriously hamper or compromise freedom of inquiry.” It also states that faculty members “foster the free pursuit of learning in students” and “demonstrate respect for the student as an individual.” The statement asserts that “faculty members have obligations that derive from
common membership in the community of scholars, including respecting and defending the free inquiry of associates and showing due respect for the opinions of others. They aspire to improve their effectiveness as teachers and scholars. They have the rights and obligations of all citizens, including the obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” Finally, respecting students as individuals is an “ethical imperative” regardless of cultural background, ethnicity, race, gender, religious belief, political ideology, disability, sexual preference, age, or socioeconomic status.

SELF EVALUATION

The Board of Trustees policy on academic freedom is specific and readily available to the public in print and on the District Web site (II.A-90). Information on Student Standards and Due Process Rights and Guidelines for Student Complaints and Grievances has been recently updated and is now accessible on the LAMC Web site and in hardcopy via the Student Services Office.

The last Faculty and Staff Survey, completed in fall 2011 (II.A-91), indicates that nearly 65% of the 158 respondents believe they have a clear understanding of college policies relating to academic freedom. The Student Survey conducted in 2012 shows that over 88% of the 3,219 students who responded agree or strongly agree that “instructors distinguish between personal conviction and professionally accepted views in class”; over 90% agree or strongly agree that “instructors present data fairly and objectively.” Finally, over 90% of students agree or strongly agree that “the policies and penalties for cheating are provided and are followed.”

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.7.c. 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 or student handbooks.

Los Angeles Mission College adopted a Code of Conduct statement in response to one of the 2007 ACCJC recommendations to the College. The statement was drafted at a campus-wide accreditation retreat, presented to the Academic Senate and College Council, revised by a task force, and approved with slight changes by the Academic Senate on December 6, 2007. The College Code of Conduct is posted on the College Council and Academic Senate Web sites. All shared governance committee charters stipulate that members must abide by the College Code of Conduct which states:

Those acting on behalf of the College have a responsibility to conduct themselves in a manner that will maintain civility, strengthen the public’s trust and confidence in the integrity of the institution, and take no actions incompatible with their obligations to the College. Those representing or acting on behalf of the College should promote:


- Commitment to student success and student learning;
- Integrity by maintaining an ongoing dedication to honesty and responsibility;
- Trustworthiness by acting in a reliable and dependable manner;
- Fairness by treating others with impartiality;
- Respect by treating others with civility;
- Stewardship by exercising custodial responsibility for College property and resources;
- Compliance by following State and Federal laws and regulations and College policies related to their duties and responsibilities;
- Confidentiality by protecting the integrity and security of College information such as student records, employee files, and contract negotiation documents;
- Conflict resolution; and
- A climate of tolerance and trust conducive to the pursuit of College goals.

The College also subscribes to an employee Code of Conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other code of conduct (II.A-92), and it is posted on the District Web site. The faculty’s current code of ethics, published on the College’s Web site, was adopted by the Academic Senate in 1999 (II.A-93).

Los Angeles Mission College is a non-sectarian institution and as a public community college, LAMC does not seek to instill specific beliefs or worldviews.

SELF EVALUATION

The College Code of Conduct and the Faculty Ethics Statement establish clear guidelines of behavior for faculty, staff, and administrators. This is reflected in the Fall 2011 Faculty and Staff Survey, in which 65 percent of respondents agreed or strongly agreed that Los Angeles Mission College provides high ethical standards for faculty, staff, and students.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Los Angeles Mission College does not offer curricula in foreign locations.
STANDARD II.A – EVIDENCE

Evidence documents can be found at: http://www.lamission.edu/2013accreditation/IIA.aspx

II.A-1 Los Angeles Community College District Board of Trustees Minutes
October 17, 2012

II.A-2 Los Angeles Mission College Assessment Retreat Agenda, February of 2012

II.A-3 Fall 2011 Student ILO Survey

II.A-4 Fall 2012 ILO Assessments

IIA-5 Los Angeles Mission College Curriculum Committee Questionnaire for New Academic Programs
Meeting minutes 4/26/11
Meeting minutes 5/3/11

II.A-6 Criteria for the Development of Student Learning Outcomes

II.A-7 LAMC First Year Faculty Academy

II.A-8 LACCD Strategic Master Plan Initiative

II.A-9 Regional Center of Excellence Report

II.A-10 LAMC Substantive Change Proposal Approved by the ACCJC in 2012

II.A-11 Moodle Web Information - LAMC

II.A-12 Formalized Distance Learning Coordinator Responsibilities

II.A-13 Online Course Approval Process

II.A-14 AFT Contract, page 193

II.A-15 Table of LAMC Evidence for WASC SLO Proficiency

II.A-16 Fall 2011 LAMC Student Institutional Learning Outcome (ILO) Survey

II.A-17 Spring 2012 LAMC Student Survey

II.A-18 ASSIST Compilation of Articulation Data
### STANDARD II.A: Instructional Programs

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STANDARD II.B: Student Support Services

II.B. STUDENT SUPPORT SERVICES
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY
As stated in the Los Angeles Mission College (LAMC) Mission Statement, LAMC strives to promote student learning and success by providing services and programs that improve the lives of the diverse communities it serves (II.B-1). The Division of Student Services enhances the achievement of the College's mission by providing opportunities and creating an environment that supports the educational goals of its students. The College provides a range of services to assist students to reach their goals of earning a degree or certificate, transferring to a four-year college or university, enhancing career skills, or improving basic skills. Student Services also assists students in evaluating and achieving their educational goals through the development of an educational plan, as well as by offering resources that encourage career exploration, leadership, and lifelong learning.

The Division of Student Services at LAMC is comprised of the Vice President of Student Services, Dean of Student Services, Counseling Department Chair, counseling faculty, matriculation coordinator, articulation officer, program directors, program coordinators/supervisors, and staff (II.B-2). Staff meetings are held regularly to discuss Student Services issues and engage in training and staff development activities (II.B-3).

The Student Services Division at Los Angeles Mission College provides comprehensive support services to address student needs associated with matriculation, including admission, registration, assessment, orientation, counseling, and follow-up. The Division also provides support services to facilitate the pathway to degree or certificate completion, transfer, workforce preparation, and basic skills attainment. Effectiveness in meeting student needs is evaluated through the use of surveys, evaluation forms, Program Review, Personal Development courses, Student Learning Outcomes (SLOs), and Service Area Outcomes (SAOs) (II.B-4).

The matriculation process focuses on a student success perspective which begins with the application for admission, followed by assessment in Basic Skills (English, ESL, Developmental Communications, and Math). After assessment, students are directed to...
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The matriculation process focuses on a student success perspective which begins with the application for admission, followed by assessment in Basic Skills (English, ESL, Developmental Communications, and Math). After assessment, students are directed to
orientation and counseling sessions. During individual or group orientation sessions, students may receive information about the following:

- Overview of the College Catalog and Schedule of Classes
- Interpretation of assessment placement
- Enrollment information
- Selecting/planning for a career
- Academic advising (including skill certificate, certificate of achievement, associate degrees, associate degrees for transfer and transfer readiness)
- Establishing a student educational plan
- Referrals as necessary (including the Transfer Center, Honors program, Veterans/International Students program, EOP&S, DSP&S, ASO, Specially Funded Programs and Services, Library and Learning Resource Center, tutoring, Child Care Center, athletics, and financial aid)
- Student Portal information (including payments, transcripts, how to add/drop a course, etc.)

Orientations are available in person or online. In-person orientations are offered weekly during registration periods and regularly throughout the semester. Students are encouraged to follow up with Counseling on a regular basis and may be referred to additional services based on identified needs determined through counseling sessions. For example, students planning to transfer to a California State University, University of California, an out-of-state or private college or university may be referred to the Transfer Center to participate in transfer-related events and supplemental services.

The following programs provide services to students and report to the Office of Student Services:

**Admissions and Records** provides guidance and assistance to students in applying for admission, registering for classes, determining residency and military status, athletic eligibility, veteran certification, general education certification for transfer, transcript requests, enrollment verifications, GPA verification reports for state grants, collection and processing of census and grade reporting rosters. Admissions and Records is responsible for the maintenance and storage of most student records. This office also houses Metropolitan College Records. The Metropolitan College Records are records of military personnel who were enrolled in LACCD overseas classes in the 1970s. LAMC has been given the responsibility to house these records. Students that took these classes are able to contact Admissions and Records to obtain their records and or transcripts (II.B-5).

**Associated Students Organization (ASO)** provides leadership for student government, campus clubs and organizations, club fairs, leadership and personal growth workshops, and entertainment. New and continuing students are encouraged to participate in one or more of the activities (II.B-6).
The Athletics Program provides students with the opportunity to participate in intercollegiate sports as athletes or as spectators. Currently, LAMC’s athletic teams include men’s soccer, women’s volleyball, men’s baseball, and women’s softball. These events and activities enhance the students’ experience by enabling students to pursue athletic and scholarly aspirations as well as through attendance to support the campus athletics program (II.B-7).

The Child Development Center provides childcare for Los Angeles Mission College student parents while they are attending classes, and the Center provides a learning experience for preschool children. A credentialed director supervises classroom instructors who provide care grounded in early childhood education theory and best practices. The program is free for parents who qualify or a fee is charged on a sliding scale according to income – from $1 to $5 per hour. Even though LAMC student parents have priority registration, the Center also is open to community families (II.B-8).

Family Child Care Homes Education Network consists of 20 licensed family child care homes that offer child care services for the students of Los Angeles Mission College and the local community. A credentialed director oversees that the family day care providers adhere to high standards in all aspects of early childhood education and care including parent communication and interactions with children.

The Office of Financial Aid and Scholarships is responsible for the administration of student financial assistance programs governed under Title IV of the Higher Education Act of 1965 (as amended), the State of California State Legislature, and the California Community Colleges Chancellor’s Office. The majority of student financial assistance funds are intended to financially assist low- and middle-income families through grants, fee waivers, scholarships, loans, and employment. Student financial assistance for most programs is determined through a need analysis, as established by the federal government. Within guidelines and monetary constraints, the Financial Aid Office determines the amount of student financial assistance that is awarded each applicant so that the applicant is able to successfully complete his/her educational goals at Los Angeles Mission College (II.B-9).

The purpose of the Financial Aid Office is to ensure that student financial assistance funds are distributed to eligible applicants in accordance with federal, state, and institutional policy, procedures, and guidelines and to disburse these funds in a timely manner.

The financial aid programs that are administered by the Office of Financial Aid include, but are not limited to, the following:

Grants:
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Cal Grant B
- Cal Grant C
- Chafee Grant
- Child Development Grant
- Board of Governors (BOG) Fee Waiver
STANDARD II.B: Student Support Services

Loans:
• Subsidized Federal Stafford Direct Loans
• Unsubsidized Federal Stafford Direct Loans
• Federal Perkins Loans
• Alternative/Private Loans

Employment:
• Federal Work Study Program

Scholarships:
• Los Angeles Mission College Scholarship Program
• Outside Scholarship vendors and entities

A District Consortium Agreement allows students to combine enrollment status among LACCD colleges for maximum funding. The Office of Financial Aid conducts regularly scheduled financial aid workshops as part of its community outreach efforts.

The Student Health Center, along with contracted services provided by the Northeast Valley Health Corporation, assists students in achieving and maintaining optimum health through a variety of services provided by nurses and other health care professionals. Services include first aid, emergency care, diagnosis, testing, treatment, immunizations, family planning, mental health and domestic abuse counseling, resources and referrals. Other activities can include classroom visits and community outreach (II.B-10).

Additional areas of service are described in IIB.3C and include:

• Counseling Department
• Disabled Student Programs and Services (DSP&S)
• Extended Opportunity Programs and Services (EOP&S)
• Cooperative Agencies Resources for Education (CARE)
• Matriculation
• The Transfer Center
• Articulation
• Outreach and High School Relations
• Personal Development Courses
• TRIO/Student Support Services (SSS)
• Veterans and International Students Program
• Urban Teachers Fellowship Program

The following programs provide services to students and report to the Office of Academic Affairs:

The Learning Resource Center (LRC) is designed for student success and offers a variety of services free of charge, including workshops for science and math classes, supplemental instruction tutorials, writing and critical thinking workshops, and tutoring labs for writing,
reading, science, and mathematics. The LRC has computers equipped with Microsoft Office and reading, writing, and mathematics software that can be used for class assignments or to improve academic skills. Math students can meet with tutors one-on-one or in groups in the Math Center, which has computers equipped with software such as Mathematica, MyMathLab, and MiniTab. All computers have Internet access to allow for online research and e-mail communication. Documents and research materials may be printed for a fee at the Library or at the Print Center.

**Library Services** provide students, staff, and faculty with access to organized collections and information to support instruction. In collaboration with other academic programs, the Library staff encourages and facilitates information competency and critical thinking skills. The Library owns more than 80,000 books, magazines, and newspapers and subscribes to several databases for periodical and encyclopedia articles. In addition, there is a collection of back issues of more than 200 periodicals, including 60 on microfilm dating back to 1960. The Library's electronic catalog is accessible from the Library Web site (II.B-11).

**California Work Opportunity and Responsibility to Kids/GAIN (CalWORKs)** described in II.B.3.c.

**Foster/Kinship Education Preparation** is a statewide program funded by the California Community College Chancellor’s Office. This program provides a variety of training for foster parents through California Community Colleges. Foster parents are required by the state to have pre-service training before children are placed in their homes and renewal training each year thereafter. More than 400 hours of training are offered each year in both English and Spanish including specialized F-Rate (medically fragile foster children) pre-service, D-Rate (behaviorally difficult foster children) pre-service, and regular classes for kinship care providers (those caring for relative children) (II.B-12).

**The Tech Prep School-to-Career Program** provides courses and programs to assist students in meeting their career goals. Students are able to participate in the Tech Prep program by taking college courses at their high school, college courses for high school students offered at LAMC, or traditional college courses offered at LAMC (II.B-13).

**Title V Improving Student Success and Access (ISSA)** is a five-year integrated plan to improve retention and progression in Science and reading and writing across the curriculum using academic support initiatives, supplemental curriculum for critical thinking skills, a new virtual lab “eLab,” as well as the Learning Resource Center’s Academic Success Center and Science Success Center. Through Title V Hispanic Serving Institution (HSI) funding, LAMC also provides faculty and staff development and training, builds capacity through information technology, strengthens comprehensive support services, and initiates outcomes assessment and evaluation (II.B-14).

The following programs provide services to students and report to the Office of Administrative Services:
The Eagles’ Landing Store (LAMC’s bookstore) provides textbooks, school supplies, school apparel, and other materials for students, faculty, and staff. Information about the Eagles’ Landing Store and how to order books online can be found on the bookstore’s Web site (II.B-15).

The Student Business Office provides students with easy in-person and online access to fee payments such as enrollment fees, parking fees, and activity card fees.

The following program also provides services to students and reports to the Office of the President:

The Title III STEM (Science, Technology, Engineering, and Math) Grant is made possible by a five-year grant (2011-2016) received from the U.S. Department of Education. This project serves STEM faculty and students by strengthening academic services through

- Expanding tutoring
- Math workshops
- Summer Bridge programs
- Supporting curriculum development, renovating the Computer Science lab, and upgrading technology
- Offering the STEM Summer Academy to incoming STEM declared majors
- Expanding and formalizing undergraduate research programs

In addition to the various support services, student services topics are discussed in the Student Support Services Committee. This shared governance standing committee usually meets once each month and functions to guide the College in providing support services that enable students to develop and achieve their academic and educational goals. This committee is also responsible for the development of Student Services goals and objectives and Service Areas Outcomes to measure progress and produce action items for improvement (II.B-16).

Table 1 lists the number of students served by each Student Services area and the funding for each department or program.
TABLE 1
SERVICES PROVIDED BY STUDENT SERVICES DEPARTMENTS/PROGRAMS
Academic Year 2011-2012

<table>
<thead>
<tr>
<th>Categorical Program</th>
<th>Number of Students Served*</th>
<th>Budget 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>Fall 2011: 9,356 Spring 2012: 8,987</td>
<td>$448,199</td>
</tr>
<tr>
<td>Associated Students Organization (ASO)</td>
<td>Fall 2011: 3,000</td>
<td>$23,000</td>
</tr>
<tr>
<td>Assessment &amp; Orientation/Matriculation</td>
<td>Fall 2011: 3,896 Spring 2012: 2,039</td>
<td>$235,867</td>
</tr>
<tr>
<td>Child Development Center/FCCHEN</td>
<td>114</td>
<td>$683,000</td>
</tr>
<tr>
<td>Counseling</td>
<td>11,220</td>
<td>$594,696</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>189</td>
<td>$263,605</td>
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<tr>
<td>EOP&amp;S</td>
<td>642</td>
<td>$620,000</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>11,780</td>
<td>$968,205</td>
</tr>
<tr>
<td>International Students</td>
<td>Fall 2011: 164 Spring 2012: 178</td>
<td>$109,637</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>242</td>
<td>$83,252</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>Spring 2012: 101 Fall 2012: 87</td>
<td>$325</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specially Funded Programs</th>
<th>Number of Students Served*</th>
<th>Budget 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Center</td>
<td>1,445</td>
<td>$225,055</td>
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<tr>
<td>Student Support Services</td>
<td>195</td>
<td>$229,674</td>
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<tr>
<td>CalWORKs</td>
<td>434</td>
<td>$277,944</td>
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<tr>
<td>Title V ISSA-HSI**</td>
<td>1,194</td>
<td>$574,912</td>
</tr>
<tr>
<td>Title III STEM**</td>
<td>197</td>
<td>$868,500</td>
</tr>
</tbody>
</table>

*Self-Reported by each Department/Program October 2012

**The number of students served from October 2011 to September 2012.

The College assures the quality of Student Support Services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution through an ongoing cycle of assessment. Program Review is a comprehensive process whereby all campus units engage in a self-assessment designed to evaluate and improve services in a manner that is consistent with the College mission and goals. The Student Support Services Committee is responsible for conducting the Program Review process for all Student Services areas. Data obtained by the Institutional Effectiveness Office and through student surveys is used to improve the quality of programs
and ensure student needs are met. Results are reported as part of the Student Services annual and comprehensive Program Reviews (II.B-17).

The LAMC Student Services Program Review process is outlined in Table 2. The external review process of the Comprehensive Program Review involves the following steps:

1. The Student Support Services Committee determines the schedule for the comprehensive Program Reviews.
2. A comprehensive review team is assembled with a minimum of two members comprised of a Student Support Services Committee lead and another classified or faculty member with knowledge or expertise in the service area.
3. The Student Support Services Committee co-chair is responsible for disseminating the unit self-assessment and the validation form to each external review team lead.
4. Each external review team lead is responsible for meeting with his or her team members to review the unit self-assessment and to ensure compliance with state guidelines and regulations.
5. The Student Support Services co-chair coordinates an interview date for each team to meet with their assigned unit for review and clarification of the unit assessment.
6. The external review team meets and completes the comprehensive validation form with its findings and recommendations based on the unit assessment and service area interview. The final validation is posted online on the Student Support Services Web page at [http://www.lamission.edu/sss/](http://www.lamission.edu/sss/).

<table>
<thead>
<tr>
<th>Program Review Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Self Assessment</td>
<td>Each unit conducts a self-assessment in relation to the College goals once per year. One or more data/measures of effectiveness are examined, as related to each goal. Each unit includes specific components related to the function and scope of the services provided.</td>
</tr>
<tr>
<td>External (Comprehensive) Review</td>
<td>Each unit assessment is reviewed on a three-year cycle by a minimum of a two-member team, comprised of one member of the Student Support Services Committee and one Student Service representative. A standardized rubric is utilized in the review process.</td>
</tr>
<tr>
<td>Unit Validation</td>
<td>The unit validation is completed by the external review team. The comprehensive validation includes review of the unit assessment, interviews with the service area and a written report by the external review team.</td>
</tr>
</tbody>
</table>
In addition to the Program Review process, some categorical programs are required to submit an annual self-assessment and/or report to the state/federal funding agency that identifies the program’s efficiency, fiscal stability, quality control, and service assessment. The following departments are required to submit such reports: EOP&S, DSP&S, Matriculation, CalWORKS, Office of Financial Aid, Child Development Center, TRIO/Student Support Services Program, and the Urban Teacher Fellowship program (II.B-18).

**SELF EVALUATION**

Since the last accreditation visit, Los Angeles Mission College has had to adjust the services provided to all students. Budget cuts, particularly to categorical programs, have resulted in reductions in hours of operation and personnel, and have affected the number of students served. For example, in 2010-2011, prior to the budget cuts, LAMC’s EOP&S Program served over 1,000 students. In fall 2012, EOP&S served approximately 600 students. Furthermore, the Child Development Center has had to drastically reduce services for child care due to the significant budget cuts to all Specially Funded Programs. Although there has been a reduction of services because of the budget changes, staff have worked efficiently to provide services to all students; for example, they have continued to provide evening counseling services twice a week and to expand online services.

Los Angeles Mission College has implemented a comprehensive online Program Review process, supported through evidentiary measures, that helps determine quality of service. Since 2007, the Program Review process has been fully implemented, and all Student Services areas have completed at least one cycle of comprehensive Program Review. The development of Institutional Learning Outcomes (ILOs) in 2004 and Student Learning Outcomes (SLOs) for the academic programs led to the development of Service Area Outcomes (SAOs) for Student Service areas. SAOs and assessment results are incorporated into Student Services Program Reviews (II.B-18a). Student Services developed an annual survey for all related areas of Student Support Services and reviews the results to provide measurable evidence that can be included in the SAO assessments (II.B-19). The SAOs are used to measure the quality of service each area provides and assessment of SAOs is ongoing (II.B-20). In order to streamline processes, it would be beneficial to develop an online system for SAOs that resembles the SLO online reporting process.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**B.2.a-d. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information (b) requirements (c) major policies affecting students, and (d) locations and/or publications where other policies may be found.**

**a. General Information**

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
STANDARD II.B: Student Support Services

- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY

Los Angeles Mission College is identified in its catalog as a public community college accredited by the Western Association of Schools and Colleges (WASC). The Los Angeles Mission College 2012 – 2013 Catalog has been printed in hard copy and also is available on the College Web site. The Catalog is revised and printed annually and contains information covering general information, campus requirements, and policies affecting students. The College makes every effort to provide a catalog that is accurate and reflects the standards and policies set by Los Angeles Community College District. Time-sensitive information (i.e., academic calendar, tuition, class times, class location, etc.) is published in each term’s Schedule of Classes (II.B-21).

Table 3 indicates where to find general information in the Catalog.
### TABLE 3
GENERAL INFORMATION IN THE 2012-2013 COLLEGE CATALOG

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<tr>
<td>Telephone number (s)</td>
<td>3</td>
</tr>
<tr>
<td>Website Address</td>
<td>3</td>
</tr>
<tr>
<td>Telephone Number (s)</td>
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General information included in the Catalog is edited and verified by campus programs, departments, and responsible areas each year. The Dean of Academic Affairs is responsible for ensuring that all information is collected and updated for publication in the College Catalog. A Catalog Task Force, comprised of the Dean of Academic Affairs, Academic Affairs Secretary, the Curriculum Chair, the Articulation Officer, and the Scheduler meets several times each year and is responsible for ensuring that curriculum and policy changes are updated in the Catalog. In October of each year all department chairs receive a PDF version of their section of the Catalog to be reviewed for accuracy, updates, and corrections. Curriculum changes, including course titles, prerequisites, course descriptions, or units, must be approved by the Curriculum Committee prior to the changes being reflected in the Catalog. For example, updates must be approved by the Curriculum Committee by December to meet the Catalog deadline for the following academic year. Furthermore, any changes requiring submission to the Board of Trustees or the State Chancellor’s office must have approval prior to being incorporated into the Catalog. It is the responsibility of the Curriculum Dean with the support of the Catalog Task Force to gather the changes, insure accuracy, and prepare the Catalog for publication.

A copy of the LAMC Catalog is provided to students who attend an on-campus orientation. The Catalog is also available at the information desk, the College bookstore, and various other Student Service areas (e.g., Counseling, EOP&S/CARE, Student Support Services Program - TRIO/SSS, etc.). The Catalog is available to view online and can be downloaded from the College’s Web site. Each publication of the Catalog is sent to the counseling staff of local high schools in addition to other colleges and universities for articulation and transfer purposes.

Policies may also be found in other locations or publications including the Schedule of Classes, AFT Staff Guild Contract, AFT Faculty Guild Contract, College Web site, and Academic Senate Web page.

The Schedule of Classes is published each semester and is available in hard copy as well as online. The online version of the Schedule is maintained and updated through the Schedule of Classes Online (SOCO). The distribution of the Schedule of Classes is handled by the Office of the Vice President of Student Services. The Schedule also is available in stands throughout the campus, at the information desk, the College bookstore, and during orientation. The Schedule provides information regarding admissions and enrollment, fees and refunds, the matriculation process, the semester academic calendar, transfer information, and general information including the Student Right to Know Disclosure, Standards of Student Conduct and Disciplinary Action, Student Grievance Procedures, and the Prerequisite Challenge Process. Information on the Compliance Officer, Non-Discrimination Policy and Compliance Procedure, Sexual Assault Policy, and Sexual Harassment Policy are printed both in English and Spanish in the College Schedule and Catalog.

Information on the Associated Students Organization (ASO) is available in the Catalog and in the ASO Handbook which is available on the ASO Web site. The ASO offers support to all student clubs and activities. During orientation, students are encouraged to visit the ASO Office and inquire about opportunities to participate in campus life such as student government activities, organizations, and student clubs.
SELF EVALUATION

The Los Angeles Mission College Catalog contains all required elements and has met the standard by verifying, updating, and including all required information every year. A Catalog Task Force was formed in 2007 to assist with this process and verify annually the accuracy of the Catalog. In December of 2008, the College hired a new permanent Dean of Academic Affairs. One of this dean’s primary responsibilities is to serve as Curriculum Dean. In 2009-2010 in collaboration with the Curriculum Chair and additional staff, the Catalog was thoroughly reviewed and updated to verify that all course information corresponds to Course Outlines of Record. In addition, the Curriculum Dean created an annotated catalog that documents all Curriculum Committee approved actions throughout the year. A PDF of the annotated catalog is sent to all Department Chairs, Deans, Directors, and managers for verification of their respective areas. All changes are then approved by the Curriculum Dean before the information is forwarded to production staff.

The College Catalog needs to be reviewed each year to ensure that all required information is included in the table of contents and index and to be sure the College’s address, telephone number, and Web site are prominently displayed. During a recent review of the 2012-13 Catalog, it was noticed that Administrator’s degrees were not listed; however, they will be listed in the 2013-2014 Catalog.

ACTIONABLE IMPROVEMENT PLAN

No recommendation at this time.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. 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.

DESCRIPTIVE SUMMARY

The College strives to ensure equitable access through various means. LAMC focuses on enrollment of a wide range of potential students including those traditionally underrepresented who may be unlikely to attend college. The College Web site provides access to online applications, the College Catalog, Schedule of Classes, the registration/enrollment system, and financial aid information. The Information Technology Department works to keep these services accessible to all students including those with disabilities.

The College researches the learning support needs of its students on an ongoing basis through service area and campus wide surveys (II.B-22). For example, Teacher Pathways students are given surveys that evaluate the quantitative as well as the qualitative value of services and project activities. Students are asked what services will help them reach their academic and
professional goals in a timely manner and based on these responses, time and staffing are
redirected to meet these needs. The Teacher Pathways projects maintain a Web site and
Facebook account to notify all students interested in becoming credentialed teachers of the
program’s activities and services (II.B-23).

Los Angeles Mission College continues to sponsor events including High School Senior Day,
Welcome Week, Club Day, Cash-for-College, University/College Transfer Fairs, and Health
Fairs to ensure students are aware of the services provided to meet their needs. Through these
events, the College reaches out to the campus community to provide information about the
College, student activities and clubs, transfer opportunities, and health issues. In addition,
students are informed about accessibility and the services available to all students regardless of
service location or delivery method.

As of fall 2011, the College has embarked on a new initiative called Achieving the Dream.
Achieving the Dream’s student-centered Model of Institutional Improvement (II.B-24) is
focused on creating a culture of evidence in which data and inquiry drive broad-based
institutional efforts to close achievement gaps and improve student outcomes overall.
Presently, some of the interventions that are being conducted to help close LAMC’s gaps
include group counseling for financial aid reinstatement appeals and counseling for students on
academic and progress probation. In-person orientation sessions are held weekly in which the
matriculation process is explained, exposure to college life is provided, on-campus resources
are reviewed, and college success strategies are discussed. During the in-person orientation
sessions, a one-semester educational plan is developed, and students are encouraged to follow
up with a counselor to continue to plan the rest of their academic experience at Los Angeles
Mission College.

Los Angeles Mission College promotes information about its courses, academic programs, and
services through a variety of media including the Schedule of Classes, College Catalog,
brochures, and the College Web site. Students can access the Student Information System
(SIS) through the College Web site to add and drop classes, check grades, print transcripts,
view available courses, obtain placement test result, locate their financial aid status, and pay
tuition and fees. Students can also view their schedule, registration date and time, and register
for classes, as well as obtain information about the following resources through the College
Web site:

- Schedule of Classes Online (SOCO)
- College Catalog
- Academic calendar
- Academic disciplines
- Student Services
- Athletics
- Transfer information
- Special programs
Distance Education students have access to individualized academic counseling via telephone, fax, and e-mail. The Counseling Department provides year-round e-mail advising with a response time that is within 72 hours (II.B-25).

Students may access campus student services via e-mail or telephone. Web pages with Frequently Asked Questions about student services are available; for example, counseling FAQs are located on the Counseling Department’s Web page (II.B-26). This Web page also has a variety of tutorial demos that students may access to see how to add or drop a class, use the student information system, and/or look up a class in the Class Schedule (II.B-27).

In September of 2006, Los Angeles Mission College began accepting online applications via CCCApply.org. In February of 2008, LAMC began using electronic imaging (through Image Now software) of student records, thereby facilitating access to student information. This electronic imagining system allows records to be sent efficiently and quickly via verified secured e-mail eliminating the student’s need to come to the campus in person. In addition, in the 2009-2010 academic year, instructors began to be able to add students to classes via e-mail.

**SELF EVALUATION**

The College researches and identifies the learning support needs of its students and modifies its services to address those needs. In the fall 2010 semester, Academic Affairs began requiring grade rosters be submitted electronically, allowing student grades to be available immediately upon submission, and thereby shortening the time it takes for students to access their academic records. In spring 2011, instructors were required to begin submitting mandatory exclusion rosters electronically, enabling students dropping classes to avoid penalties for late withdrawals. In the fall of 2011, a specific admissions e-mail address was created to allow instructors to add students electronically. In addition, in 2012 the College began to implement E-Transcripts as part of CCCApply.org in order to provide transcripts electronically. A goal of this implementation was to create partnerships with four-year colleges and universities. Phase one was implemented in April 2012 and involves transcripts being sent electronically from institution to institution; phase two will be implemented in spring 2013 and involves transcripts being sent electronically to participating institutions as a result of a student’s written request.

Between 2007 and 2012, Transfer Center availability has fluctuated due to lack of consistent staffing and budgetary constraints. LAMC hired a new Transfer Center Counselor/Coordinator in fall 2012. This new hire will enable the Transfer Center to increase the hours of operation, streamline access to more university representatives, and assist more students with the university/college application process.

The Articulation Officer works with faculty and department chairs on course curriculum to certify rigor for transferable courses, maintain general education information, and establish, manage, and update articulation agreements with colleges and universities. As one of its core functions, Articulation works with the ASSIST database (II.B-28) to ensure that all information is current and accurate. This involves monitoring the course equivalency/comparability available on ASSIST and working with colleges and universities to clarify, resolve, and strengthen transfer agreements. Articulation is also responsible for disseminating curricular
changes statewide and the online submission of new or updated curriculum via the Online Services for Curriculum and Articulation Review (OSCAR) system for General Education. Online access to the general education advising forms (IGETC, CSU GE, and Associate Degree Plans) and frequently asked questions are available through the Counseling Department Web page. Articulation collaborates with the Transfer Center to provide links to helpful information and guides for transfer to the University of California (UC) system, the California State University (CSU) system, and private colleges and universities. The Articulation Office is creating a Web page to provide access to agreements for private and out-of-state colleges and universities as well as links to helpful information and resources for counselors, students, faculty, and staff to facilitate the transfer process.

In March 2007, the Outreach Task Force was formed with a membership representing all relevant aspects of the College (Academic Affairs, Student Services, Counseling, Research, etc.) to develop a campus wide outreach plan. This plan assisted LAMC to recruit and enroll an average of 1,500 new students per year from fall 2007 to fall 2010. Enrollment increased from approximately 7,500 students in fall 2006 to approximately 11,400 students in fall 2010. However, due to budget cuts and the reduction of class sections, enrollment decreased to approximately 9,300 students for spring 2012. Even though enrollment has dropped, LAMC has been able to maintain its full-time equivalent student (FTES) cap allocation.

**ACTIONABLE IMPROVEMENT PLAN**

The Student Services Committee in consultation with the District will develop a plan to increase LAMC’s Web site accessibility to persons with disabilities by mid-spring 2014.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College has a student government association, the Associated Students Organization (ASO), with four executive officers and fourteen senators, as well as numerous ASO sponsored student clubs. Membership in the ASO is available to all current students of Los Angeles Mission College. The ASO works to provide a framework for many college student activities and an opportunity to develop leadership skills. The ASO officers and their responsibilities are listed in the ASO bylaws. All students are encouraged to participate in student government activities. Through active participation in student government and clubs, students render services, increase social and cultural awareness, improve leadership abilities, and create a close association with other students. In addition, through the ASO, students are encouraged to serve and participate on shared governance committees (II.B-29).
Any group wishing to become a recognized LAMC organization or club must submit a constitution and be approved by the Associated Students Organization Executive Council. Student clubs and organizations provide a variety of cultural, community, and vocational opportunities. Once a semester, the ASO sponsors “Club Day” to introduce students to the various clubs available on campus. Service clubs, special interest clubs, department-related organizations, and religious clubs offer a variety of opportunities for student involvement. A diversity of clubs offer programming aimed at increasing student awareness and participation concerning issues related to civic, cultural, and social responsibility. The ASO supports blood drives, food and toy drives, fundraising on the local level such as AB 540 scholarships, and activities that provide awareness of culturally diverse issues on campus. The College recognizes the value and contribution of co-and extra-curricular activities to student education and has employed one full-time Student Activities Director/ASO Advisor to support and engage students in co-curricular activities. Students find their college experience more meaningful and valuable as a result of their active participation in social or co-curricular activities of the College. The activities and programs sponsored by the ASO also are helpful to the College’s outreach and retention efforts.

The campus has one main gathering area (the Campus Quad) located between the Campus Center and the Learning Resource Center. The Quad also serves as the free speech area.

Several campus departments and programs encourage and support student growth and responsibility. The Arts and Multimedia Department support students’ creative efforts by displaying and showcasing student art work in various areas of the campus and hosting art exhibitions for the campus and the community. These art exhibitions are advertised in the “Weekly Mission” college newsletter (II.B-30) and throughout the campus as well as in a local newspaper. The Child Development Department, Chicano Studies, and the Child Development Center have supported personal, aesthetic, and intellectual development through a variety of events such as an annual workshop conducted by the Child Development Department, Teacher Mentor Program focusing on the foundation of an Early Childhood Educator, the Chicano Studies Department’s multi-cultural events, and/or the bi-annual book fair sponsored by the Child Development Center as part of its literacy program.

The Counseling Department in collaboration with Academic Affairs provides Personal Development courses that promote college success, explore majors and careers, and review the transfer process. These courses foster the development of self-esteem, awareness of successful practices for college learning, and identification of academic and career interests and goals, which lead to a more focused pathway (II.B-31).

**SELF EVALUATION**

Los Angeles Mission College has had an active and involved student body engaged in presenting and debating issues considered important to the welfare of students. The ASO and Inter-Club Council meet on a weekly basis during each semester.

Occasionally, issues arise concerning how events or activities are scheduled or what type of events may be held on campus. Some events have been cancelled due in part to not following
appropriate campus procedures in a timely manner. In an effort to streamline the process of conducting events on campus, the Technology Committee is currently updating the campus calendar to reflect all events.

**ACTIONABLE IMPROVEMENT PLAN**

By mid-spring 2013, the Vice President of Student Services, in conjunction with Administrative Services, Academic Affairs, and the ASO Advisor, will conduct meetings once a semester to clarify, disseminate, and provide training for club advisors, faculty, staff, and students on guidelines, policies, and procedures for scheduling events.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**DESCRIPTIVE SUMMARY**

The Counseling Department at Los Angeles Mission College offers services that are delivered to students, faculty, and the local community by a diverse staff of professional counselors and office personnel. The services offered include academic, transfer, career technical, and general counseling. All of these services focus on the identified goals of the individual student. Students are encouraged to engage in discussions that involve major/career interests, academic goals, course selection, and personal concerns. This dialogue is vital in addressing immediate and long-term goals.

Several campus areas offer counseling services, and several programs within the Counseling Department contribute to the services students receive. These programs include Matriculation Services, the Transfer Center, Articulation Office, Outreach/High School Relations, Personal Development classes, DSP&S, EOP&S/CARE, Honors, CalWORKs, Veterans/International Students Program, and Student Support Services Programs. The SARS GRID software program was implemented by most areas offering counseling services to facilitate student appointments and assist with student tracking and data collection. SARS GRID allows students to make appointments online; in addition, SARS CALL is used to contact students to remind them of appointments, as well as to allow students to cancel or confirm an appointment with a phone call.

In 2010 a Discipline Advisor Program was established with counseling and discipline faculty partnering as educators in the pursuit of student growth, learning, and the promotion of student success. The main goal of the Discipline Advisor Program is to focus on student development and learning. This program was designed as a collaboration among Student Services, the Counseling Department, and Academic Affairs to provide discipline faculty with a general understanding of LAMC’s degree and certificate requirements. This program enables faculty to supplement counseling services by providing advisement on major requirements and by
enabling faculty to refer students to quality resources and external agencies. Discipline advisors are paired with a counseling faculty mentor to provide guidance and to assist students in pursuit of their academic goals. Forms were created to conduct student surveys on the effectiveness of the program, and a log sheet was designed to document what was done during each advising session. Training was conducted with the Administration of Justice, Biology, and Child Development disciplines.

All of the following Student Services areas deliver accurate and up-to-date information essential to student success:

**The Counseling Department** meets monthly to discuss and disseminate information. Different teaching disciplines and Student Services areas such as Financial Aid and Admissions and Records are invited to present and discuss their individual programs. Public and private universities also frequent these meetings to deliver updates and information (II.B-32).

The Counseling Department conducts evaluations of its services on a yearly basis through the use of a survey in which Student Learning Outcomes are measured. The data is collected by placing a survey questionnaire in each student’s file so that the counselor or counseling staff can provide the form to each student at the end of the appointment. Data is tabulated and reported in the annual Program Review process. Additionally, Counseling evaluates its programs through Program Learning Outcomes which are measured through the development of Student Education Plans. All students petitioning for graduation are required to list a major. Graduation petitions processed each semester are another method of evaluating Program Learning Outcomes.

As a means of reporting annual performance, the Counseling Department provides a yearly report to the campus indicating the number of students served in the various areas that provide counseling services. Several categorical programs also submit annual reports to the California Community College Chancellor’s Office including EOP&S, DSP&S, the Financial Aid Office, and the Child Development Center. Federally funded programs, such as Title V and the TRIO/Student Support Services Program, submit annual performance reports (II.B-33) to the U.S. Department of Education.

**The Matriculation process** is designed to assist the student in meeting their educational goal. The Matriculation process involves the admissions application, assessment of Math, English and ESL placement, orientation, development of a first-semester Student Educational Plan, counseling and follow-up (II.B-34).

**The Transfer/Career Center** assists students to be transfer-ready to continue their education at a four-year college or university. Students are assisted in identifying a major at a university of their choice, confirming major preparation course requirements, and reviewing transcripts to ensure that all academic and admission requirements are met. Additionally, a resource library, computers, and information regarding on-campus housing, scholarships, campus tours, and college fairs are available to students. The Transfer Center also facilitates student communication and appointments with the Universities and their representatives (II.B-35).
**STANDARD II.B: Student Support Services**

**Disabled Student Services and Programs (DSP&S)** provides individualized accommodations and services to students with a verifiable disability based on specific needs. Services include academic and vocational support, financial aid assistance, counseling, assessment, program planning, adaptive aids and other services based on need. The program is available to enable disabled students to fully participate in LAMC’s academic programs and activities (II.B-36).

**Articulation** works closely with all teaching faculty and the Curriculum Committee to facilitate course transferability. The Articulation Officer works with public and private universities and colleges to develop a formal, written, and published agreement that identifies courses (or sequences of courses) at a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Continuous updating and maintenance of agreements between LAMC and these four-year public, private, and independent institutions are performed on a daily basis. Counselor workshops are conducted each semester to update counseling faculty about campus curriculum changes, transfer updates, and legislative and District policy changes. Transfer and General Education information is updated and maintained, including all advising forms (II.B-37).

**The Outreach and Recruitment Program** assists local feeder high schools and their students with all the necessary tools, equipment, paperwork, updated information, and staff that are needed for high school students to attend LAMC. Recruiters visit high schools on a regular basis and engage in mentoring and informational advising with high school students. Due to budget constraints, the Outreach and Recruitment Program is currently suspended, and the activities are conducted by the Financial Aid Office, STEM Program, the Matriculation/Assessment office, and other programs that support recruitment (II.B-38).

**Personal Development** classes are offered by the Counseling Department. Currently, counselors offer four personal development courses to LAMC students. These courses include Career Planning (Personal Development 4), College Survival Skills and Development (Personal Development 17), The Transfer Process (Personal Development 22), and College Success Seminar (Personal Development 40). These course offerings assist college students in learning about college expectations, exploring careers, gaining a better understanding of the transfer process, and incorporating strategies and techniques to become successful students in higher education (II.B-39).

**Extended Opportunity Programs and Services (EOP&S)** provides support services to educationally and economically disadvantaged students. Services include academic and personal counseling, student peer advising, tutoring, retention services, student survival kits, field trips, priority registration, cash and book grants, and referral services. EOP&S counseling faculty develop Student Educational Plans and advise students in regard to transferring to a college or university. Community outreach is also an integral part of the EOP&S program (II.B-40).

**Cooperative Agencies Resources for Education (CARE) Program**, under the auspices of EOP&S, CARE provides services to Temporary Assistance to Needy Families (TANF)/CalWORKs single heads of household recipients with children under the age of 14. Services include personal and academic counseling, tutorial services, peer support groups, and
development of occupational/career opportunities. Additional services include financial assistance with educational expenses. The program is designed to provide eligible students with the resources they need to complete their academic goals (II.B-41).

**The Honors Program** promotes academic excellence among students and faculty. Students are referred to the Counseling Department for individual and academic counseling. The program encourages community service and prepares students for successful university transfer (II.B-42).

**CalWORKs** supports students receiving Temporary Assistance to Needy Families (TANF) through individual academic/career counseling, on-campus childcare, job placement, advocacy, vocational testing, work-study opportunities and on-the-job training experiences. The goal of CalWORKs is to provide students with a program that will get them job ready within the allowable time of eighteen months (II.B-43).

**Student Support Services/TRIO Program (SSS/TRIO)** provides selected participants who are first-generation college students, low-income, and/or disabled with a supportive environment to foster educational and personal growth. Students undergo a comprehensive needs assessment to identify academic deficiencies, learning style preferences, personal challenges and economic barriers to success. SSS/TRIO provides personal counseling, tutoring, workshops, field trips, and student grant aid (II.B-44).

**The Veterans Program** provides educational assistance for veterans who served on active duty for a period of more than 180 days. Veterans Services assists students in applying for veterans’ educational benefits. The student’s eligibility status is certified by the institution and reported to the Veterans Administration (II.B-45).

**The International Students Program** enhances the College culturally and ethnically through the recruitment and support of international students. Specialized support services designed specifically for international students include orientations on available campus services, assistance in registration and obtaining housing, international student admissions packet, personal and career counseling, cultural events, and field trips. The program includes verification of Immigration and Naturalization Services (INS) qualifications, compliance, and visa monitoring (II.B-46).

**Urban Teacher Fellowship Program (UTF)** is a career pathway into credentialed teaching that includes part-time employment in afterschool programs. Piloted in 2008 as a collaboration between the South Bay Center for Counseling (SBCC), Los Angeles Harbor College, CSU Dominguez Hills, and afterschool providers, the Urban Teacher Fellowship is now in place at five community colleges and four CSUs in Los Angeles County as well as several sites throughout the state including San Diego and the San Francisco Bay Area. UTF has an academic counselor who reserves part of her daily schedule for drop-ins, allowing students to access an academic counselor in a timely manner (II.B-47).
SELF EVALUATION

The College supports student development and success by maintaining, evaluating, and improving counseling and advising services that are responsive to student needs. Professional development is supported by sponsoring counselors to attend meetings and conferences such as the UC and CSU counseling conferences. Counselors are also encouraged to attend private and discipline specific conferences in which updates and changes are reported. The Articulation Officer provides ongoing and regular training to all counselors at the College to inform them about any new updates and changes to curriculum and advising forms. This training also provides updates on technology that are used when providing effective academic counseling to students in order to help students plan their educational goals.

Monthly department (in-service) meetings are held to provide all counselors with current information that is relevant to student success and transfer. The Counseling Department Chair attends monthly District Counseling Department Chair meetings in which discipline issues are presented and discussed. Another method by which the Counseling Department supports student success is through ongoing student surveys. The data collected through these surveys allows the department to identify areas that require improvement and to implement changes based upon the data collected.

A Student Services building funded by Bond Measures is scheduled to be built by fall 2015. The building will be a one-stop model which will allow students to register, pay their fees, meet with a counselor, check their financial aid status, and access all the various Student Services offices.

ACTIONABLE IMPROVEMENT PLAN

The Counseling Department in collaboration with Academic Affairs will review the Discipline Advisor Program to enhance the advising services the College provides to its students by spring 2014.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

The student body of Los Angeles Mission College is very diverse; in fall 2012 the College population was 73 percent Hispanic, 11 percent White, 8 percent Asian/Pacific Islander, 3 percent African American, 0.4 percent American Indian and 5 percent other ethnicities. Diversity is also demonstrated by the various expressions and celebrations of cultural and ethnic pride at LAMC. The College provides a wide range of services, programs, and practices to foster student understanding and appreciation of diversity.
The Professional and Staff Development Committee is a shared governance committee with representatives from all campus constituent groups. The Committee organizes and conducts workshops, events, and activities to promote an understanding and appreciation of diversity such as Springfest, Healthy Foods and Cooking Expo, the Faculty Academy, and Conflict Resolution (II.B-48).

The Associated Students Organization (ASO) embraces diversity through its clubs, cultural, and extracurricular activities such as Black History month, Week without Violence, Armenian Genocide Awareness, events sponsored by MEChA and the Chicano Studies Department, etc. (II.B-49).

EOP&S/Care provides cultural enrichment to non-traditional students by organizing field trips to museums and by conducting bilingual workshops on diverse topics such as job-seeking skills, job training, self-esteem, money management, study skills, math anxiety workshops, and adapting to higher education. The Hispanic Association of Colleges and Universities also requires program staff participation in conferences for legal updates on program funding.

The Student Support Services/TRIO Program promotes an understanding of diversity by providing trips to museums and cultural landmarks (II.B-50).

The Title III STEM (Science, Technology, Engineering and Math) Program at Los Angeles Mission College is a project funded through the U.S. Department of Education to significantly improve access and success for Hispanic and other students underrepresented in these fields (II.B-51).

The Foster and Kinship Care Education (FKCE) Program provides training and workshops for foster parents and kinship caregivers to support and enhance care of foster children in their home. Foster parents must take required training each year to maintain a current license, while kinship caregivers are encouraged to attend workshops to support and assist them. Workshop topics include parenting skills, diversity issues, working with the foster care system, and child development (II.B-52).

The Legacy Program specifically targets the African American male population to promote mathematics proficiency, self-esteem building, retention, and persistence toward post-secondary educational goals for this population (II.B-53).

The Disabled Students Programs and Services (DSP&S) faculty provide workshops on how to support students with disabilities (II.B-54).

Sexual harassment workshops are conducted every year to review the federal and state laws prohibiting discrimination in the workplace (II.B-55).

The CalWORKs Program assists students in transitioning from welfare to achieving long-term self-sufficiency through coordinated student services. The program provides a comprehensive array of services that include, but are not limited to, on and off-campus work
STANDARD II.B: Student Support Services

study, job development, child care, assistance with books and supplies, processing of county referral forms, and various personal and professional development workshops (II.B-56).

The Transfer Center provides university representatives that visit LAMC to actively recruit underrepresented students for prospective programs at the University of California and California State University systems, as well as private institutions (II.B-57).

The Child Development Department offers a variety of courses bilingually in Spanish to students (II.B-58).

The Non-Credit Program offers bilingual counseling and GED preparation courses (II.B-59).

SELF EVALUATION

The College supports student clubs, events, special programs, and services that provide a positive and supportive environment for LAMC’s student population while enhancing an understanding and appreciation of diversity. LAMC seeks and obtains grants that address the needs of its diverse student body and surrounding communities. These grants provide funding for educational opportunities that benefit traditionally underrepresented students. The College’s commitment to diversity is reflected in its recently revised Mission Statement which now defines its intended population as “the diverse communities we serve.”

ACTIONABLE IMPROVEMENT PLAN

The Professional and Staff Development Committee will partner with the Associated Students Organization (ASO) to develop a series of diversity activities for the College to be implemented in the 2013 - 2014 academic year.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

The Admissions and Records Office (A&R) accepts paper and online applications for college admission year round. In August 2006 under the direction of the Los Angeles Community College District Chancellor, A&R implemented the California Community College online application format, CCCApply, which provides students an electronic means to submit their application.

CCCApply is a state wide online application system for California Community Colleges which allows students to easily access college information and streamlines the application process for students and colleges. Students may access CCCApply.org through the College Web site. Once the online application is successfully processed, the student receives an e-mail
confirmation containing their Student Identification (SID) number and explaining how to access their district wide registration appointment online. Students are encouraged to use the online application system, but they also may choose to submit a paper application instead. However, within the next two years, LAMC will move toward accepting only online applications.

Registration appointments are scheduled according to Title V requirements based on a student’s enrollment status as a continuing, new, or returning student. Priority registration is given to EOP&S, DSP&S, Foster Youth, and Veterans. Additionally, under LACCD policy, continuing students and those with the most completed units have higher registration priority than new students and those with fewer units. Students must provide documentation to confirm their eligibility for priority registration (II.B-60).

Students who have submitted an application and have been issued a Student Identification (SID) number are advised to take the assessment tests in English, or English as a Second Language (ESL), and Math. Students are allowed to retake the assessment test at the College after one year. The only eligibility guideline is that students must have an application on file with LAMC in order to go through the assessment process. Assessments help to place students in classes where they are most likely to succeed, and the results are available for students approximately 24 hours after completing the assessment test.

Once students receive their assessment results, they may attend an online or face-to-face orientation. The orientation provides the student with an explanation of his or her test scores, an overview of the matriculation process, and presents important information about educational programs, requirements, resources, and services that will help students register for classes and succeed in meeting their educational goals.

Los Angeles Mission College currently uses the College Board’s ACCUPLACER Tests online version to assess English (Sentence Skills and Reading Comprehension). English as a Second Language ESL Placement Test (COMPASS ESL) is the Secondary Level English Proficiency (SLEP) instrument used to test non-native English speakers’ abilities in listening, reading, and grammar/usage. Prior to 2009, LAMC used a writing sample for additional ESL assessment. However, due to Matriculation budget cuts, this practice was discontinued.

SELF EVALUATION

Since the implementation of CCCApply in 2006, the College has streamlined the application process for most students. As a result, the percentage of online enrollment applications received has increased 5.9% from 2007 to 2008, 11.8% from 2008 to 2009, 6.6% from 2009 to 2010. However, there was a decrease of online applications of 4.8% from 2010 to 2011, which is commensurate with the decrease in enrollment during this year.

ACCUPLACER was previously used for Math placement; however, in spring 2010, Los Angeles Mission College piloted the use of the Mathematics Diagnostic Testing Project (MDTP) to assess Math. MDTP measures a student’s readiness for mathematics courses
ranging from arithmetic to calculus competency levels. After a thorough evaluation, the Math Department decided to use MDTP for Math placement.

Currently, the following groups of students are not required to attend an orientation: students who have already earned an associate degree or higher, students who are enrolling in recreational and/or personal classes only and have no intention of earning a degree or certificate, students enrolling in fewer than six units of coursework and are currently enrolled in another college or university.

LAMC faculty regularly evaluate the effectiveness of English, ESL, and Math assessment instruments. However, many students do not properly prepare for the assessment tests and frequently place lower than they should. Since the assessment test can only be taken once a year, many students get placed and remain in basic skills courses. Low math, ESL, and English placement scores contribute to low completion and transfer rates. Beginning in fall 2012, the Math Department began providing tutorial modules to help students prepare for their assessments.

ACTIONABLE IMPROVEMENT PLAN

By spring 2014, the Vice President of Student Services in collaboration with Academic Affairs and faculty will develop practices to improve student performance in assessment by providing assessment preparation and orientation.

II.B.3.f. 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.

DESCRIPTIVE SUMMARY

The institutional policies governing the care, maintenance, and upkeep of student records at Los Angeles Mission College are a part of the general procedures of the Los Angeles Community College District (LACCD) (II.B-61). In addition, LAMC houses the permanent records of Metropolitan College, the former College Overseas Program previously administered at Los Angeles City College. Student records are stored in a fireproof and secured vault. Until fall 2009, Los Angeles Mission College contracted with Iron Mountain, a record storage company, for the storage of older records. All records are now stored on campus including transcripts, graduation petition packets, roster grades, add and drop slips, and admissions applications. Since 2009, all records have been scanned and stored digitally.

All student records are confidential, complete, and permanent. The confidentiality of records is mandated by both state and federal regulations. The California legislature passed S.B. 182 (Stull), which codifies provisions of the Education Code and the Federal statutes implementing
the Family Education Rights and Privacy (FERPA) Act of 1974 (Buckley Amendment). Information on these regulations is printed in the College Schedule of Classes.

LACCD also implemented the ID Conversion Project to comply with federal law. During the summer of 2006, the College and District transitioned from using Social Security numbers to issuing randomly generated Student Identification (SID) numbers. This was done to standardize all student identification for district purposes and to protect the security of students’ Social Security numbers. As soon as a student’s application is processed, the student is automatically given a SID number that is used for all district purposes. This has provided a safer and more secure mechanism to protect student privacy and the College.

The current LACCD software for managing student records is operated by the Digital Equipment Corporation (DEC) and the Transaction Processing Environment (TPE) systems. These two systems are both live and simultaneous. In addition, the LACCD backs up its database after midnight on a daily basis. In the spring of 2008, Admissions and Records began scanning the most current documents with Image Now software. The staff is currently working on scanning previous semester documents. After the documents are scanned and linked to student records, they are placed in the Admissions and Records vault. Documents are only shredded if they have been checked for accuracy and the prescribed life of the document.

Student Financial Aid records are kept securely in a limited-access document imaging system whereby all incoming documents and forms related to students’ eligibility are maintained on an ongoing basis in accordance with District, College, state, and federal rules and regulations.

Students maintain access rights to their Financial Aid files through a written request process implemented by the Financial Aid Office. This process accords with written policies within the College and college publications including the College Catalog (II.B-62).

The Child Development Center must maintain inactive student files at the Center for three years. After the third year, files can be moved to a different location for storage that is accessible for another two years. Inactive student files that are over five years old may be destroyed.

The EOP&S/CARE is a state mandated program that must maintain inactive files for three years. Files may be kept in storage for up to seven years, after which the files may be destroyed.

In addition, the following departments also store student files for a minimum of seven years: the Counseling Department, STEM Program, Student Support Services Program/TRIO, Veterans and International Programs, Non-Credit Program, the Transfer Center, Athletics, Cooperative Education, and other Specially Funded Programs. The DSP&S Program stores student files in house for nine years.
SELF EVALUATION

The College maintains student records securely with appropriate backups as required by district, state, and federal regulations. Students also are informed in the College Catalog and the printed course schedules of the policies for release of records. The offices of Admissions and Records and Financial Aid have been able to increase storage capacity by using the software program Image Now. Other areas such as the Counseling Department and the STEM Program are considering using use this method of storing records.

In addition, the District has purchased a new Student Information System, which is being piloted at two sister colleges—Los Angeles Valley College and Pierce College. Once this new system goes live district wide, there will be a need for all faculty and staff to be trained in the many new features of the program. Discussion is being held about having LAMC also pilot the program.

An audit of selected Student Service areas was conducted in 2011 and some audit findings were reported in the following areas (II.B-63):

- Census/exclusion rosters
- Concurrent enrollment
- To Be Arranged (TBA) hours
- EOP&S
- DSP&S

Corrective plans were initiated for these audit findings in 2011. In the audit conducted by the District in 2012, it was found that the TBA and the DSP&S exceptions need to be corrected further. The college responded with additional corrective measures to address these two audit exceptions.

ACTIONABLE IMPROVEMENT PLAN

By spring 2013, the Vice President of Student Services and appropriate staff will address all audit findings by developing and implementing a Corrective Action Plan.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement
DESCRIPTIVE SUMMARY

Los Angeles Mission College assures the adequacy of identifying the needs of students by conducting comprehensive Program Reviews that include validations of the services each department is providing. The reviews are conducted on a cyclical schedule which requires each program to go through a unit plan update every year and a comprehensive review and validation every three years. A major focus of the validation is to assess and improve Service Area Outcomes (SAO). Each year Service Area Outcomes (SAO) are reviewed and assessed during the unit planning and Program Review process. Each SAO is linked to one or more of the College’s Institutional Learning Outcomes. The Program Review process enables the Student Support Services Committee to offer recommendations for improvement by utilizing data to make changes and modifications to better serve students (II.B-64).

Los Angeles Mission College has also embarked on a new venture to facilitate student success, Achieving the Dream (AtD). Achieving the Dream’s focus is on increasing success rates of community college students. The primary goals are to assist students to successfully complete remedial or developmental instruction and advance to credit courses, to enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English, to have students complete the courses they take with a grade of "C" or better, to maintain persistence from one term to the next, and to attain a certificate or degree or transfer to a four-year institution. The English and Math Departments developed the first initiatives for the academic year 2012 – 2013.

For English 28 the College is using a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare English 28 students who received the intervention with those English 28 students who did not.

For Math 115 the College will use a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare Mathematics 115 students who received the intervention with those Math 115 students who did not.

SELF EVALUATION

Los Angeles Mission College evaluates Student Support Services to assure their adequacy in meeting identified student needs through implementation and assessment of Service Area Outcomes and the Program Review process. Evaluations based on student surveys and the assessment of Service Area Outcomes have given Student Service departments and divisions a
better understanding of the customer service they are providing to students and how that service facilitates student success. The following are some examples of evidence that the College uses the results of these evaluations as the basis for improvement of its services.

The Child Development Center comprehensive Program Review states that based on its Service Area Outcomes, the Center does an exceptional job of creating parent advocates, assisting parents in understanding the developmental stages of their children, and empowering parents to find resources in the community. The Center carefully monitors that all policies are enforced and are clearly delineated. Student parents are required to submit grades and show good standing academically to continue to receive services. Based on student progress reports submitted to the Center, the average student-parent academic success rate, defined as maintaining a 2.0 GPA while enrolled as a full time student (12 units or more), is 80 percent (II.B-65).

International Students’ comprehensive Program Review indicates that despite the fact that international students are finding it difficult to enroll full-time, their number continues to grow even though full-time enrollment is the key requirement for eligibility to attend college in the United States. The program has grown significantly in the past three years; the International Student Program has increased its headcount from 60 in academic year 2006 – 2007 to over 120 in academic year 2012-2013, a 100 percent increase.

As a result of the Counseling Department’s Service Area Outcome Assessments and survey results, the department has improved the scheduling of its counseling hours, appointments, drop-ins, and walk-in visits. The Counseling Department’s comprehensive Program Review also includes results of surveys that were conducted by counseling staff at the conclusion of student visits with their counselor. In fall 2009, a Counseling Department Student Survey was administered to collect responses to several questions regarding services provided by the department (II.B-66).

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Percentage Responding Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are appointments available at a convenient time?</td>
<td>97%</td>
</tr>
<tr>
<td>Was a Student Educational Plan Developed?</td>
<td>97%</td>
</tr>
<tr>
<td>Does Student understand the courses needed to meet educational goal?</td>
<td>93%</td>
</tr>
<tr>
<td>Did Counselor explain requirements needed to reach educational goal?</td>
<td>99%</td>
</tr>
<tr>
<td>Is student aware of Matriculation Process?</td>
<td>97%</td>
</tr>
<tr>
<td>Has student taken courses that require prerequisites?</td>
<td>68%</td>
</tr>
</tbody>
</table>

The Counseling Department fall 2009 survey data results indicate there was a high level of student satisfaction with counseling services among respondents. Data also indicates that most
students participating in the survey reported they have developed a Student Educational Plan (97%), are aware of the matriculation process (97%), and understand what is required to reach their educational goals (93%). A lower percentage of students indicated that they had taken courses with prerequisites (68%). Finally, in spite of the counselor to student ratio of 1 to 1,300, the respondents to this survey indicated that counselors are available at a convenient time (97%). However, the fact that this survey was given to a relatively small number of students who were already using counseling services may have skewed some of the results. A broader based survey would provide a more accurate assessment of the effectiveness and usage of counseling services.

In spring 2012, the District conducted a comprehensive student survey. The survey was made available through e-mail and 3,219 of Los Angeles Mission College students responded. The survey provided information about LAMC students’ educational goals and plans, personal background, financial resources, knowledge of college information and services, their college experiences, and use of campus facilities and services. Table 5 summarizes some of highlights of the survey pertaining to counseling services.

<table>
<thead>
<tr>
<th>TABLE 5</th>
<th>2012 SPRING STUDENT SURVEY</th>
<th>(N = 3,219)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. When did you first meet with a college counselor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have never met with a college counselor</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Prior to my first semester of college</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>My first semester of college</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>My second semester of college</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>My second year of college</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>My third year of college or later</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>26. Do you have a formal educational plan designed for you with a counselor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>27. Have you been able to follow the recommended list of courses in your Ed plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>No, some of the courses I need have not been offered when I need</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>No, there has not been space in the classes I need</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>No, I have changed my mind about my program or goals</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>I do not have an education plan</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

The information in Table 5 indicates that 67% of LAMC’s student population has met with a counselor by the end of their first year in college. Another 22% of respondents had never met
with a college counselor. Based on the survey results, more than half of LAMC students (52%) indicate that they have developed a Student Educational Plan (SEP) with a counselor. The development of an individualized Student Educational Plan is very important to student success because it develops a pathway for students to achieve their educational goals. Follow-up visits allow both student and counselor to review the progress being made by the student. The data in Table 5 also indicates that student progress toward their educational goals is frequently hindered by the lack of course availability. Less than half of LAMC students (44%) have been able to enroll in the classes they needed to follow their Student Educational Plan. About 31% of students reported that they were not able to enroll in the courses they needed, either because these courses were not offered when needed, or the classes did not have space.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Very or Somewhat Satisfied %</th>
<th>Not Satisfied %</th>
<th>Not applicable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Your satisfaction with Admissions/Records?</td>
<td>78</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>54. Your satisfaction with Financial Aid Office?</td>
<td>62</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>51. Your satisfaction with Assessment/Placement Services?</td>
<td>54</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>58. Your satisfaction with General College Counseling Services?</td>
<td>47</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>55. Your satisfaction with Tutoring Services?</td>
<td>45</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>61. Your satisfaction with Health Center?</td>
<td>38</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>52. Your satisfaction with In-person or On-campus Orientation?</td>
<td>33</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>56. Your satisfaction with Transfer Center?</td>
<td>29</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>53. Your satisfaction with On-line Orientation?</td>
<td>28</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>57. Your satisfaction with Career Center?</td>
<td>24</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>68. Your satisfaction with Child Care Center?</td>
<td>18</td>
<td>2</td>
<td>74</td>
</tr>
<tr>
<td>65. Your satisfaction with Disabled Students Programs and Services?</td>
<td>17</td>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>66. Your satisfaction with CalWORKs?</td>
<td>17</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>67. Your satisfaction with Veterans Office?</td>
<td>15</td>
<td>1</td>
<td>78</td>
</tr>
<tr>
<td>69. Your satisfaction with International Students Program/Services?</td>
<td>15</td>
<td>2</td>
<td>77</td>
</tr>
</tbody>
</table>
Table 6 summarizes LAMC student responses about their satisfaction with the services and support they receive from different areas under Students Services. A majority of students indicated they were very or somewhat satisfied with Admissions and Records (78%), the Financial Aid Office (62%), and Assessment/Placement Services (54%). Less than half of all respondents indicated they were very or somewhat satisfied with General Counseling Services (47%), Tutoring Services (45%), Health Center (38%), Transfer Center (29%), Online Orientation (28%), and the Career Center (24%). The lack of a permanent Transfer Center Counselor in recent years, as discussed earlier, may be one of the causes of the dissatisfaction. The recent hiring of a permanent Transfer Center Counselor/Coordinator (in 2012) should improve awareness and usage of the Transfer Center. Finally, the large number of “not applicable” responses for several of the areas (e.g. International Students, Veterans, CalWORKs, DSP&S, and Child Care Center) probably reflect the fact that not all students use and/or do not qualify for these specific services.

**ACTIONABLE IMPROVEMENT PLAN**

See actionable improvement plans for Standards II.C.1, II.B.3.c, and II.B.3.e.
STANDARD II.B - EVIDENCE

Evidence documents can be found at: http://www.lamission.edu/2013accreditation/IIB.aspx

II.B-1  Los Angeles Mission College Mission Statement, Revised Fall 2012

II.B-2  Agendas of the Student Support Services Directors’ Meetings

II.B-3  Agendas of the Student Service Division Meetings

II.B-4  Student Services Service Area Outcomes

II.B-5  Admissions and Records Office

II.B-6  Associated Students Organization

II.B-7  Athletics Program

II.B-8  Child Development Center

II.B-9  Financial Aid Office

II.B-10 Student Health Center

II.B-11 Library Services

II.B-12 Foster/Kinship Education Preparation

II.B-13 Tech Prep School-to-Career Program

II.B-14 Title V HSI

II.B-15 Eagles’ Landing Store

II.B-16 Student Support Services Committee Charter/Goals/Objectives

II.B-17 Comprehensive Program Review, Student Services Division

II.B-18 Annual Reports from Each Student Services Department
   International Students
   Financial Aid Office
   CARE report
   EOP&S/CARE report
STANDARD II.B: Student Support Services

II.B-19 Student Surveys from Student Service Departments

II.B-20 Blank Student Services Service Area Outcome Form.

II.B-21 LAMC College Catalog 2011-12

II.B-22 Fall 2011 Student Survey results – Campus Services

II.B-23 Teacher Pathway

II.B-24 Achieving the Dream Narrative

II.B-25 Counseling Advising Service Via E-mail

II.B-26 Counseling FAQs

II.B-27 Student Information System “How to”

II.B-28 ASSIST Database

II.B-29 Student ASO/ICC handbook

II.B-30 Weekly Mission

II.B-31 Fliers from Counseling Department Promoting Personal Development

II.B-32 Agendas and Minutes of Monthly Counseling Department Meetings

II.B-33 Refer to II.B-18.

II.B-34 Matriculation

II.B-35 Transfer/Career Center

II.B-36 Disabled Student Services and Program

II.B-37 Articulation: Official Website, CTE Transitions

II.B-38 LAMC Recruitment Plan for Retention and Extended Admissions

II.B-39 Personal Development Course Listing in Class Schedule Fall 2011

II.B-40 Application Form for EOP&S

II.B-41 Qualification Requirements for CARE program
STANDARD II.B: Student Support Services

II.B-42 Honors Program

II.B-43 CalWORKs

II.B-44 Student Support Services Program (SSSP)

II.B-45 Veterans Affairs

II.B-46 International Students Program

II.B-47 Urban Teacher Fellowship Program (UTF)

II.B-48 Professional and Staff Development Committee

II.B-49 Associated Students Organization (ASO)

II.B-50 Fliers of fieldtrips from SSS/TRIO

II.B-51 Recruitment for STEM
   Refer to II.B-38

II.B-52 Training and Workshop Fliers from Foster Kinship Program

II.B-53 Agreement for Legacy Program

II.B-54 Fliers for Workshops from DSP&S

II.B-55 E-mail Sent to Managers about Sexual Harassment Workshop

II.B-56 CalWORKs Workshops

II.B-57 LAMC Transfer Fair October 2011 Flier

II.B-58 Fall 2011 Class Schedule of Bilingual Courses

II.B-59 Non-Credit Program Information from Spring 2013 Schedule of Classes

II.B-60 LACCD Board Rule 8603 Limitations on Enrollment

II.B-61 LACCD Board Rule 8400 Student Records

II.B-62 Student Right-to-Know Disclosure


II.B-64 Refer to II.B-4
II.B-65  Summary of Child Development Center Student Progress Reports

II.B-66  Counseling Department Survey Results, Fall 2009
STANDARD II.C: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) provides a variety of library and learning support services to enhance its educational offerings. The Library and Learning Resource Center (LRC) building houses the Library on the second floor and the Learning Center (LC) on the ground floor. Additionally, auxiliary learning support services such as tutoring, program specific libraries, and computer labs are provided in various locations on the campus by TRIO/Student Support Services, Disabled Students Programs and Services (DSP&S), Extended Opportunity Program and Services (EOP&S), Computer Applications and Office Technologies Center (CAOT), Computer Science Information Technology Laboratory (CSIT), Multimedia Labs, and the Child Development Resource Center. Tutoring services for Science, Technology, Engineering, and Mathematics (STEM) are provided at the new East Campus.

Library

The Library occupies 17,330 assignable square feet (ASF) (Table 1). The Library offers a variety of seating and study areas to accommodate 200 students including individual study spaces, 5 group study rooms and 27 computer stations. The 27 computer stations provide access to the Internet, the Library catalog, research databases, and Microsoft Office. Students also have campus wide wireless access to library resources through their laptops and handheld devices. There is a centralized black and white printer at the circulation desk and a color printer and scanner at the reference desk, and printing is available to all students for a fee. The Library collections are developed to meet the varied needs of students and include all levels of materials from basic skills to scholarly publications.

The collections consist of 228 reserve textbooks, 53,445 books, 13,404 e-books, an online reference collection consisting of 397 titles, 660 DVDs/Videos, 90 current periodical titles, 30 research databases, a Basic Skills (ESL) collection, and a Children’s Literature collection. The Library’s Web site (II.C-1) contains links to databases, citation guides, study aids, and other educational resources that are available online to all students 24 hours a day/7 days a week.
Library staff provides workshops and assignment-specific research orientations in a shared computer lab on the ground floor. The Library staff consists of four full-time librarians, including the department chair, and three library technicians. Currently, the Library also has student workers (15.5 hours per week) and adjunct library faculty (6.5 hours per week) to assist in providing library services six days a week.

The College allocates $9,000 to the Library budget for books and $11,000 for periodicals each year. The College does not allocate money from its Unrestricted General Fund (Program 100) to the Library budget for databases, but utilizes other sources of funds for annual database subscriptions.

Learning Center

The Learning Center (LC) consists of specialized tutoring centers: the Academic Success Center (ASC) writing and reading labs and the Science Success Center (SSC). The LC also provides tutoring for Math 105, 112, and 115 students. The LC has a Computer Commons area that is partitioned for individual and academic use consisting of 128 computers; of those, 63 computers are for individual use, 57 are for academic use (Learning Lab), including 21 computers dedicated for Developmental Communications classes. There are three computers dedicated for faculty and staff use and four for student tracking purposes.

In addition to providing Internet access and word processing programs (Microsoft Word, Excel, and PowerPoint) in the Computer Commons, the Learning Lab computers are loaded with academic software that is selected to enhance student learning, such as computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish, and Nutrition (II.C-2).

The Computer Commons has a print/information station (two black-and-white laser printers and two copiers) where students can print or copy materials for a fee or borrow DVDs, headsets, software, and supplies. The Learning Center Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying.

Learning Center student tutors are trained to assist students with academic writing, reading, math, science, and computer assignments as well as class projects and homework in the LC’s Academic Success Center (ASC) and Student Success Center (SSC). These centers are also equipped with portable projectors, desktop and laptop computers for students, staff, and tracking use, and two black and white laser printers. Currently, Title V provides funding for students using the ASC and SSC. Various instructional aids, such as histology slides and manipulative models, are available in the SSC. The Success Centers also provide current textbooks, reference books, and video tutorials for student use.
Disabled Students Programs and Services (DSP&S)

The DSP&S Office, located in the Instructional Building, provides reasonable accommodations for students with a wide variety of physical and mental disabilities in accordance with state and federal law. Among other services, reasonable accommodation includes specialized software for the blind and visually-impaired, such as Kurzweil 3000, Jaws for Windows, and ZoomText. Assistive Technologist provides textbook conversion of Braille, MP3, large print, and Daisy format. The DSP&S High Tech Lab contains nine computers with DVD-ROM drives and Internet access, a VCR, an overhead projector, an LCD projector, a printer, a photocopier, a fax, and four scanners, as well as a small collection of books and 68 videos with closed captions, mostly in Child Development and Administration of Justice subjects. The lab provides 15 audio cassette recorders to record lectures and wireless access for students who bring their own computers. Specialized equipment and assistive listening devices are provided for those who are hard of hearing. The DSP&S staff consists of a disability specialist, a special services assistant, an assistive technologist, hourly counselors, and six hourly instructors. The director position is currently vacant, but the College is in the process of finalizing the selection process for a replacement.

Other Learning Support Services:

Additional tutoring services and labs are available to students who participate in specific instructional and categorical programs. Lab hours and tutoring vary each semester in these labs based on student need and available funds. These include the following:

Computer Applications and Office Technologies Center (CAOT): The CAOT Center houses 48 workstations and two laser printers that utilize a student print card system. All computers contain the following programs: Microsoft Office 2010, QuickBooks Premier Accountant 2010, Medisoft, GDP 11 & Skill Building (Keyboarding), Express Scribe (Transcription) and also have Internet access. The lab is ADA compliant and is staffed by a full-time Computer Applications and Office Technologies Instructional assistant and a half-time Information Technology Instructional Assistant.

Computer Science-Information Technology Lab (CSIT): The CSIT lab houses 103 student stations, three LCD projectors, and four printers. Two of the printers are on a student print card system. All computers have access to the Internet and access to software and programs necessary for CSIT courses; for example, Microsoft Office 2007, Video Studio 2008 Professional, and Java. The lab also offers a collection of texts and other reference materials that have been donated by instructors and other individuals; texts are loaned to students for use in the lab only. In addition, the CSIT lab has moved from textbook-based classes to CD-ROM books to adaptive, interactive online books.

The CSIT computer lab was renovated and expanded in the fall of 2012 to support classes and provide work spaces for the new A+ Networking students, as well as to meet the needs of computer programmers in C++, Java and Microsoft Visual Studio Languages. Sixty percent of the computers in the CSIT lab are new and operate on Windows 7. The STEM grant provided funds for expansion of the lab and new computers.
STANDARD II.C: Library and Learning Support Services

Multimedia Studies: The Multimedia program currently has two Mac Labs with 50 workstations. All computers contain up-to-date versions of coursework software to support Multimedia courses.

The Extended Opportunity Program and Services (EOP&S): EOP&S is a state funded program dedicated to assisting students with social, economic, or academic disadvantages. The program offers its members individual and group tutoring in both English and math from basic levels to advanced levels (e.g. English 102 and Math 245). EOP&S has two tutors who provide a total of 28 hours of tutoring per week. In 2009 EOP&S created a lending library, which consists of books that have previously been purchased by students with their EOP&S vouchers. The students voluntarily donate their books to the Library in order to assist other EOP&S students who cannot afford to purchase the books.

Child Development Resource Center: Utilizing Career Technical Education (CTE) funds, the Child Development Resource Center offers 70 hours of tutoring per week supported by four bilingual tutors for both individual and group sessions as well as the following:

- Workshops
- Seminars
- Assistance with portfolio preparation
- Career pathway information
- Lending library of text books, resource books, and children’s books
- Laptops and computers for student use
- Information on campus and community resources
- Professional and academic advisement and orientation to support earning California Child Development Permits
- Collaborative study groups

TRIO/Student Support Services (SSS): This is a federally funded service and serves 160 students, typically low-income, some with disabilities. To enhance student success, the program provides tutoring services and assistance in negotiating college life. There are two tutors, one for English and one for Math, working ten hours per week.

SELF EVALUATION

The current Library space (17,330 ASF) does not provide the capacity to serve the projected 15,000 students when the College is built out in 2015 according to its master plan (II.C-3). Additionally, the existing library space is not sufficient to accommodate present needs as identified in the Library’s annual Program Review; moreover, as summarized in Table 1, the Library does not meet Title 5 space standards for an institution the size of Los Angeles Mission College.
The Library’s ability to offer Information Competency workshops and library orientations is limited by the lack of a dedicated computer classroom. A renovation project to build a library computer classroom, scheduled to begin during fall 2006, was postponed due to cost overruns on other bond construction projects. In 2009 after the College reevaluated the current space for library services and anticipated college growth, the decision was made to modernize and expand the Library to include a computer lab for library instruction, 13 group study rooms, quiet reading rooms, a multi-use reading room/instruction room, a food-friendly study room, larger individual study spaces, expanded space for special collections, and convenient electrical outlets throughout the Library. After two years of programming and designing the Library (II.C-4), the expansion and modernization project was postponed once again due to bond construction project overruns.

Adequate funding for library resources continues to be a problem. The Library has a limited annual budget to purchase books for its collection. The last significant update to the book collection was in 2002 when 3,000 new books were added to the collection. These books are already more than nine years old. The last update to the e-book collection was in 2008. In order for the book and e-book collections to remain relevant for students, they need to be updated regularly. For the textbook reserve collection, the Library relies on faculty to donate a copy of their textbook on a temporary basis. Since the last accreditation visit in 2007, the utilization of reserve textbooks increased by 259 percent. Because the textbook collection is an important service to students, the Library will continue working with classroom faculty to keep the collection current. Funding for databases still has not been institutionalized even though the databases are identified as a critical need in the Library Program Review.

Since there is no dedicated line item in the Unrestricted General Fund budget for library databases, and funding for databases is uncertain from year to year, the Library does not automatically renew database contracts as it once did, but instead waits for approval from the Vice President of Academic Affairs and/or the Budget and Planning Committee each time a renewal notice is received. This process makes it difficult to plan ahead. The Fall 2011 Faculty and Staff Survey reflects some of these challenges (Table 2) (II.C-33).

### TABLE 1

<table>
<thead>
<tr>
<th>Existing Assignable Square Footage (ASF)</th>
<th>Title 5 ASF requirement based on 2011-12 enrollment of 6,400 FTE</th>
<th>Title 5 ASF requirement @ projected enrollment of 9,400 FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,330</td>
<td>26,811</td>
<td>36,801</td>
</tr>
</tbody>
</table>

*According to 5 CCR (California Code of Regulations) § 57030
STANDARD II.C: Library and Learning Support Services

Los Angeles Mission College

TABLE 2
FALL 2011 FACULTY STAFF SURVEY (N=158)

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Strongly Agree or Agree %</th>
<th>Disagree or Strongly Disagree %</th>
<th>Not Applicable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Library resources are up-to-date in my academic interest area.</td>
<td>51</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>21. The Mission College library provides students with adequate support for their research needs.</td>
<td>54</td>
<td>8</td>
<td>39</td>
</tr>
<tr>
<td>22. Mission College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library and Tutoring services.</td>
<td>37</td>
<td>32</td>
<td>41</td>
</tr>
<tr>
<td>23. The Library staff at Mission College provides adequate opportunities for collaboration with my department.</td>
<td>54</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>25. The Mission College library is open an adequate number of hours.</td>
<td>47</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>26. The tutoring services provided by the Learning Resource Center are a benefit to our students' academic success.</td>
<td>64</td>
<td>5</td>
<td>31</td>
</tr>
</tbody>
</table>

Less than half of survey respondents agreed or strongly agreed with the following statements: “Mission College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources and in the Library and Tutoring services” (37%), and “The Mission College library is open an adequate number of hours” (47%). A somewhat higher percentage of respondents agreed or strongly agreed that the “Library resources are up-to-date in my academic interest area” (51%), “The Mission College library provides students with adequate support for their research needs” (54%), and “The Mission College Library provides adequate opportunities for collaboration with my department” (54 percent).

Although students rely on computers and printers to access library resources, the Library does not have enough computers. The 27 library computers are in use most hours of the day and there are no computers in group study rooms. When instructors bring their classes into the Library, the existing 27 computers do not accommodate all students. Additionally, several years ago the Library dedicated 3 of the 27 computers to a “Visitor Table” leaving only 24 desktop computers in the Library for student use.

The Spring 2012 Student Survey indicates that 63 percent of LAMC students use the Library multiple times per semester and 85 percent of LAMC students have used the Library at least
STANDARD II.C: Library and Learning Support Services

Once (Table 3). Furthermore 81 percent of respondents indicated they were either satisfied or very satisfied with the Library (Table 4). Finally, 72 percent of students surveyed indicated that they had used the Library Web site at least once. These responses indicate that the Library is doing a good job serving the needs of LAMC students, in spite of the financial challenges it has faced in recent years.

### TABLE 3
**SPRING 2012 STUDENT SURVEY (N=3,219)**

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Multiple times per Semester %</th>
<th>Once per semester %</th>
<th>Once Ever %</th>
<th>Never %</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. How often do you use Tutoring Services?</td>
<td>20</td>
<td>11</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>41. How often do you use Library?</td>
<td>63</td>
<td>14</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>42. How often do you use Computer Labs?</td>
<td>46</td>
<td>13</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>43. How often do you use EOP&amp;S/CARE?</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>76</td>
</tr>
<tr>
<td>44. How often do you use Disabled Students Programs and Services?</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>71c. How often do you use a computer on campus to do school work?</td>
<td>38</td>
<td>25</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>71i. How often do you use the Library website?</td>
<td>28</td>
<td>23</td>
<td>21</td>
<td>23</td>
</tr>
</tbody>
</table>

### TABLE 4
**SPRING 2012 STUDENT SURVEY (N=3,219)**

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Very or Somewhat Satisfied %</th>
<th>Not Satisfied %</th>
<th>Not applicable %</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Your satisfaction with Tutoring Services?</td>
<td>45</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>62. Your satisfaction with Library?</td>
<td>81</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>63. Your satisfaction with Computer Labs?</td>
<td>65</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>64. Your satisfaction with EOP&amp;S/CARE</td>
<td>24</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>66. Your satisfaction with Disabled Students Programs and Services?</td>
<td>17</td>
<td>2</td>
<td>76</td>
</tr>
</tbody>
</table>

**Learning Center (LC):** One of the current challenges of the Learning Center is that according to IT district standards, computers need to be upgraded every four to five years. As a result, the LC Commons computers are due for an upgrade in the next two years, however, funding is limited. Currently, the College is working to determine how and when computers will be upgraded. Another challenge arises when some of the current software used for tutoring is not compatible with newer software. As a result, either some computers will not be upgraded or the LC will need to purchase updated versions of the software. The LC and Information Technology
STANDARD II.C: Library and Learning Support Services

(IT) continue to evaluate tutoring software. Additionally, the LC determined additional space for math tutoring and a plan for the institutionalization of ASC and SSC tutoring are needed. The ASC and SSC will be without funds to provide tutoring when Title V ends in September 2014.

The LRC does not have an adequate number of classified staff and tutors to serve the needs of students at this time. An Instructional Assistant Language Arts position which supports walk-in writing/reading tutoring and assistance in the Learning Lab is currently vacant. Funding for the Learning Lab Math tutors has not been factored into the 2012-2013 LC budget.

The Fall 2011 Faculty/Staff and Spring 2012 Student Surveys indicate how well the Learning Center is supporting instruction and addressing student needs. Over 70 percent of students indicated that they had used the College Computer Labs at least once and 65 percent indicated they were very or somewhat satisfied with the labs. Over 64 percent of faculty/staff respondents agree or strongly agree that “The tutoring services provided by the Learning Resource Center are a benefit to our students’ academic success.” However, only 20 percent of respondents to the Student Survey indicated that they used tutoring services multiple times per semester. A total of 44 percent of all students surveyed reported using tutoring services at least once. Almost the same percentage, 45 percent, indicated they were either very or somewhat satisfied with the services. These responses indicate that the College could improve the efficiency of the tutoring services it provides to reach more students.

Disabled Students Programs and Services (DSP&S): The new DSP&S Coordinator hired fall 2012 will provide stability for the DSP&S Office and its services. Funding for the program has been cut by 49 percent in recent years. These cuts result in less support for all areas of accommodations including counseling, student retention, tutoring, and upgrading and replacing hardware. Approximately 5 percent of LAMC students report using DSPS services at least once a semester (Table 3).

Other Learning Support Services:

Multimedia Studies: Like all computer programs and labs, Multimedia Studies faces a challenge keeping up with costs to maintain equipment and keeping programs up to date. When funding becomes available, they will purchase reference books on software used in the Multimedia labs for immediate student use when needed. Overall the Multimedia labs have sufficient variety of materials to meet student learning needs. As students achieve learning outcomes, they are able to create appropriate work portfolios for the industry but would benefit from reference books on software for immediate use instead of having to check out materials through the Library.

Computer Applications and Office Technologies Center (CAOT): The CAOT Center has limited tutoring and lab hours outside of class time. Except for Windows 2010 (Word, Excel, Access, and Power Point), and Medisoft, CAOT software is only available on computers in the CAOT Center.

Keeping computer equipment and programs up to date is an ongoing concern for CAOT computer classes. The 0.5 Instructional Assistant Information Technology position is barely adequate to keep the equipment in good working order. With Career Technical Education funds,
in 2011 CAOT was able to update its Center with 48 new Pentium 4 computers and an Equitrac Print System.

**Computer Science Information Technology Lab (CSIT):** As the STEM Program progresses, there will be evaluations to measure student success.

**The Extended Opportunity Program and Services (EOP&S):** The tutoring and lending library has been successful in helping students, along with other services provided by EOP&S. Approximately 12 percent of LAMC students report using EOP&S services at least once a semester (Table 3).

**Child Development Resource Center:** The Child Development Resource Center has been successful, and tutors were increased in fall 2011 from two to four. The new challenge they face is an increased need for space as more services are provided. As a result, Room 200 in the Center for Child Development Studies has been dedicated as a resource lab when classes are not in session.

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**ACTIONABLE IMPROVEMENT PLANS**

The College will seek funding to modernize and expand the Library and address immediate needs as defined in the 2013 library Program Review by spring 2014.

The Dean of Academic Affairs and Vice President of Student Services will review learning support services throughout the campus and develop a plan to improve efficiency of services by spring 2014.

The Library will seek funding to create a laptop lending program to expand access of library resources by spring 2014.

By fall 2014 Student Services, in collaboration with Academic Affairs, will develop a holistic approach for student success using resources such as tutoring, supplemental instruction, basic skills development, childcare, and work placement.

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**II.C.1.a. 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 of the institution.**

**Library:** Guided by the Library Collection Development Policy, materials are identified and selected in a variety of ways to meet student learning needs (II.C-5). Collection development tools such as published reviews and faculty requests are used to ensure the quality and appropriateness of resources for the Library collection and students. A list of student requests for books that the Library does not own is utilized to update the Library collection. Additionally, the Library keeps abreast of required materials for new courses and programs through active
participation on the Curriculum Committee. All new courses, programs and course updates undergoing the curriculum review process are reviewed by faculty to help ensure that the Library has adequate materials to support the content of the courses. Faculty report the results of their assessment of the library collection on a library review form (II.C.-6) that is included in Section VIII of the Course Outline of Record (COR) form available online through the Electronic Curriculum Development System (ECD).

As of spring 2012, Los Angeles Mission College offers over 500 courses in 54 different disciplines (II.C-7). The Library strives to support all courses and programs the College offers. In addition to acquiring and maintaining collections to support students’ academic needs, the Library borrows books requested by students and faculty from other LACCD libraries on a short-term basis. There are approximately 900,000 items in the combined LACCD database. If books are not available, students are also referred to public libraries. For computers and printers, the Library relies on the IT Department to maintain and select equipment based on LACCD recommended standards.

**Learning Center (LC):** To ensure the appropriateness of resources, the Learning Center invites faculty members and staff to evaluate and suggest instructional software (II.C-8) and necessary equipment to support student learning. In 2012 the LC initiated a request for an advisory board composed of faculty members and chairs across the curriculum, as well as student and staff representatives, to better assess the effectiveness of its own Learning Center resources. The LC relies on the expertise of the members of individual departments to determine the quality of the instructional materials it purchases. For equipment, LAMC’s IT Department selects the equipment based on LC’s defined needs and LACCD recommended standards. IT and LC staff maintain the equipment. Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.C-9).

**Multimedia:** Multimedia faculty are consulted to prioritize what equipment and/or software should be purchased to meet the continually changing needs of LAMC students. The Multimedia Program has been successful in applying for external funding resources to supplement its budget. Support services for software and equipment are currently being provided by the Information Technology staff.

**SELF EVALUATION**

**Library:** The curriculum process is designed to identify faculty and student needs for Library material. Before ECD implementation, some faculty were reluctant to complete the Library portion of the Course Outline of Record; this is less of an issue since without librarian review, a course will not be approved by the LAMC Curriculum Committee.

The purchase of Library materials is driven primarily by the results of the curriculum process and by the list of student requests kept at the reference desk. Although students may request that the Library purchase materials at the reference desk, this service is not well publicized to the students due to the limited funds available. When funds become available, the Library will utilize a broader range of book selection tools and place request forms on its Web site so that students can recommend materials for acquisition more easily.
ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in Information Competency.

DESCRIPTIVE SUMMARY

Information Competency is one of LAMC’s Institutional Learning Outcomes and is defined as the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. This definition was adopted by the Academic Senate in 2001 and is posted on the Curriculum Committee Web site (II.C-10).

Students who are information competent will evidence the following:

1. Recognize when information is necessary
2. Develop effective research strategies
3. Locate and retrieve information in a variety of formats
4. Analyze, evaluate, organize, and synthesize information
5. Create, present, and communicate information via multiple mediums
6. Use information legally and ethically.

Support for the acquisition of Information Competency skills is addressed at multiple levels at Los Angeles Mission College; based on reports generated by the online Student Learning Outcome (SLO) system, 239 courses have one or more course SLOs linked to the Information Competency Institutional Learning Outcome. Additionally, the Library, Learning Center, and other learning support labs provide instruction and assessment of Information Competency skills.

Library: The Library is engaged in ongoing efforts to develop and support student skills in Information Competency including reference desk services, a for-credit research course, faculty-requested general or assignment-specific workshops, research guides, and online and print tutorials.

Librarians consider each student question as an opportunity to improve the student’s Information Competency skills. They assist students in identifying appropriate sources, provide instruction in the use of databases, help them evaluate resources, and instruct students in correct source citation.

The Library coordinates with classroom faculty by scheduling workshops, either general library or assignment-specific workshops, in which information competencies are taught. Over 100 of these workshops took place during 2011, attended by over 2,000 students. The Library has also
made special arrangements with the health faculty to create and offer a health-specific workshop that instructs students on how to find relevant information for their health assignments. The workshops are required for Health 11 students; they are offered once a week, and they also are available in an online tutorial version (II.C-11).

Instructional librarians review and assess the workshop exercises. Based on student performance, they make changes to the content and emphasis of the workshop. Though the data is limited, the Library workshops are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises. Using attendance statistics, the Library attempts to schedule workshops during times and days that students are most likely to attend. The Library also offers a library Research Methods class (LS101) in which students are taught Information Competency, and teaching and learning are assessed using assignments and tests. The Library periodically surveys student satisfaction with library services and their confidence level in using library resources for their class assignments. The most recent survey was conducted in 2011 (II.C-12).

In addition to the Library, other campus areas cover some of the six Information Competency skills as well.

The Learning Center (LC) offers workshops for science and math classes, writing and critical thinking. Nine Critical Thinking WORKOUT!s are provided throughout the semester by the LC Title V HSI Academic Success Center and are accessible online (II.C-13). These Critical Thinking WORKOUT!s are offered as in-class supplemental instruction as well as to students individually or in groups. The LC Title V HSI Science Success Center’s workshops in Biology, Physics, Chemistry, Anatomy, and Astronomy foster analytical skills and assist students in synthesizing information (II.C-14). The LC has tutoring labs for writing, reading, science, and mathematics.

The LC’s Institutional Learning Outcomes (ILO) Web page provides links to online skill building resources and tutorials for all seven ILOs including Information Competency (II.C-15). In addition, the Academic Success Center and the Student Success Center tutors teach evaluating, synthesizing, and communicating information skills.

The LC Academic Success Center (ASC) provides workshops developed to lead to independent student learning in the areas of critical thinking, research methods, and writing development (II.C-16). The ASC uses individual student evaluations to assess the effectiveness of the workshops. Based on the results of the student evaluations, the ASC continues to research, revise, create, and develop workshops that meet the students’ needs.

The LC Science Success Center (SSC) provides tutoring, review workshops, and study group sessions tailored to student course work and are organized to enable students to apply both critical thinking and communication skills. The SSC’s students are tracked by their attendance frequency; at the end of each semester, SSC compares student success rates between students who did and didn’t use SSC services. Based on student surveys and faculty suggestions, the SSC sets goals to improve its services. Tutors keep records of student-challenged areas during the semester. Based on this information, handouts, workshops, or video tutorials are developed to improve student learning.
Disabled Students Programs and Services (DSP&S) teaches Information Competency through their Learning Skills and Personal Development classes. These classes are taught by a psychologist, a social worker, and disability professionals. These professionals facilitate disabled students’ access to a variety of basic subject matters such as math and grammar. They also help facilitate skill development in testing, note taking, and subject matter analysis, such as in College Survival Skills (PD 17) (II.C-17). DSP&S assesses Information Competency through the use of a basic skills assessment and evaluates teaching effectiveness through the use of instructor evaluations by students and staff, in addition to student tests and quizzes.

The Multimedia Program students use a variety of online resources for self-guided research and instructor video tutorials to increase critical thinking skills; the program uses Student Learning Outcome rubrics that reflect technology literacy in every course. Most Multimedia faculty give a course entrance quiz and a final exam that measure competency in course material including Information Competency. Students participate in a course project critique, verbalizing understanding of information and concepts in a group setting. Feedback is dialogue based. Faculty are increasingly using Student Learning Outcome assessments to evaluate student understanding of material. The Program Review process is used to gauge overall program effectiveness.

SELF EVALUATION

Although Information Competency is addressed at multiple levels at Los Angeles Mission College, implementation has declined in some areas. From 2003 to 2010, the Library offered six workshops that addressed the six Information Competency skills listed above. The Library experienced very little attendance in those workshops until the English Department made them mandatory for students, after which participation ballooned (over 1,000 students attended the workshops each semester). Assessing the success of the workshops beyond attendance and completion of an in-class exercise, however, was not done as such an assessment would require the Library to track academic success between a control group that did not take any workshops and a control group that did in order to determine the effect of the workshops. In 2010 the English Department decided to stop requiring the Library workshops, and attendance dwindled to the point that the workshops were discontinued. At present, the Library offers a single workshop on health-related research; since instructors in health classes require it, attendance levels keep the workshop viable. The Library still provides Information Competency instruction in the form of instructor-initiated orientations, research assistance at the reference desk, online and print tutorials, research guides, and a for-credit research class.

Outside of the classroom, it is difficult to gauge the effectiveness of Information Competency instruction because the usual assessment tools, assignments and tests, are not available. Instead, entities like the Library, LC, and DSP&S rely on surveys to determine student satisfaction, or lack of it, and make instructional changes based on those survey results.

Some disciplines like English assess Information Competency skills through their SLO assessments. For example, one of the SLOs for English 101 is to “Produce a 6- to 8-page research paper which utilizes library research materials and documents evidence.” The thesis, content, and research of the paper are assessed utilizing a standardized rubric for all English 101 classes.
In order to assess Information Competency campus wide, the College revived an Information Competency Task Force during fall 2012 to formulate and conduct a campus wide assessment to determine if students have attained Information Competency skills through their courses and experiences at Los Angeles Mission College.

**ACTIONABLE IMPROVEMENT PLAN**

The College will establish a library computer lab within the Library for Information Competency workshops and library research orientations by fall 2013.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.**

**DESCRIPTIVE SUMMARY**

**Library:** In the fall and spring semesters, the Library is open a total of 53 hours per week. The current Library hours are 8:00 a.m. to 7:00 p.m. Monday through Thursday; 8:00 a.m. to 1:00 p.m. Friday; and 10:00 a.m. to 2:00 p.m. Saturday. The hours are different for summer and winter sessions.

Databases and other electronic resources are available through the Library’s Web site 24 hours a day/7 days a week. All the databases that the Library subscribes to are accessible to users with disabilities as required by state and federal law. Some of the Library databases provide options to listen or download audio files to MP3 players and other devices. Additionally, DSP&S maintains a variety of software and hardware to assist students with disabilities.

Assignment specific workshops and library research orientations are offered during class time by request while other workshops are scheduled outside of class time. One workshop is currently offered online. In 2011, 636 students participated in the online health workshop (II.C-18). The Library plans to develop additional online tutorials and workshops so that all students have access to Library and Information Competency instruction. When creating a workshop schedule, the Library considers students’ needs as determined by workshop attendance and survey responses.

**Learning Center (LC):** The current hours of operation of the Learning Center Learning Lab, Math tutoring, and Success Centers are 11:00 a.m. to 7:00 p.m. Monday through Thursday. The ASC and SSC e-Labs provide anytime and anywhere access to online workshops (II.C-19) and college success support materials (II.C-20).

With funding from the Title V HSI-ISSA grant, the LC has provided over 200 online workshops for students and online access to Reading Plus software that enables students to improve reading comprehension and speed.
The Computer Commons provides learning disability software for DSP&S students, such as Premier Assistive software, which helps with learning disabilities such as dyslexia.

Other Learning Support Services:

EOP&S provides academic counseling and tutoring. Tutoring: three tutors for a total of about 22 hours per week (II.C-21). Tutoring is intended only for EOP&S students, about one hour per week per student. Workshops: about two per semester (self-help, study habits, etc.).

STEM Math Center provides 40 hours per week (II.C-22) of tutorial support for Math 115 and above. Online homework assignments and video tutorial support are available for students as well (II.C-23).

TRIO/Student Support Services (SSS) provides 32 hours a week of tutoring services for the students in its program in math, English, and assistance in negotiating college life (II.C-24).

Child Development provides four bilingual tutors who offer 70 hours of tutoring per week for Child Development students (II.C-25). The tutoring is designed to help students with course completion, certificates, etc.

Law provides 17 volunteer tutors for peer mentoring and tutoring for LAMC students enrolled in online law classes (II.C-26).

SELF EVALUATION

Library: Since the last accreditation visit in 2007, students and faculty who want to log in to databases from off campus no longer have to come into the Library to obtain usernames and passwords. Students now use their Student ID (SID) number and their Personal Identification Number (PIN) to access library databases from off campus. Faculty and staff use their campus e-mail user name and password to log in to databases from off campus.

Although the databases that the Library subscribes to are technically accessible to users with disabilities as required by state and federal law, library computers do not have adaptive screen reader software installed on them. Students who need specialized software are referred to the DSP&S Lab, which is located in the Instructional Building.

In the Fall 2011 LAMC Student Survey, 81 percent of the 158 students who responded indicated that they agreed or strongly agreed that they were satisfied with library services. This survey was conducted prior to library staffing and library hours being reduced in fall 2012. Reduced hours result in less access to library services including book and periodical collections, research help, textbooks in the reserve collection, workshops, quiet, and group study space, use of computers, printers, scanner and photo copy machine.

In the Spring 2012 Student Survey, 63 percent of the 3,219 LAMC students who responded indicate that they spend three hours or less at the College outside of class/work time. For the Library to remain accessible and relevant to all students, the Library will continue developing and providing access to online resources and services in addition to its physical collections and face-to-face services.
Learning Center: The STEM grant has increased the number of tutoring hours for Math 115 and above; however, limited tutoring hours and lack of adequate quiet space in the Learning Center for Math 105 and Math 112 students is a continuing concern. The Learning Center has struggled to provide adequate access to learning support services. The lack of Saturday tutoring hours and the limited hours of operation leave the needs of many students unmet. Evening and weekend students need extended services during these times.

Although there are several computers in the Computer Commons that are designated for DSP&S students with assistive software, the software is outdated and should be upgraded.

Other Learning Support Services:

EOP&S: In spite of the recent financial cutbacks, EOP&S still services about 800 students, 300 more than the state mandated requirement. Two years ago EOP&S was servicing 1,200 students, but recent cutbacks have forced a 33 percent drop in services.

Law: The Director of the Paralegal Program has started a pilot project to assess its online tutoring. Title V has provided funds for two tutors and the Director is working with classes in sociology, business, and the Paralegal Studies Program on a pilot project to assess this service.

DSP&S: The DSP&S lab has software and equipment necessary to access library databases and support students that need special accommodations.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

The Los Angeles County Sheriff’s Department is contracted by the Los Angeles Community College District to provide all law enforcement and security services for each of its nine campuses. The Library and other learning support services are located in locked rooms within secure buildings with the exception of the Learning Center, which is an open space on the lower level of the Library Building. Sheriff staff members coordinate with the campus administration as to when spaces are to be locked. An authorization and accountability system is in place for issuing keys to campus faculty and staff through the Plant Facilities Department. Plant Facilities staff also maintains all fire extinguishers located on campus in compliance with the fire code.

In general, maintenance functions such as cleaning and minor repairs in the Library and other learning support services are performed by designated facilities personnel, and other repairs are contracted out by facilities. The Information Technology staff maintains Library and campus computers and printers. The Multimedia, Learning Center, CAOT, and CSIT labs have Instructional Assistant Information Technology staff members that assist with maintaining the
computers and printers. Additional and special maintenance is carried out through agreements and warranties with respective vendors.

**Library and Learning Center**: Library materials are electronically sensitized and security gates are in place to alert staff when materials that have not been checked out pass through the gates; however, one of the security gates no longer triggers an alarm when books are passed through the system without being checked out. A side emergency door is equipped with an alarm system and serves as an alert when improperly used. Panic buttons, located at the circulation and reference desks in the Library and the information desk in the Learning Center, are designed to notify the Sheriff’s Office of urgent and emergency situations; however, these buttons are not activated.

**Disabled Student Programs and Services**: Offices and workspaces are located in the Instructional Building with security cameras throughout the office monitored by the Sheriff’s Office.

**SELF EVALUATION**

Facilities staff are very responsive to general maintenance requests; however, some major repairs have not been successful. The security gates in the Library are old and need to be repaired or replaced. The panic buttons at the service desks in the Library and Learning Center were disconnected, and the roof continues to leak even though repairs have been performed on multiple occasions since 1998. The leak has caused loss of ceiling tiles, books, and furniture.

The College administration recognizes that it is important to have functioning security systems and repaired and reconnected the panic buttons in the Library and Learning Center in December 2012. A test of the panic buttons is planned during the 2012 winter break. The College plans to replace the Library security gates in spring 2013 when used security gates from Pierce College and Harbor College (two of nine colleges of the LACCD) are available.

Another security problem is the open space in the Library Building designated as the Computer Commons area of the Learning Center. Because the Library and other offices are open at times other than when the Center is open, students are often found in the Commons area before and after hours Learning Center hours of operation.

Prompt responses to computer technology equipment repair requests are facilitated by the online LAMC Work Request system. Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff. LAMC’s new Technology Plan addresses maintenance and replacement of computer equipment (II.C-27).

**ACTIONABLE IMPROVEMENT PLAN**

The College will implement a preventative maintenance plan for the Library and LRC Building to correct reoccurring drainage problems by summer 2013.
II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

Library: The Library has a formal agreement with the Community College League of California for a cooperative buying of online information resources. The agreement with the League benefits the College through reduced prices. Additionally, in January 2012 the California Community College Chancellor’s Office (CCCCO) entered into a five-year contract with EBSCO to provide all California Community Colleges with a group of databases. These electronic resources are heavily used by students on campus and off campus. The Library evaluates the usefulness of these products through usage statistics and the curriculum review process.

In addition to the formal database agreements, an informal agreement exists among the libraries of the colleges in the Los Angeles Community College District to borrow and lend books. The District server is maintained by District IT personnel, and the Library database is maintained by the District librarians.

Learning Center (LC): The Learning Center has maintenance contracts for Reading Plus. The other software programs that are available on the LC computers were purchased by individual departments or specially funded programs. The faculty who provided input on the purchase of these non-contracted software programs evaluated their effectiveness within their departments and requested that the LC provide access to them for students and faculty. The Learning Center Faculty Satisfaction and Software Evaluation Survey provide the Learning Center with evaluations of the use and effectiveness of current LC academic software.

Academic Success Center (ASC): Title V Hispanic Serving Institutions (HSI), Improving Student Success and Access (ISSA), purchased Reading Plus in 2011, a software program for students that improves reading speed, reading comprehension, and vocabulary levels.

Before purchasing the software, research was conducted on its effectiveness through a pilot program conducted by the ASC. Reading Plus tracks student progress within the program alerting instructors when students are struggling and incentivizing continued use through award certificates when students move up a reading level.

At the close of the fall 2011 semester, student reading improvement data was collected and evaluated (II.C-28).

Disabled Students Programs & Services (DSP&S): DSP&S has liaisons with the following external agencies to provide services to LAMC students:

- Department of Rehabilitation: career and jobs for the disabled while attending school
STANDARD II.C: Library and Learning Support Services

- Independent Living Centers: assistance with daily living skills
- Jay Nolan Institute: serving the Developmentally Delayed
- Braille Institute: serving the visually impaired
- National Captioning Institute: providing caption video
- California Association for Postsecondary Education and Disability: networking and training for professional staff and advocates for students with disabilities in higher education in California
- Numerous disability listservs
- High Tech Center Training Unit in Cupertino, California: training on Assistive Technology and new Federal and State regulations
- Tierra Del Sol: serving the Developmental Delayed

DSP&S has warranties and maintenance agreements with the vendors for much of its equipment.

There are several contracts for hiring outside agencies for interpreters and real-time captioning, such as Interpreters Unlimited, Lifesigns Inc., LiNKS Sign Language and Interpreting Services, Network Interpreting Service, Western Interpreting Network, Accommodating Ideas Inc., and Total Recall Captioning Inc. Learning Alley is also available from DSP&S through a California Community College Chancellor’s Office grant.

Other Learning Support Services:

Child Development: The Child Development Department contracts with the California Department of Education for two programs to support student success: (1) Child Development Training Consortium (www.childdevelopment.org) and (2) California Early Childhood Mentor Program (www.ecementor.org). Additional student learning support is provided by a contract with WestEd (California Community College Professional Preparation Project).

The Child Development Department is required by the grant to provide a parent survey each spring and report the results to the California Department of Education by July 1. Each Student Service area is also required to measure and assess its Service Area Outcomes (SAOs). Both contracts are evaluated by the state as well as through mandated student evaluation forms gathered each semester in addition to the extensive reporting system required of the campus coordinator. Assessment data is gathered and compiled at the state offices, not at the individual campuses. Full reports can be obtained from the Web sites listed. The third contract to provide student learning support with WestEd (California Community College Professional Preparation Project) is evaluated by the results of the contract year including curriculum revision, alignment, and purchase of resource materials. Evidence of these accomplishments is submitted to the WestEd Office for evaluation. A parent survey and a student survey are used to collect data.

Tutoring records are kept for each student tutored either individually or in small groups. Records of the courses and sections being tutored, as well as student success are maintained. Interactions between tutors, program assistants, and faculty are logged to chart progress of the programs. A student survey is administered to assess effectiveness as well as to explore additional services that can be offered to support student success.
**Computer Applications and Office Technologies (CAOT) Center:** CAOT uses computing hardware which is purchased with a three-year warranty that gives free technical support and replacement parts during that time. Consumer products normally include only a one-year warranty.

CAOT uses some software that is registered with a License—Microsoft Windows Operating System, Microsoft Office (Business Productivity), Intuit QuickBooks (Accounting/Bookkeeping), Faronics Deep Freeze (Computer Management), Symantec Ghost Solution Suite (Computer Management), Microsoft Frontline (Antivirus). Some software has maintenance agreements which include free software updates/upgrades and free technical support during the agreement period.

**Computer Science and Information Technology Lab (CSIT):** The Microsoft Academic Alliance program provides students and faculty with the latest versions of software and operating systems. The service is easy to access by both students and faculty. Without this service, classes would rapidly become outdated because both software and operating systems need to be updated on a yearly basis to remain current with industry standards. This service (MS Academic Alliance) is being used by 98 percent of CSIT students. Evidence of the usage is the number of electronic devices loaded with the software that the students use for their coursework. The Web site that handles the software download tracks the number and types of software that each student downloads. This information is available in report form to the account administrator. One of the important features of the site is that it maintains a logged history of the legal usage of the downloaded software. CSIT's funding for the online TCT Technical Training came from Career Technical Education (CTE). The contract for Microsoft Alliance is part of the campus site license agreement with Microsoft.

The mechanics of renewal and registration of the LAMC Microsoft Academic Alliance contract used to be handled by the CSIT Discipline; however, they are now handled by the District and the LAMC Information Technology Department. At the beginning of each semester, the list of current students and their ID numbers is uploaded to the Microsoft Academic Alliance site. The students are then sent an e-mail notification of their username and password along with instructions on how to use the site. IT can provide a list of the students and any report samples that are needed. Participating in this program reduces the cost of software and operating system upgrades for both the campus and the students.

**SELF EVALUATION**

**Library:** Since the last accreditation visit in 2007, library databases are no longer funded with state Telecommunications and Technology Infrastructure Program (TTIP) funds. Each community college in the state now determines if library databases will be funded and at what level. The adequacy of contracted periodicals and databases is reviewed primarily through the curriculum review process.

**Disabled Students Programs and Services (DSP&S):** DSP&S contracts with interpreters and real-time captioning have been approved by the LACCD Board of Trustees and are strictly monitored by the Personnel Commission. However, the Personnel Commission wants all
colleges to use all resources within the Los Angeles Community College District before hiring an outside agency.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Library: All Library and learning support services participate in the College’s Program Review process on a three-year cycle that includes annual review of objectives and needs. In the College’s shared governance model, the Educational Planning Committee, Student Support Services Committee, and Facilities Planning Committee are responsible for facilitating Program Review and validating the information returned by the units in their respective areas.

In addition to Program Review, the adequacy of Library resources is evaluated through the curriculum process, Student Learning Outcome assessments in the form of surveys, workshops, exercises, and usage data. Over 357 students enrolled in five disciplines completed the fall 2011 Library Survey (II.C-29).

Learning Center (LC): Every three years, the College requires the Learning Center to provide a comprehensive Program Review and presentation of the review to the Educational Planning Committee (EPC) in order for the institution to assess the effectiveness of the LC resources in terms of quantity, quality, depth, and variety. The EPC provides recommendations for the LC to complete before the next comprehensive review. In addition, the LC completes a yearly program review to update progress on EPC recommendations and reassess budget needs. As part of Program Review, the Learning Center provides an evaluation of how its objectives align with the institution’s Institutional Learning Outcomes (II.C-30) and the LC Student Service Area Outcomes (II.C-31). Although the LC has always invited faculty involvement in determining quantity, quality, depth, and variety of LC resources, no formal advisory process existed prior to 2012. However, in 2012, the Learning Center initiated a request for an advisory board composed of faculty members and chairs across the curriculum as well as student and staff representatives to better assess the effectiveness of the LC’s resources. The LC relies on the expertise of the members of individual departments to determine instructional materials it purchases and invites faculty members and staff to evaluate and suggest instructional materials and necessary equipment to support student learning.

Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab. The LC uses a comparison of pass rates for students who use the LC to those who do not use LC support services to evaluate the effect of tutoring programs on student success.
Multimedia Studies: Multimedia faculty have developed a tutor/student survey and checklist to measure effectiveness and quality of interaction between student and staff. Full-time faculty conduct informal polls on effectiveness of the student/tutor relationship, and the overall condition of Multimedia Lab usage is tracked by the Multimedia Vice Chair based on its Program Review, faculty evaluation, tutor evaluation, and grades.

Multimedia is currently assessing all lab courses in the program through the assessment of its Student Learning Outcomes. Multimedia instructors are industry professionals and maintain relevant hardware and software used in a professional environment. Proper student training requires programs to stay as current as possible with technology. Multimedia consults with CTE advisory members and faculty who advise the program on industry-related resources that would benefit student leaning.

SELF EVALUATION

Library: Assessing Library Service Areas Outcomes and Student Learning Outcomes through surveys, workshop exercises, usage data, and Program Review assists the Library in identifying student needs and ways to increase students’ understanding and confidence in finding information and using library resources. The Library implements changes to its hours, workshops schedule, and workshop content based on assessment results. For example, additional clarity was added to a library workshop when students were not able to identify reliable Web sites on an exercise. When students indicated on a library survey that the primary way they find out about library services is through their instructors, the Library formulated an objective in Program Review to “intensify communication with faculty about library services.” In addition, the Library staff utilized the Library student survey results to determine fall 2012 library hours when staffing was reduced. The Library also utilizes LAMC and LACCD student survey results to plan library services. For example because 63 percent of LAMC students indicated that they spend three hours or less at the College, outside of class/work time, the Library plans to continue to develop and provide online resources and services in addition to its physical collections and face-to-face services (II.C-32).

Learning Center (LC): The Learning Center invites faculty involvement in determining quantity, quality, depth, and variety of LC resources to meet on an informal basis. To better identify the needs of students across disciplines, in 2012 the LC initiated a request for an advisory board composed of faculty members and chairs across the curriculum, as well as student and staff representatives.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
STANDARD II.C - EVIDENCE

Evidence documents can be found at: http://www.lamission.edu/2013accreditation/IIC.aspx

II.C-1  The Library Web site
II.C-2  Learning Lab Academic Software
II.C-3  Facilities Master Plan
II.C-4  Library LRC Program Report May 3, 2010
II.C-5  Library-LRC Collection Development Policy
II.C-6  Library Review Form
II.C-7  Los Angeles Mission College 2011-2012 Catalog
II.C-8  Learning Center Faculty Satisfaction and Software Evaluation Survey
II.C-9  Learning Center Effectiveness Survey Results from Students
II.C-10 Curriculum Committee Web site
II.C-11 Health 11 Workshop Online Tutorial
II.C-12 Library Services - Student Satisfaction Survey Results
II.C-13 Academic Success Center Web site
II.C-14 Science Success Center Web site
II.C-15 Institutional Learning Outcomes in the Learning Center
II.C-16 Workshop to Develop Critical Thinking and Research Methods
II.C-17 College Survival Skills (PD 17)
II.C-18 Online Health Workshop Participation
II.C-19 e-Labs
II.C-20 College Success Support Materials
II.C-21 EOP&S Office Hours
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