

# ACCREDITATION PROGRESS REPORT



## **Los Angeles Mission College**

13356 Eldridge Avenue  
Sylmar, California 91342

**March 15, 2008**

# Accreditation Progress Report

Submitted by Los Angeles Mission College

March 15, 2008

Approved by the LACCD Board of Trustees February 27, 2008

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Sylvia Scott-Hayes, President

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Dated

March 11, 2008

Accrediting Commission for Community and Junior Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

Dear Members of the Accrediting Commission:

Enclosed is the accreditation progress report for Los Angeles Mission College. The progress report was prepared to address both the campus and district recommendations as a result of the accreditation team's visit in March 2007.

The campus began to address the recommendations shortly after the visiting team's exit presentation and intensified its efforts once the final evaluation report was received in July. A leadership retreat was held at the end of July with faculty representatives and all administrators to discuss how to organize the response to the ten recommendations and the two commission concerns. The accreditation steering committee met in the fall to plan a campus-wide retreat which was held in early October. The retreat focused on campus relationships, governance, institutional planning, and student learning outcomes.

A large number of individuals were involved in the preparation and/or review of the progress report including campus faculty, classified staff, administrators, and district personnel. Monthly updates on the status of the report were given at the Academic Senate, College Council, and Educational Planning Committee meetings. In addition, the progress report was e-mailed to the entire campus to solicit feedback and allow all constituents to review the document. The report was submitted to the Board of Trustees on February 20, 2008; an oral presentation was made to the Board February 27, and the report was formally approved by the Board the following week.

We are encouraged by the enthusiasm and collaborative efforts of the campus community to address the ACCJC's recommendations and concerns in the last year. We have made significant progress in the areas of planning, student learning outcomes, campus relationships, governance, and administrative staffing. We look forward to the accreditation follow-up team visit in April and the opportunity to continue to improve our institution.

Sincerely,

Ernest H. Moreno, President

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# Los Angeles Mission College

## ACCREDITATION PROGRESS REPORT

### March 15, 2008

#### **Recommendation 1: Campus Relationships**

**The college is making progress in the development of institutional processes that assure inclusive and collaborative governance. To assure the sustainability of these efforts, the college must clarify and codify institutional relationships. The team recommends that the college establish clearly written policies that encourage institutional leaders to work together collegially and to regularly share these policies with all constituent groups within the educational community (Standards I.B.1, I.B.2, I.B.4 III.A.4, IV.A.1, IV.2, IV.2.a, IV.3, IV.5).**

After receiving the accreditation team's final evaluation report in July 2007, a leadership retreat was held July 27 to review and plan strategies to address the college's response to the recommendations (1.1). Areas that were discussed included strategic goal development, unit assessment and planning, and the linkage of unit assessment to college educational strategic goals and resources, shared governance, and the college fiscal outlook and issues.

In early September, the Academic Senate invited all interested faculty to participate in an accreditation steering committee meeting on September 25, 2007 to discuss how best to respond to the accreditation recommendations and to develop action plans (1.2). The recommendations were divided into three major areas: collegiality and shared governance, planning and accountability, and student learning outcomes and assessment. Task forces were formed for each area. The Collegiality and Shared Governance Task Force members were asked to do research and to provide suggested language for a code of conduct statement. Several task force members proposed language for the statement, and early drafts were circulated among members.

A campus-wide retreat was held in October to provide a forum for a broader discussion of the accreditation recommendations and plans for responding to them; 48 faculty and staff members attended (1.3). There was a breakout session during the retreat to discuss the proposed language for the Code of Conduct Statement. The participants agreed on a statement which was condensed from the original draft. The Code of Conduct included language that stated that those representing or acting on behalf of the college have a responsibility to conduct themselves in a manner that will maintain civility (1.4). The code encourages institutional leaders to work together collegially by promoting conflict resolution, respect, fairness, and a commitment to student success and learning. At the end of the retreat, the document was presented to all the participants, and subsequently was distributed to the campus community via e-mail.

Other accomplishments and highlights of the campus-wide retreat were

- The role of the Shared Governance Task Force and the process for writing the charters for all shared governance committees was discussed.
- During a Planning and Accountability breakout, a draft of the new template for unit assessment was presented and the components were discussed along with how to integrate the process with budget and planning to improve institutional effectiveness.

The group agreed that the template which was developed for the academic units could be easily modified for non-instructional units. Time frames for the unit effectiveness review and operational planning were discussed and suggestions made to align these two processes. It was further recommended that the Educational Planning, Student Services, Facilities, and Budget and Planning Committees begin to develop timelines for collecting, organizing, and prioritizing resource requests to align with the operational planning calendar.

- An update as to our progress on Student Learning Outcomes was given. The importance of accelerating this process was emphasized and handouts were distributed to assist in developing SLOs, assessments, and rubrics. A presentation was given on eLumen, a database program Los Angeles Mission College is considering purchasing to assist with SLOs and assessment. A handout from the AFT concerning faculty evaluation and the role of SLOs was distributed.

The College Code of Conduct was presented to the Academic Senate at its November 1 meeting (1.5) and approved at the December 6 meeting (1.6) with minor modifications. It was approved unanimously by the College Council at its December 20 meeting (1.7) and will be incorporated in the charters of the shared governance committees as part of the membership responsibilities. While violations to this code have not occurred since its approval, any staff member displaying unprofessional and or uncivil behavior could be referred to human resources for violating District standards of professionalism as delineated in LACCD Personnel Guide policies B474 and B476 (1.8). In order to ensure that this information is regularly shared with all constituent groups within the educational community, the Code of Conduct and the Shared Governance Committee Charters have been posted on the college website. Additionally, the Code of Conduct will be published in the schedule of classes and college catalog.

A change in the campus e-mail policy was also instituted during the summer of 2007 which restricted distributing e-mail messages to the entire campus without prior approval from an administrator (1.9). This change eliminated the practice of sending blanket e-mails to attack or criticize decisions or individuals. In addition, the college president on multiple occasions made it very clear that there would be zero tolerance for inappropriate e-mails, public comments, and behavior.

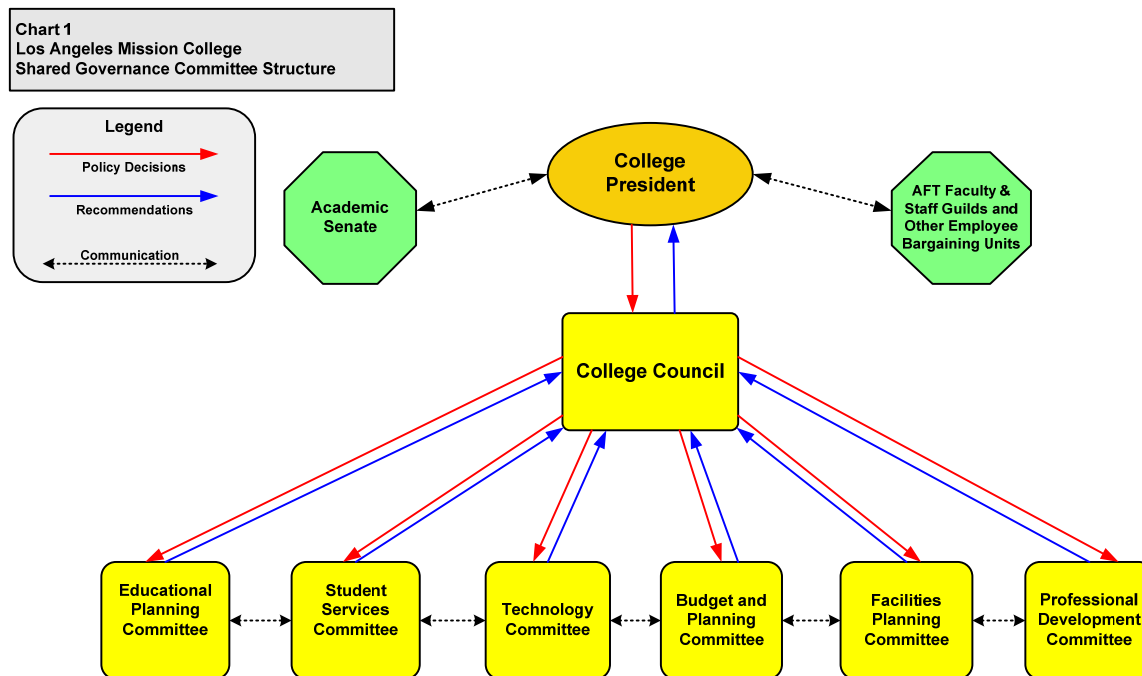
Evidence:

- 1.1 LAMC Leadership Retreat PowerPoint presentation, July 27, 2007
- 1.2 Accreditation Steering Committee meeting agenda, September 25, 2007
- 1.3 LAMC Retreat Agenda and Minutes, October 5, 2007
- 1.4 LAMC Code of Conduct
- 1.5 Academic Senate Minutes November 1, 2007
- 1.6 Academic Senate Minutes December 6, 2007
- 1.7 College Council Minutes December 20, 2007
- 1.8 Personnel Guide policies B474 and B476
- 1.9 E-mail from Maury Pearl, July 23, 2007

## **Recommendation 2: College Governance**

**It is commendable that the college crafted and approved a new governance model. However, the model is untested and will require a commitment to the tenets of participatory governance to make it successful and useful to the college decision-making process. The team recommends that the areas of responsibility be defined to clarify the outcomes of any given governance process (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3).**

At the May 22, 2007 College Council meeting, it was determined that there was a need for a Shared Governance Task Force to oversee the new shared governance committees to ensure that committee charters were written, co-chairs and a recorder for each committee were chosen, and meetings were scheduled. The Shared Governance Task Force began meeting in June 2007 and developed a template for the shared governance committee charters including the purpose, membership, authorization, goals and objectives, reporting system, membership responsibility and code of conduct. The new shared governance committees, shown in Chart 1 below, are as follows: Budget and Planning Committee, Educational Planning Committee, Facilities Planning Committee, Professional Development Committee, Student Support Services Committee, and Technology Committee. Each committee has representatives from administration, faculty, classified, students, the Academic Senate and the Faculty Guild (2.1).



By the beginning of fall 2007, all the shared governance committees were actively meeting (2.1), had established their membership, had elected co-chairs, and developed their charters (2.2).

### Evidence:

2.1 Minutes of shared governance committee meetings

2.2 Charters of shared governance committees

### **Recommendation 3: Evaluation and Effectiveness of Governance Committees**

**The team recommends that the College Council implement the regular and systematic evaluation of the effectiveness and integrity of its shared governance committees by fall 2008 (Standard IV.A.5).**

At the November 15, 2007 College Council meeting (3.1), the Shared Governance Task Force reported that the membership on the committees had been finalized and a discussion was begun about an annual evaluation of the committees. At the December 20, 2007 College Council meeting (3.2), a Shared Governance Committee self-evaluation form was distributed, and the following recommendation was approved and passed unanimously (3.3):

*The Shared Governance Task Force (SGTF) is recommending to College Council that an evaluation of the Shared Governance Process be performed on a yearly basis beginning in the spring 2008.*

- 1) Co-chairs of each Shared Governance Committee will perform a self-evaluation to be submitted to the SGTF by the first Friday in May (see proposed attached form).*
- 2) Each Shared Governance Committee will also submit a copy of the minutes from each meeting of the year.*
- 3) The SGTF will incorporate the above information and provide a comprehensive written evaluation to be submitted at the May College Council meeting.*

The cycle of evaluation is from the fall semester to the end of the spring semester.

#### Evidence:

3.1 College Council Minutes, November 15, 2007

3.2 College Council meeting minutes, December 20, 2007

3.3 Shared Governance Committee Self-Evaluation Form

### **Recommendation 4: Planning**

**The team recommends that the college-wide unit assessment (program review) effort should be revitalized. The cyclical approach to unit assessment, if systematically implemented, should align the college budgeting process with the planning process. The college should define a clear link between budgeting, enrollment planning, staffing, instructional equipment, technology, and facility maintenance (Standards I.B.4, I.B.6, I.B.7, III.A., III.A.6, III.B, III.B.2, III.2.a,b, III.C, III.C.1.a, III.C, III.C.2, III.D, III.D, III.D.1.a,b,c,d, III.D.3).**

The college has redesigned and streamlined the unit assessment (program review) process so as to align the college planning, resource allocation, and budget preparation processes. In summer 2007, a task force of the college's Educational Planning Committee (EPC) met to re-examine and strengthen the linkages between planning and resource allocation. The task force adopted the approach that the resource allocation process should be directly linked to the advancement of the college's strategic goals, which are focal points of the unit planning and assessment process. A college leadership workshop held in summer 2007 (4.1) sought to align college strategic goals

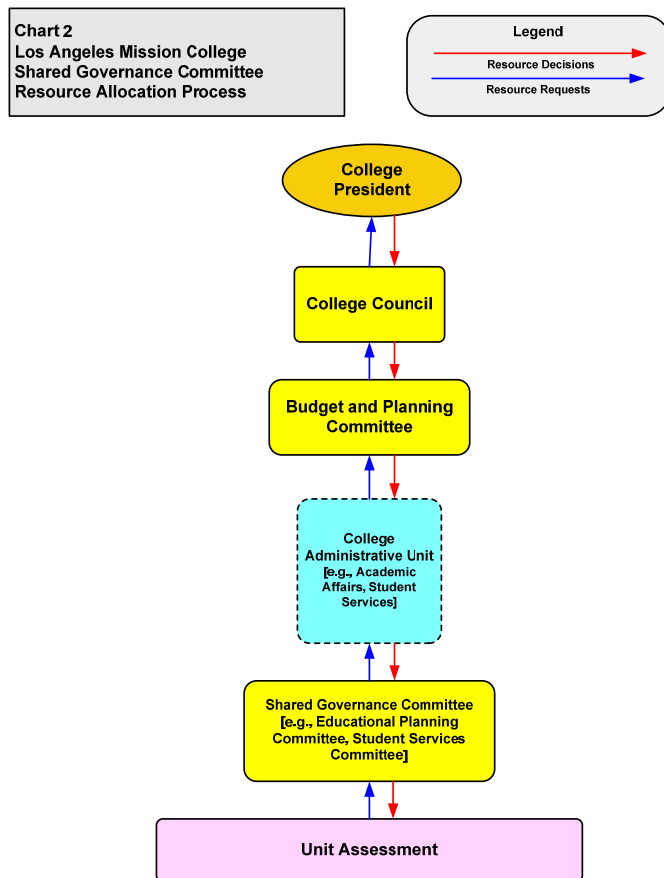
with those of the LACCD and California Community College system office. The task force examined the role of shared governance committees in the resource allocation process, and then restructured and simplified the unit assessment model (4.2) so as to link outcome measures to each of the college goals. Finally, the task force developed an implementation timeline with academic unit assessment beginning in fall 2007. Unit assessment for academic disciplines opened on November 12, 2007 and closed on January 31, 2008; 95 percent of the academic units submitted their unit assessments by the due date. Non-instructional units are scheduled to undergo unit assessment in the February-March 2008 timeframe.

The restructured unit assessment model for academic units consists of four components: the unit effectiveness review, the curriculum review, the student learning outcome review, and the instructional equipment and supply request section. (Non-instructional units do not complete a curriculum review.) In consultation with the appropriate shared governance oversight committees (EPC for academic disciplines, Student Services Committee for student services units and Facilities Committee for selected administrative services areas), effectiveness measures were developed for each college strategic goal. In the effectiveness component, units review and analyze five-year trend data on a particular measure and its relationship to a college-wide or other comparative measure. They then develop objectives or initiatives to advance the college goal or address issues that were identified in the review. The unit plan, consisting of all the objectives developed by the unit, is to be monitored and updated on an annual basis and comprehensively evaluated over a six-year period. To simplify the distribution and collection of information and ensure maximum compliance, the new unit assessment model utilizes a web-based graphical interface for delivering and displaying data and for collecting responses from each unit. The unit effectiveness review contains prompts that request information on the status of student learning outcome (SLO) development, assessment, and implementation. The college is currently exploring web-based systems for SLO management.

In the college's shared governance framework, shown below in Chart 2, the linkage between resource allocation and planning is based on the unit planning process. Shared governance oversight committees are responsible for validating the information and prioritizing resource requests made through the unit plan. For example, in the case of the EPC, resource requests accompanying unit objectives will be prioritized and then forwarded as a recommendation to the Academic Affairs Division for inclusion as a tentative budget request. The goal of the Budget and Planning Committee is to recommend annual college priorities (in line with college strategic goals), identify the allocation of funds across major college operational divisions, and suggest which college-wide resources should fund these priorities. Once priorities are set and resources identified, final division budgets will be submitted for approval to the College Council and forwarded as recommendations to the College President.

The college will use unit planning as the primary process for developing resource requests. This movement represents a significant change from the former resource system, which was characterized by a multiplicity of request processes (e.g., State Instructional Equipment/Block Grant, Career Technical Education, Hiring Prioritization). An additional module was developed for the college's academic unit assessment model which was used to collect instructional equipment and supply requests. To achieve a tie-in to unit planning, these requests were linked to unit plan objectives. As a pilot project, in February-March 2008, the EPC and Budget and Planning Committees will review, prioritize, and attempt to fund requests from this system using

block grant and other available funds. It is expected that this new budget and planning process will be fully operational by the 2008-2009 academic year.



The timing of resource requests through the unit planning process is designed to coincide with the college's operational budget preparation cycle so that resource requests can be incorporated into the next year's operational budget. Since the college's operational budget plan is determined by the district budget calendar, the college unit planning and shared governance activities were set to conform to this framework. The district requires colleges to conduct their operational planning during the December to March timeframe; therefore, budget prioritizations of shared governance committees must be completed by December so that resource requests can be incorporated into the initial phase of budget preparation. The college unit assessment process is scheduled to occur in the spring semester of each academic year to allow budget decisions to take place the following fall semester.

The college believes that it has developed and implemented changes to both its unit assessment system and shared governance model which will ensure the linkage of planning to resource allocation and budget development. This has involved work by a number of shared governance task forces and committees. The college recognizes that this system involves a complex set of relationships and that the process and procedures developed will need to be tested and continually fine-tuned. The college is committed to open and regular communication and a flexible approach to problem-solving so as to ensure the success of this major change in institutional behavior.

Evidence:

- 4.1 College Leadership Workshop July 27, 2007
- 4.2 Unit Assessment Template

**Recommendation 5: Student Learning Outcomes and Assessment**

**Although the college has made some progress in defining the Student Learning Outcomes (SLOs) at the course and degree level, the college should accelerate efforts to complete the development and inclusion of Student Learning Outcomes Assessment Cycle in all courses, college programs, and services (Standards I.B, I.B.1, II.A.1.a,c, II.A.2.a,b,e,f,g,h,I, II.A.3, II.B.4, II.C.2, III.A.1.c).**

Since the accreditation evaluation team's visit in March 2007, Los Angeles Mission College has stepped up the process to complete the development and inclusion of student learning outcomes and assessment in all courses, college programs, and services. The first step that was taken was to analyze and tabulate where LAMC was at the current time. In May of 2007 a Student Learning Outcomes and Assessment report (5.1) was prepared both to fulfill the ACCJC's request for an annual SLOA report and to give us a starting point for comparison with the 2008 ACCJC Progress Report and 2008 SLOA Annual Report. The results of the report are summarized in the table below along with an SLOA update as of January 2008 (5.2).

<b>LOS ANGELES MISSION COLLEGE COMPARISON OF SLOA ACADEMIC UNIT PROGRESS MAY 2007 TO JANUARY 2008</b>		
	<b>May 2007</b>	<b>January 2008</b>
Defined SLOs	25%	51%
Defined Assessments	22%	50%
Evaluation of Assessments	0.2%	15%
Changes Implemented	0.2%	9%

As can be seen from these results, the faculty of Los Angeles Mission College have been actively completing course SLOs. In addition, a number of disciplines have developed program SLOs; for example, English, ESL, Math, Art, Multi-Media, Child Development, and Computer Applications and Office Technologies. Faculty, in general, have been very cooperative, and the chairs of the departments have worked closely with both their full-time and adjunct faculty to complete SLOs and assessments. Many faculty are in the process of reviewing these assessments to improve their courses. Of the 24 Art courses with SLOs, 14 have completed assessments along with actions proposed for improvement. Ten more assessments are scheduled to be completed spring 2008. During the 2007 spring and fall semesters, Child Development, Health, English, ESL, Life Sciences, and Social Sciences faculty used rubrics to assess essays and term papers and to improve their curricula. The Math Department has developed and assessed SLOs for Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra) courses to assess whether students have achieved minimum competencies expressed in their SLOs (5.3).

A wide variety of other assessment instruments are being used to measure student achievement of SLOs. Life Sciences has developed lab exercises to assess their SLOs. Family Consumer Studies and Food Service Management and Interior Design are using portfolios and interviews; Child Development is using observation, role playing, national exams, term papers, oral presentations, and demonstrations; Sociology is using a research project in addition to an essay; Speech is using oral presentations; business classes are using business plans; the Learning Center is using role playing as one of its assessment techniques.

The fifteen Student Services divisions met frequently this fall to work on developing their Service Area Outcomes and SLOs. By February 2008, 14 of the 15 divisions had identified SAO/SLO performance indicators and assessment timelines. Most of the assessments are scheduled to begin spring semester 2008. All outcomes and assessments are linked to college general education SLOs. A diversity of evaluation instruments are planned such as surveys (Counseling, Career, Orientation, Transfer), comparison with state statistics, e.g. the Desired Results Developmental Profiles from the California Department of Education, annual performance reports and comparison of figures with previous year's reports; number of applications, website hits, retention, transfer rates; number of students who complete a Student Educational Plan, Financial Aid applications, etc. (5.4).

Administrative Services have developed nine Service Area Outcomes/SLOs in support of student learning (5.5).

A number of activities have taken place since the accreditation evaluation team visit in March of 2007 that have helped to accelerate the progress of student learning outcomes and assessment. A Student Learning Outcomes and Assessment Web page was developed during the spring semester 2007 and is regularly updated (5.6). The Student Learning Outcomes and Assessment Committee was formed and began meeting in September 2007 and met weekly through October and every other week in November(5.7). The SLOA committee wrote an SLOAC mission statement (5.8), shared SLOA information, assisted other faculty members and Student Services personnel with writing SLOs and Service Area Outcomes, and evaluated two SLO software programs to assist with managing SLOs and assessment: eLumen and Waypoint. As a result of research into both programs, it was decided not to purchase an SLO management database program at this time but rather to work with our institutional researcher and IT Department to develop an in-house program to track and map SLO assessments for all courses, programs, degrees, and General Education SLOs.

To assist faculty with the writing and assessing of Student Learning Outcomes, a number of SLOA Workshops (5.9) were held during the fall 2007 semester along with a campus-wide Accreditation/SLO Retreat (5.10):

1. Flex Day SLO Assessment Workshop, Pat Flood, SLO Coordinator – August 30, 2007
2. Accreditation/SLO Retreat – October 5, 2007 (5.7)
3. eLumen Presentation, Dr. David Shupe – October 2007
4. SLO Assessment Speaker, Dr. Arend Flick, District Assessment Coordinator, Riverside Community College – October 16, 2007
5. Waypoint Presentation, David Jordan, Professional and Staff Development Coordinator – November 6, 2007
6. Two campus-wide SLO Writing Assistance Clinics – November 7 and 15, 2007

To encourage faculty to become more aware of SLOs and the resources available on the Web page and to gain input from faculty, an SLO Faculty Survey was distributed in October 2007 (5.11). Twenty-five percent of full-time faculty returned the survey. At the beginning of the spring 2008 semester, the survey will be distributed to the full-time faculty who have not yet returned it. The results will be tabulated and used to further direct the actions of the SLOA Committee and SLO Coordinator.

In October and November 2007, the SLO Coordinator worked with LAMC's Dean of Research and Planning to incorporate SLOs in the revised online Unit Assessment/Program Review template (4.2), which was distributed to all academic units in November and was due January 31, 2008. SLOs also will be included in student support and administrative support unit assessments. In addition, the SLO Coordinator attended Curriculum Committee meetings and presented an SLO addendum to the Course Outline of Record, which was approved by the Curriculum Committee November 6 (5.12), presented for discussion to the Academic Senate November 7, (5.13) and approved by the Academic Senate December 6, 2007(5.14). By spring 2008, all curriculum course updates must include this addendum.

The administration at Los Angeles Mission College has recognized the importance of student learning outcomes and assessment and has provided support in a variety of ways. At the beginning of the spring semester 2007, a Student Learning Outcomes Coordinator position was established with 50 percent reassigned time, which was increased in the fall 2007 semester to 60 percent. The SLO Coordinator gives monthly progress reports to the College Council, the Educational Planning Committee, and the Academic Senate. Additionally, the SLO Coordinator frequently presents information to department chairs at the monthly Council of Instruction meetings and at discipline department meetings and Student Services Division meetings. In November 2007, a student worker began helping with Accreditation and SLOs 20 hrs./week.

To keep abreast of the latest Student Learning Outcomes and Assessment information and to facilitate the sharing of this information, the SLO Coordinator attended the SLO Coordinators' meeting at Chaffey College, April 13, 2007; the LAMC Leadership Retreat July 27, 2007; and an SLO Writing Workshop at Los Angeles City College October 29, 2007. The SLO Coordinator also attended an all-day Basic Skills Workshop at Los Angeles Valley College October 12, 2007 and met with the Basic Skills Committee at LAMC to assist with the preparation of the Basic Skills Matrices, especially regarding SLOs. In addition, she attended Professional and Staff Development Committee meetings for the purpose of coordinating SLO activities. Along with the Academic Senate President, the SLO Coordinator attended the State Academic Senate's Accreditation/SLO Institute in Pasadena January 25-27, 2008.

In November the SLO Coordinator requested from all academic department chairs an SLO Status Report (5.15) for all disciplines and a Course Level Summary Report (5.16) listing specific SLOs and assessments for courses in their disciplines. By December 6, 2007 all academic departments except for one had submitted their reports (5.3). Additionally, by December 13 the majority of Student Services programs had submitted their Service Area Outcome/SLO reports (5.4). Based on this data, an SLOA timetable and action plan (5.17) has been developed to complete the initial process of developing student learning outcomes and assessment for all disciplines, programs, degrees, student services, and assessment of general education SLOs. By spring semester 2008, all faculty have been requested to include one to three student learning outcomes in their course

syllabi, to identify the means of assessment, and list which of the seven General Education SLOs each outcome supports.

In December 2007, the District Dean of Institutional Effectiveness requested a meeting of all District SLO Coordinators who met for the first time December 20, 2007 to form the District Student Learning Outcomes Advisory Committee (5.18). A follow-up meeting was held January 11, 2008 at Los Angeles City College to continue the opening discussion and to view a demonstration of how LACC is using the eLumen software program to manage its SLOs and assessments.

Overall, the faculty and the administration at Los Angeles Mission College have been very supportive of the Student Learning Outcome and Assessment process. Faculty are conscientiously attempting to complete their SLOs; and, in fact, some faculty have been very enthusiastic about the assessment results, what has been learned from them, and the changes that have occurred in the way they are teaching their classes and the student outcomes as a result.

During the fall 2007 semester the SLO Coordinator and SLOA Committee especially concentrated on working with faculty on identifying course SLOs which support the college G.E. SLOs, defining assessments, conducting assessments, and implementing course modifications for the spring semester 2008 (completing the loop). In spring 2008, an assessment team, a subcommittee of the SLOA Committee and the Educational Planning Committee, will start validating the assessments. Department chairs will work with their discipline faculty to complete their program and degree SLOs and to complete more SLO assessments. In the 2008-2009 academic year, the college will begin assessing the General Education SLOs. The college will compare its educational performance with its educational purposes and expectations, linking professional and staff development activities and basic skills courses and activities with planned and assessed student outcomes. The long-term goal is to include program outcomes in the College Catalog to enable students, administrators, and the public to assess Los Angeles Mission College offerings. Progress toward intended goals will continue to be monitored, evaluated, and refined to meet the needs of the academic community Los Angeles Mission College serves.

Evidence:

- 5.1 SLOA Annual Report 2007
- 5.2 SLOA Report, January 2008
- 5.3 SLO Status Reports, Course Level Summary Reports
- 5.4 Student Service SAOs/SLOs Reports
- 5.5 Administrative Services Service Area Outcomes/SLOs
- 5.6 SLOA webpage [www.lamission.edu/slo](http://www.lamission.edu/slo)
- 5.7 Minutes of SLOA Committee meetings, fall 2007
- 5.8 SLOA Committee Mission Statement
- 5.9 SLOA Workshops
- 5.10 Minutes of Accreditation/SLO Retreat
- 5.11 SLO Faculty Survey, fall 2007
- 5.12 Curriculum Committee Minutes, November 6, 2007
- 5.13 Academic Senate Minutes, November 7, 2007
- 5.14 Academic Senate Minutes, December 6, 2007
- 5.15 SLO Status Report

5.16 SLO Summary Report

5.17 SLOA Timetable and Action Plan

5.18 Student Learning Outcomes Advisory Committee Minutes December 20, 2007, January 11, 2008

### **Recommendation 6: District-wide Decentralization**

**In anticipation of the full implementation of the district-wide decentralization plans, the college should strengthen and clarify the administrative systems and responsibility for enrollment management, finance, and human resources (Standards II.B, II.B.3.c,d,e, III.A.2, III.A.3, III.A.6, III.D.1.a,b,c,d, III.D.3, IV.B.3, IV.B.3.a,b,c,d,e,g).**

District-wide decentralization has led to an evolution of the framework in which enrollment management activities occur. This structure is characterized by both joint college-district collaboration and a delineation of college-district responsibilities. As the fiscal and administrative agent for the LACCD, the District Office's (DO) budget and attendance accounting divisions receive information from state fiscal authority regarding district funding and apportionment revenues. These units, in collaboration with both the Chancellor's Cabinet and the District Budget Committee, develop total district and college specific FTES targets. These targets are transmitted to the college via the college president and are an important element in developing the college's enrollment strategy for the academic year. The components of this strategy include plans for student recruitment and outreach, marketing, and the number and distribution of course offerings over the academic year. The District holds colleges responsible for attainment of assigned enrollment/FTES targets.

Since FTES are the basis of college revenue, and under or over production of FTES has district-wide fiscal implications, mechanisms have been developed to facilitate collaboration between the college and district on the college's enrollment and budget plan. There are bi-annual meetings, involving the college administration and the District's fiscal and attendance accounting divisions to review FTES projections and budget status. In addition, quarterly budget and enrollment updates are prepared by the college and discussed at the District Budget Committee, a district-wide governance committee that is advisory to the Chancellor and Board of Trustees. There have been efforts to clarify and better coordinate college-district marketing. In 2006-07, a district-wide project was undertaken to develop a "common template" for college websites so that they would have a consistent look and ease of navigation.

To improve intra-college coordination of enrollment management activities, the college has recently formed an Enrollment Management Team (EMT) as an additional mechanism to facilitate enrollment planning. The EMT, which developed as an outgrowth of the college's shared governance Educational Planning Committee, provides input and recommendations concerning schedule planning (the number and distribution of class offerings, FTEF and class size management, time-blocks, class limits, and cancellation criteria). The scope of its activities also includes examination of recruitment/outreach strategies, marketing activities, and student services that impact college enrollment. The EMT and the Council of Instruction (a committee composed of department chairs) are advisory to the Vice-President of Academic Affairs and together serve to broaden and strengthen the information and feedback channels in the enrollment management process.

District-wide decentralization is a process that the District Office and campuses have been implementing for the past five years. The administrative systems, particularly SAP Finance and Procurement, have been implemented and operational for the past four years. Since the go-live on these modules, many procedures and responsibilities have been established at both the campus and district-level. The District Office intra-net has extensive documentation on policies and procedures about the authority and responsibility for various processes. Both classified and certificated hiring processes are documented on the District website. SAP/HR has been operational for the past 18 months and many of the features of the HR module, including manager's desktop and employee evaluations are being implemented at this time. The HR Council, which is represented by campus presidents, vice presidents, and district office human resources staff, has created extensive documentation, entitled HR Guides (6.1), which outlines all of the district/campus policies and procedures for human resource management. Two additional modules, budget planning and asset management, are included in the District Technology Department's plan for the near future. On-going enhancements and new features are being developed, based on a planning agenda that the District Technology Committee oversees. This committee is represented by vice presidents, district office IT leadership and campus IT managers. The District Administrative Council is composed of campus vice presidents for administrative services and District Office division directors. This council meets monthly to address campus/district office administrative systems and responsibilities. The District Budget Committee, composed of the college presidents, vice presidents, District Office personnel and labor units, meets monthly to address district-wide budget matters and financial planning projections.

As new procedures are decentralized and implemented at the college level, the campus website is updated with applicable forms, procedures and/or links to the District Office intranet (6.2). The college will continue to monitor new processes and document these systems and responsibilities.

The District Office continues its participation in hiring new staff by posting new job announcements on the its website, receiving applications for all classified positions, developing interest pools for certificated faculty and administrative positions, verifying applicant qualifications, rating in newly hired staff, and confirming that the prospective new hire is eligible and a job offer can be made. The process of hiring classified staff is under the purview of the Personnel Commission whereas the hiring of certificated employees rests with the Selection Unit of the Human Resources Division.

The Personnel Commission administers merit system exams and establishes a ranked list of qualified applicants. The District Human Resources Office determines the contents of the hiring packets which are processed by the campus personnel office and then cleared by the District Human Resources Office. Classified positions are posted by the District Human Resources Office, and applicants send their materials to the Personnel Commission where they are housed. Campuses must contact the Personnel Commission in order to fill a vacancy. The campus must establish a selection committee that meets district guidelines, and under supervision of an Equal Employment Officer (Compliance Officer), the top three ranks of candidates must be invited to interview for the position. All interview materials are secured in the Compliance Office.

The decision to fill a certificated faculty or administrative position is made at the campus, but approval to fill the position must be granted by the Human Resources Office. The process for

filling certificated positions is conducted by a selection committee under the supervision of an Equal Employment Officer (Compliance Officer) adhering to District and campus policies.

A selection committee is established and responsible for conducting the hiring process in accordance with the local hiring policy established on the campus. Applications for tenure track positions are sent to the office of the appropriate vice president. A selection committee reviews the applications and selects candidates to be interviewed. The selection committee will conduct the preliminary interviews and forward candidates to the President who makes a final decision. All the materials from the presidential final interview are forwarded to the District Human Resources Office to be reviewed and verified so that a job offer can be made by the President. All remaining interview materials are stored in a secure location designated by the appropriate vice president. Applications for long-term substitute or resumes for adjunct positions are sent to the department chair. The applications for long-term positions are stored in the same location as the applications for tenure track positions, and the resumes for adjunct positions are retained by the department chair.

Evidence:

6.1 HR Guides

6.2 LAMC website: [www.lamission.edu](http://www.lamission.edu)

**Recommendation 7: District Progress on SLOs and Faculty Evaluation**

**The team recommends that the District should provide leadership in supporting the progress toward incorporating achievement of stated student learning outcomes as a component of faculty evaluation (Standard III.A.1.c).**

Anticipating the need to address this issue prior to the 2007 accreditation team visit, the District created a Faculty Evaluation Task force in spring 2006 to bring together members of the District Academic Senate and the AFT College Faculty Guild in order to provide the colleges with guidance in fulfilling this standard. The task force was comprised of the District Academic Senate president, two college Academic Senate presidents, two college senate members, three Faculty Guild chapter presidents, the Guild's executive secretary, and the Chancellor's Liaison (currently the Vice Chancellor for Institutional Effectiveness). After reviewing the collective bargaining agreement and determining that its provisions did not preclude consideration of student learning outcomes in the evaluation process, the Taskforce issued a report with several recommendations (1.1).

These recommendations involve a model for incorporating student learning outcomes in faculty evaluations by linking them to the long-term professional development goals of individual faculty. This approach "closes the loop" of institutional improvement by connecting faculty development activities to college-wide efforts to improve student learning.

The proposed model is designed to be used in the comprehensive evaluation process as defined in Article 19 of the AFT collective bargaining agreement, the more rigorous of the periodic faculty evaluation processes, which is based on "information derived from considerable structured data gathering under the supervision of a peer review committee." Within this model, the comprehensive evaluation process includes a self-evaluation component to provide faculty members an opportunity for serious reflection and goal setting. This self-assessment would offer

a snapshot of the faculty member's professional development activities since the last major evaluation, an assessment of his/her contribution to campus-wide and departmental SLO assessment and improvement efforts, and a clear statement of future goals and action plans for improvement. Because faculty play such a central role in institutional improvement and student learning, these personal goals would support or link to overarching college goals and objectives, including goals established in the college's educational master plan and in departmental program review.

Within the proposed model, as faculty members reflect on their activities over the past six years and set future professional development goals, they would link these future plans for self improvement to areas identified at the college and departmental levels as needing improvement in relation to SLOs. So, for example, in response to an identified college-wide, departmental, or discipline-specific need to focus more attention to developing critical thinking competencies, a faculty member might elect to research critical thinking pedagogies in relation to his or her academic field, attend a conference on critical thinking and individual learning styles, develop a new critical thinking module for courses in his/her discipline, or design and conduct a workshop for professional development credit on the topic. Or, in response to an assessed need to strengthen "computational competencies" among students in the sciences, a biology instructor might set professional development goals that involve building more math problems into homework assignments, revising course outlines to include more computational content, or devoting some hours to service in the college's math tutorial lab. Linking professional development goals to assessed institution-wide and departmental student learning outcome needs would ensure that individual faculty members make a positive contribution to the ongoing improvement of student learning.

The model also requires that each faculty member submit a Professional Activity and Growth Report to the peer evaluation committee. This report could provide an overview of the faculty member's professional development activities and service to the department and college community since the last comprehensive evaluation. It would also include new professional development goals and action plans that reflect assessed needs relative to campus wide and departmental student learning outcomes. Specifically, the report would include:

**I. Professional Achievements** – a summary of the faculty member's activities in response to goals established in the last comprehensive evaluation, including notation of significant achievements and recognition

**II. Institutional Service** – documentation of the faculty member's engagement in service to the college/district (e.g., standing committees, accreditation, etc.); to the department (departmental committees, Title 5 updates, etc.); to the campus community at large (sponsoring clubs, special events, etc.)

**III. Professional Development Activities** – documentation of professional development activities, e.g., conferences attended, continuing education, independent research and reading, conference/workshop presentations or papers, membership and participation in professional organizations

**IV. Professional Development Goals** – the establishment of personal professional development goals, each of which may be linked to the educational master plan and/or departmental program

review goals (expanding access, enhancing student success, increasing transfer or vocational certifications, etc.) and to one or more assessed institutional “weaknesses” relative to student learning outcomes; included would be action plans and timelines for fulfillment over the next six years

Until the AFT Collective Bargaining Agreement is renegotiated in 2008 and the task force’s approach for incorporating SLOs in faculty evaluation is discussed as part of the contract negotiation process, the recommendations of the 2006 Faculty Evaluation Task Force can only be adopted as a recommended “best practice” by each of the LACCD colleges at the local level. As specified in the Task Force’s final recommendations, the faculty at each college are encouraged to engage in vigorous dialogue on ways to institute these recommendations. These local discussions should be overseen by the college academic senates in consultation with the College Faculty Guild chapter.

In response to the DAS/AFT recommendations, Los Angeles Mission College formed a task force in January 2008 to draft a campus policy regarding integration of SLOs into faculty evaluations.

Evidence:

7.1 LACCD Faculty Evaluation Task Force Report August 2006

**Recommendation 8: District Plan for Retiree Health Benefit Liability**

**The team recommends that the college should closely monitor in future years the success of the District’s plan for addressing retiree health benefit liability to assure that out-year obligations are met without significant impact on the financial health of the institution (Standard III.D.1.c).**

The district has taken significant steps to minimize the impact of its retiree health care obligation by instituting an innovative plan to address its GASB liability. Based on an actuarial study conducted in 2005 (8.1), the plan was negotiated by the employee unions and district management. Beginning in the 2006-07 academic year, 1.92% of the previous fiscal year’s fulltime employee payroll (almost one-third of the 2006-07 state COLA) was set aside with the intention of placing the funds in an irrevocable trust to begin to pre-fund retiree health benefits. The district will be depositing the same percentage of the previous year’s full-time salaries into the trust on an ongoing annual basis.

Late in 2006, representatives of all employee unions and district management, searching for GASB investment options, unanimously selected CalPERS to administer the district’s GASB trust. Working together, CalPERS and the district were able to get legislation passed and signed into law in 2007 to permit public entities not in CalPERS’ health care program to use CalPERS as the manager for their GASB trusts. The district agreed to “fast-track” an updated actuarial study so that the money can be moved from a reserve account with Los Angeles County to CalPERS, where it is expected to earn a better rate of interest. Currently, there is about \$11-12 million in the fund.

Our district's prefunding plan recently received special recognition from the Public Employee Post-Employment Benefits Commission, a state commission established by Governor Schwarzenegger, which spent all of 2007 looking at unfunded obligations of California's public entities for pensions and retiree health care. College Faculty Guild President Carl Friedlander and former LACCD Chancellor Rocky Young testified before the commission in September of 2007. Included in the commission's final recommendations was a "hybrid" plan very similar to our district's, suggesting that public employers with large GASB obligations from decades of promised retiree health care continue to use "pay-as-you-go" funding but begin to pre-fund future obligations. The LACCD's plan was cited as a model of best practices in the commission's final report (8.2).

This recognition validates the district's philosophy of shared responsibility for health care and rewards the hard work done collaboratively on this issue. [More details are contained in an update issued by the Faculty Guild in fall 2007 (8.3).]

### Evidence

8.1 LACCD Actuarial Valuation as of July 1, 2005 for the District's Retiree Health Insurance Program

8.2 Funding Pensions & Retiree Health Care for Public Employees, a report of the Public Employee Post-Employment Benefits Commission, p. 169-173

8.3 2007 GASB Report, Carolyn Widener, Los Angeles College Faculty Guild

### **Recommendation 9: Board of Trustees Self Evaluation Process**

**The team recommends that the Board of Trustees should complete the self-evaluation process by discussing and developing a set of board goals to respond to any issues identified in their self-evaluation. The Board should institutionalize the goal setting and measuring of accomplishments as part of the self-evaluation process (Standard IV.B.1.g).**

To respond to this ACCJC concern, the Board of Trustees adopted a board rule on October 17, 2007 that established the setting of board goals as part of its annual process of self-evaluation (9.1). As it does in the fall of every year, the board conducts a self evaluation on 20 general areas and scores its performance (9.2). At a committee of the whole meeting on December 19, 2007 (9.3), the board reviewed its annual self evaluation in open session and made overall comments (9.4). At its January 30, 2008 meeting, the board established a new set of annual board goals (9.5). The 2008 goals are:

#### Access: Expand Educational Opportunity and Access

1. Increase outreach to communities and groups that have been historically underserved by higher education (such as African Americans, Latino males, etc.) to increase college awareness and participation.
2. Encourage the development of programs meant to connect the "disengaged" and those at risk of becoming disengaged with productive educational pathways.

Success: Enhance all Measures of Student Success

3. Support the development and implementation of district-wide strategies aimed at increasing student success outcomes.

Excellence: Support Student Learning and Educational Excellence

4. Foster the development of new Career/Technical Educational programs that are designed to provide area residents with economically sustainable jobs and that lead to future educational and career options.
5. Encourage the development of green educational degree and certificate programs that complement the District's award-winning bond building efforts.

Accountability: Foster a District-wide Culture of Service and Accountability

6. Continue the District-wide dialogue on decentralization and further clarify the division of roles and responsibilities between the colleges and the District Office.
7. Require regular reports to the Board of Trustees on college and district efforts to implement the goals and objectives in the District Strategic Plan.
8. Monitor the effectiveness of efforts at the colleges and the district office that are meant to foster a district-wide culture of customer "service and accountability."
9. Support the implementation of a district-wide recycling program.

Collaboration & Resources: Explore New Resources and External Partnerships

10. Forward legislative initiatives intended to increase college access, stabilize college funding, and reduce unnecessary red-tape.
11. Continue to address the physical and capital needs of the District.

In the fall of 2008, the board will again assess its progress in accomplishing its goals as part of its self-evaluation process and will set new goals for the following year.

Evidence:

- 9.1 Board Rule 2301.10
- 9.2 Board Self-Evaluation 2007
- 9.3 Minutes of the December 19, 2007
- 9.4 BOT meeting Board Evaluation Comments
- 9.5 Minutes of the January 30, 2008 BOT meeting

**Recommendation 10: Evaluation of College Presidents and Chancellor**

**Although in practice the evaluation of the college presidents and district chancellor occurs on a regular basis and is an inclusive process, the team recommends that the district develop a written policy that clearly defines the evaluation process (Standard IV.B.1.j).**

To address this ACCJC recommendation in reference to the evaluation of college presidents, the district HR division drafted a formal written policy, the Performance Evaluation Process for College Presidents (10.1), which clearly spells out the evaluation process that has been and continues to be followed. The description is now included in the packet with the evaluation forms that are used (10.2).

The current process for the evaluation of college presidents has been in place since 2002 and was originally developed by the former Senior Vice Chancellor/Interim Chancellor. The process was continued by Chancellor Rocky Young, and our current Chancellor, Dr. Mark Drummond, has

no immediate plans to make any changes. The presidential evaluation process is facilitated by the Chancellor's Office. The procedure is followed each spring with about three presidents undergoing the comprehensive process each year.

To address this ACCJC recommendation in reference to the chancellor's evaluation process, the Chancellor's Office issued a directive that spells out the procedure that has been and continues to be followed (10.3). The board, using the General Counsel as staff, conducts the evaluation of the chancellor, whose contract includes a provision for an annual evaluation. Each year, the board reviews its previous evaluation and directs the General Counsel regarding the process for the current year. In most years, the board solicits input from various constituencies, typically including the college presidents, district senior staff, the academic senate presidents, and union representatives. To achieve this, the General Counsel's Office sends out a data collection form (10.4) to evaluate the chancellor's performance on a number of criteria and elicit comments, which are submitted anonymously. Postcards are sent to confirm that these forms have been received. All of this material is provided to the trustees.

The chancellor typically prepares a written self-evaluation based upon his stated goals, which is given to the board.

The trustees submit their own appraisals on an evaluation form (10.5). These are collected and sent to a designated trustee for summarization or to the General Counsel for consolidation. The trustees then discuss the matter in closed session, and a designated trustee prepares a final draft for the full board's review. The trustees then meet with the chancellor and provide the final written document.

#### Evidence:

- 10.1 Performance Evaluation Process for College Presidents
- 10.2 Presidential Evaluation Packet
- 10.3 Chancellor's Directive #122 on chancellor evaluation
- 10.4 Chancellor Evaluation Data Collection
- 10.5 Chancellor Evaluation form

### **COMMISSION CONCERNS**

**Commission Concern 1. The commission requests that Los Angeles Mission College demonstrate at the time of the Progress Report that it is in compliance with Eligibility Requirement 5 which states, "The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose."**

The Los Angeles Community College District Board of Trustees has continued the appointment of Mr. Ernest Moreno for the 2007 – 2008 academic year as the Chief Executive Officer of Los Angeles Mission College. As he continues to provide experienced leadership for the college, he also participated on the selection committee for the permanent president. The selection committee completed the process, and the Board of Trustees announced the appointment of a new president, Judith Valles, on February 13, 2008. She is scheduled to begin her presidency on April 1, 2008. The selection process for a permanent Vice President of Academic Affairs should

conclude in the spring of 2008. It was anticipated that by the fall of 2007 Mission College would have a permanent Vice President of Academic Affairs. The selection process for the permanent vice president was conducted during the summer of 2007, however, the process did not conclude with a satisfactory pool of candidates. At the end of July, the interim Vice President of Academic Affairs left Mission College to take a permanent position at Los Angeles City College. In August, President Moreno appointed Alma Johnson-Hawkins, Dean of Academic Affairs, to the interim vice president position. The selection of a permanent Vice President of Academic Affairs is scheduled to be completed in the spring semester of 2008.

The continuity and stability of administrative leadership has been and continues to be a high priority. With the exception of the Vice President of Academic Affairs, all other senior administration staff are permanently assigned. As the college continues to grow in enrollment, the administrative staff is being increased in a response to the need for additional administrative services. In the fall of 2007 an Acting Associate Dean of Non Credit and other special academic programs was hired. By the end of the spring 2008 semester, a second Acting Associate Dean of Academic Affairs is expected to be hired.

**Commission Concern 2. The Commission requires that the college demonstrate in the Progress report that it is in compliance with Eligibility Requirement 19 which requires “The institution systematically evaluates and makes public how well and in what ways it is accomplishing purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluations, integrated, planning, resource allocation, implementation, and re-evaluation.”**

The college addressed this recommendation by organizing and revitalizing the shared governance committees and establishing a task force responsible for the systematic evaluation of the shared governance process. The Educational Planning Committee (EPC) has been meeting bi-monthly to fulfill its purpose of guiding the college through the continual process of strategic educational planning that includes a systematic cycle of evaluation, integrated planning, implementation and re-evaluation. The EPC will also make recommendations on issues related to the college’s progress in successfully implementing the plans. The EPC has appointed specialized task forces for Faculty Hiring Prioritization, Unit Assessment Review, Student Learning Outcomes, Basic Skills Initiative, Accreditation, Educational Master Plan, and Program Viability, which provide regular program status reports to the EPC.

The college will prepare a set of annual reports summarizing the objectives addressed in the unit plans and progress made toward the college’s strategic goals, the status of implementation and assessment of SLOs, and institutional accountability measures. The annual reports will be posted on the college’s website so that they are accessible to the college community and public at-large.

The Office of Research and Planning and the EPC Unit Assessment Task Force revised the Unit Assessment tool, clarified the procedure for completing a Unit Assessment, and developed a validation process to ensure a firm linkage of planning to resource allocation.

The monthly meeting of the shared governance co-chairs has become a forum for developing campus-wide recommendations regarding planning processes and procedures which are forwarded to the College Council for approval and implementation.

The college continues the development of course and program level SLO's and has now focused on increasing the levels of SLO assessments. The progress of SLOs and assessments are posted on the college Web page at least twice a year during the fall and spring semesters. Monthly updates are given at meetings of the Educational Planning Committee, Academic Senate, the Council of Instruction (chairs' council) and the College Council.

The Educational Master Plan is scheduled to be updated in the spring of 2008. A task force has been established for this purpose.