# Accreditation Follow-Up Report Summary

**March 2016 Comprehensive Visit**  
**Los Angeles Mission College**

<table>
<thead>
<tr>
<th>Recommendation for Compliance</th>
<th>Related Standard(s)</th>
<th>Action Taken to Address Recommendation</th>
<th>Status of Action (Completed / In Progress)?</th>
</tr>
</thead>
</table>
| **Recommendation 2:** In order to meet the Standards and as noted by the College in its Quality Focus Essay, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services. | I.B.4  
II.C.1  
II.C.2  
II.C.3  
11.C.5 | The Student Services division held three retreats that focused on the improvement objectives in the QFE. | Completed |
|  | Bi-weekly meetings between Deans of both Student Services and Academic Affairs have been implemented to improve collaboration and resolve cross-divisional issues. | Completed/ Ongoing |
|  | Provided professional development training for classified staff that focused on improving customer service. | Completed |
|  | Approved and implemented a new staffing plan in Student Services that is designed to provide students more support in the areas of outreach, matriculation, admissions and records, and transfer. | Completed |
|  | Expanded services for the learning disabled by hiring a part-time Learning Disabled Specialist. | Completed |
|  | Expanded services for veterans through the Veteran Outreach and Engagement project, the purpose of which is to increase the number of veterans on campus and to fully engage them in ways that will promote their retention, completion, and job readiness. | Completed/ Ongoing |
|  | The Office of Institutional Effectiveness and SLO Coordinators provided three hands-on Service Area Outcome assessment training workshops to all units within the Student Services division in fall 2016. | Completed |
|  | Provided focus group training to eight units within Student Services. | Completed |
Accreditation Follow-Up Report Summary  
March 2016 Comprehensive Visit  
Los Angeles Mission College

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<td><strong>Recommendation 3:</strong> In order to meet the Standard, the team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and to use the results of the evaluation as a basis for improvement.</td>
<td>II.B.3</td>
<td>Six units in Student Services conducted focus groups to assess Service Area Outcomes. Data was analyzed and changes were implemented based on the results of the focus group data.</td>
<td>Completed</td>
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<td>Developed and implemented a comprehensive evaluation plan for all learning and tutoring center services in spring 2016.</td>
<td>Completed</td>
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<td>Assessed NetTutor, an online tutoring service that the College has implemented for a variety of subjects.</td>
<td>Completed</td>
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<td>A key position, Learning Resource Center (LRC) Director, was filled in fall 2016.</td>
<td>Completed</td>
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<td>Tutor training has been centralized and coordination and collaboration among all tutoring services on campus has been increased due to them now all falling under the umbrella of the LRC.</td>
<td>Completed</td>
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<td>The LRC completed a Comprehensive Program Review and validation by the Educational Planning Committee in spring 2017 and is currently working on implementing the resulting recommendations from this assessment. For example:</td>
<td>Completed</td>
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<td>- Secure ongoing funding for tutors and institutionalize the tutoring/learning support services currently funded by grants</td>
<td>In Progress</td>
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<td>- The LRC is now open on Fridays to accommodate additional students</td>
<td>Completed</td>
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<tr>
<td></td>
<td></td>
<td>- Promotion of NetTutor to both faculty and students</td>
<td>In Progress</td>
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**Recommendation for Compliance**

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<tr>
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<td><strong>Recommendation 6:</strong> In order to meet the Standards, the team recommends that the College update academic administrators' and part-time faculty performance evaluations to include the responsibility of these individuals related to learning outcomes assessment to improve teaching and learning.</td>
<td>III.A.6</td>
<td>- Hire a 0.5 Language Arts Instructional Assistant</td>
<td>In Progress</td>
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<td>The Human Resources Division has worked with Teamsters Local 911, the collective bargaining group representing academic administrators, to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms.</td>
<td>Completed</td>
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<td>On June 2, 2016, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans. The revised evaluation form was immediately put into practice.</td>
<td>Completed</td>
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<tr>
<td></td>
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<td>All unrepresented management and executive-level administrators have also had SLO and/or SAO assessment integrated into their evaluation processes and forms.</td>
<td>Completed</td>
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<td>Both full-time and part-time faculty are evaluated on their participation in student learning outcomes assessment as outlined in the AFT, Local 1521 CBA and incorporate SLO assessments as part of the faculty contractual responsibility. The AFT’s clarification of the meaning of “participates in the SLO assessment cycle” states “all instructors shall conduct SLO assessment in their assigned classes and use the results to make appropriate changes to instruction to improve student learning.”</td>
<td>Completed</td>
</tr>
</tbody>
</table>
The College is on schedule in addressing the Action Project in its Quality Focus Essay related to Integrated Planning. The challenges we have faced are coordinating with the different constituency groups and shared governance committees, updating the different goals and objectives for each of the plans (Educational Master Plan, Student Services Master Plan, Technology Master Plan, Facilities Master Plan, etc.) and integrating all of these plans with the current College Strategic Master Plan (SMP). While this process has been challenging, members of the College’s Integrated Planning Committee (IPC) have begun the task of integrating these plans during several retreats where they have been determining which of the individual plans’ goals/objectives/activities are no longer needed (i.e., have been completed or are no longer relevant) and which they would like to keep. Next, the IPC will take on the challenge of merging the remaining key elements of the existing plans together to develop a more focused and streamlined College SMP.
Submitted To The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
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Dr. Christopher Villa, Vice President, Student Services
Daniel G. Villanueva, Vice President, Administrative Services
Carlos Gonzalez, Dean, Student Services
Larry Resendez, Dean, DSP&S
Madelline Hernandez, Dean, Academic Affairs
Mark Hobbs, Interim Dean, Academic Affairs
Darlene Montes, Dean, Academic Affairs
Sarah Master, PhD, Dean, Institutional Effectiveness
Marla Uliana, Dean, CTE & Workforce Development
Ludi Villegas-Vidal, Dean, Student Services
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ACKNOWLEDGEMENTS

Los Angeles Mission College expresses sincere gratitude and appreciation to the following individuals for their invaluable contributions to this Follow-Up Report:

Accreditation Steering Committee:

Isabelle Saber, Acting Vice President of Academic Affairs, Accreditation Steering Committee Co-Chair, Accreditation Liaison Officer

Kelly William Enos, AFT Faculty Designee, Accreditation Steering Committee Faculty Co-Chair

Dr. Monte E. Perez, College President

Dr. Christopher Villa, Vice President of Student Services

Daniel Villanueva, Vice President of Administrative Services

Emily Bill, Distance Education Coordinator

Leslie Fernandez, AFT Staff Designee

David Garza, Non-Classroom Faculty Representative

Michael Griggs, ASO Designee

Christine Kourinian, SLO Coordinator

Myriam Levy, Social Sciences Faculty

Dr. Sarah Master, Dean of Institutional Effectiveness

Deborah Paulsen, Academic Senate President

Zoila Rodriguez-Doucette, Staff Bargaining Unit: Supervisor & Manager

Oliva Sanchez-Ayala, Classified (Unrepresented) Member appointed by College President

Steering Committee Support Staff:

Susan Ghirardelli, Senior Secretary
**Graphic Designer:**

Tyler Staines

Writing Teams for the Follow-Up Report:

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<tr>
<td>Rec#2</td>
<td>C. Villa</td>
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<td>Rec#3</td>
<td>I. Saber, K. Enos</td>
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<tr>
<td>Rec#4</td>
<td>I. Saber, K. Enos</td>
</tr>
<tr>
<td>Rec#6</td>
<td>I. Saber, K. Enos</td>
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Certification of Follow-Report

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

FROM: Monte E. Perez, Ph.D.
President, Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, Ca 91342

We certify that there was broad participation in the production of the 2017 Accreditation Follow-Up Report by the College community and that it accurately reflects the nature and substance of this institution.

__________________________________________________________
Monte E. Perez, PhD, President, L.A. Mission College
Date

__________________________________________________________
Sydney D. Kamlager, President, Board of Trustees
Date

__________________________________________________________
Dr. Francisco C. Rodriguez, Chancellor
Date

__________________________________________________________
Isabelle Saber, Acting Vice President of Academic Affairs
Date
Accreditation Liaison Officer
Kelly William Enos, Accreditation Steering Committee Faculty Co-Chair

Daniel Villanueva, Vice President of Administrative Services

Christopher Villa, Vice President of Student Services

Sarah Master, PhD, Dean of Institutional Effectiveness

Ludi Villegas, Teamster Representative

Deborah Paulsen, Academic Senate President

Louise Barbato, PhD, Chapter President AFT Faculty Guild

Suzanne Mignosi, Chapter President AFT Staff Guild

Zoila Rodriguez-Doucette, Supervisory Employee Representative

Jose Custodio, President, Associated Student Organization
ORGANIZATION OF THE FOLLOW-UP REPORT

Notification of Los Angeles Mission College to be reaffirmed accreditation for eighteen months and require a Follow-Up Report with the ACCJC was communicated to the campus on July 8, 2016. The commission identified three areas for compliance and three areas for improvement. A fourth recommendation for compliance was identified by the visiting team and corrected during the visit (Recommendation four). As instructed, the Institutional Self-Evaluation Report, the External Evaluation Report, and Commission action letters were made available to all signatories, the LACCD Board of Trustees, the District Chancellor, College staff, and local community members through the College website.

Los Angeles Mission College began its preparation of the Follow-Up Report immediately following the visit by the site team in March 2016. Upon receipt of the Commission Action Letter dated July 8, 2016, the College developed a focused approach to completing the Follow-Up Report.

The Acting Vice President of Academic Affairs, who serves as Accreditation Liaison Officer (ALO) and Co-Chair of the Accreditation Steering Committee, along with the Accreditation Steering Committee (ASC) Faculty Co-Chair, is designated as the coordinator for this Follow-Up Report. The ASC has broad representation from various constituent groups and strong participation, and serves as the primary committee for the development of this document. The Committee met monthly throughout 2016 and 2017 to review and discuss the timeline and to update progress on each recommendation.

The ASC assigned responsibility for each recommendation to the appropriate division Vice President who monitored and reported progress while ensuring that the writing teams contained broad representation from faculty, staff, and administration. The writing teams met during the fall 2016, winter 2017, spring 2017, and summer 2017 terms to address the recommendations and organize the writing of the draft report. The administrators, ASC Co-Chairs, ALO and writing teams collaborated to ensure that the timelines were monitored, updated and adhered to, that processes were revamped as necessary, and that data and evidence were collected. Progress of the recommendations and draft reports were presented and reviewed by the ASC writing teams regularly. As drafts were reviewed and updated, they were made available on the campus shared drive. In addition, evidence supporting each recommendation was gathered and posted on the College’s website. The final report was compiled and edited by the ASC Co-Chairs and the ASC writing teams in May 2017.

To keep the campus community informed about the status of the Follow-Up Report process, the President, in collaboration with ASC leadership, held a Town Hall meeting on May 16, 2017 and the Accreditation Steering Committee made monthly reports to the Educational Planning Committee, the Academic Senate, and College Council. The opportunity to review the final draft of the Follow-Up Report for accuracy and evidence review was made available to the campus community. Minor changes were recommended and incorporated.
The Los Angeles Community College District, Board of Trustees Institutional Effectiveness and Student Success Committee met with the College’s ASC leadership on August 23, 2017 and were apprised of the process and progress of the Follow-Up Report. The final Accreditation Follow-Up Report was approved by the Academic Senate on June 1, 2017 and College Council on June 15, 2017. The Board of Trustees approved the final Accreditation Follow-Up Report on September 6, 2017.
COLLEGE RECOMMENDATION 2

In order to meet the Standards, and as noted by the College in its Quality Focus Essay, the Team recommends that the College provide appropriate, reliable, and equitable support services to all students. In addition, the Team recommends training staff to improve the design and assessment of service area outcomes to continuously improve student support programs and services. (I.B.4, II.C.1, II.C.2, II.C3, II.C.5, ER15).

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has moved forward to effectively address the Quality Focus Essay (QFE) in the areas of (1) “Action Project Two: Transforming Student Services to Achieve Student Success” (2) providing students appropriate, reliable, and equitable support services and (3) training staff to improve the design and assessment of service area outcomes.

The Student Services Unit held three retreats that focused on the improvement objectives of the QFE, ranging from appropriate and necessary staffing for the Student Services Division to integrating Student Services policies, procedures, and practices with campus-wide initiatives (2.1).

During the President’s Cabinet Retreat in summer 2016, it was determined that Student Services and Academic Affairs would initiate ongoing meetings between Deans from both units to improve collaboration and resolve cross-sectional issues. The ongoing communication between the deans has resulted, thus far, in the streamlining of dual enrollment and outreach, an improved documentation of certificates and various credentials, the clarification of college policies and practices, and sharing of personnel. The deans’ group continues to meet on a bi-weekly basis (2.2).

In October 2016, the Student Services Division held a retreat that focused on the eight improvement objectives of the QFE with a particular emphasis placed on the improvement of leadership skills of Student Services faculty and staff and an assessment of staffing levels, as noted in the QFE timeline under “Desired Goals and Outcomes.” Other topics focused on staff development, cross-training, improving collaboration between Student Services and Academic Affairs, and establishing a data-driven decision-making culture within the Student Services Division.

A total of approximately 50 administrators, faculty, and classified staff participated in the retreat led by Dr. Kenneth P. Gonzalez who serves as the Director of the University of California, San Diego/California State University, San Marcos Joint Doctoral Program in Educational Leadership. He also serves as a coach for the national initiative, Achieving the Dream. Dr. Gonzalez and the Vice President of Student Services, Dr. Christopher Villa, facilitated input from all participants at the retreat, which will be compiled in a report provided by Dr. Gonzalez and used to guide the Division in addressing the QFE Improvement Objectives (2.3).
The College has demonstrated within the past several months its focus on promoting leadership behavior and staff development. Two key staff members, a Dean of Student Services and a faculty leader and former chair of the Counseling Department, were selected to be one of only 20 fellows in the National Community College Hispanic Council (NCHHC), an affiliate of the American Association of Community Colleges (AACC) (2.4). In addition, the College recently sponsored a classified staff professional development day that focused on improving customer service (2.5).

The College has addressed the need to provide appropriate, reliable, and equitable support services by developing a staffing plan that has been approved and is being implemented. The plan reflects input from administrators, faculty, and classified staff within the Division and is designed to provide students increased support in the areas of outreach, matriculation, admissions and records, and transfer (2.6).

In July 2016 the College hired a Webmaster who works closely with the Public Information Office and Student Services to improve the delivery and navigation of information. The main page of the College Website has become more user friendly. In addition, Student Services units, such as the Financial Aid and Scholarships Office, have improved their Webpages (2.7).

The College provides equitable support services for all students. In February 2017, with support from the Student Equity Committee, the Disabled Student Programs and Services Office (DSPS) expanded services for the learning disabled by hiring a part-time Learning Disabled Specialist. The College also established a new Veterans Resource Center (VRC) in spring 2015. Additional funding was provided to the VRC through the Student Equity funds for a new Veterans Outreach and Engagement (VOE) Project; the objective of the Project is to increase the number of veterans on campus and to increase their retention, certificate completion, degree attainment, transfer rates and job readiness. The VOE Project, in alignment with the requirements set forth by SB860, aims to reduce gaps in access and success for this special population (2.8).

The college has expanded its efforts to serve undocumented students by establishing a Dream Center that provides matriculation services combined with academic, social, and community support services (2.9). The college has determined that approximately 10 percent of its student population (or close to 1,000 students) are undocumented.

Training

On November 4 and November 18, 2016, the Office of Institutional Effectiveness, in Coordination with the College’s SLO Coordinators and Student Services Deans, provided hands-on Service Area Outcome assessment training to various divisions within Student Services. The workshops met for a total of six hours and included eighteen participants. Representatives from Admissions & Records, ASO, Career Center, Disabled Students Programs & Services, Extended Opportunity Programs & Services, Financial Aid, Outreach & Recruitment, Veterans Resource Center, Student Health Center, and the Transfer Center attended the workshops during which
they updated their assessment data, analyses and plans for improving SAOs within the Program Review Screens (2.10), (2.11).

On February 10, 14 and 15, 2017, thirteen representatives from eight areas of Student Services attended focus group training workshops facilitated by faculty. The training focused on ways to conduct student focus groups and data analysis, and assess the effectiveness of planned improvements. Exit surveys indicated a higher level of confidence among participants to conduct student focus groups and assess service area outcomes (2.12), (2.13), (2.14), (2.15), (2.16), (2.17).

Next, six units in Student Services conducted their own student focus groups to assess their Service Area Outcomes. After analyzing the data, many units implemented changes and shared their assessments during committee and management meetings. Some of the changes included:

- The Counseling Department implemented two of the recommendations: create a suggestion box in the Counseling office for students to provide continuous feedback, and promote counseling events and deadlines in classrooms.
- The Financial Aid Office improved customer service by setting up an information table to assist students during hours of heavy traffic.
- The Transfer Center is implementing student success stories on its website.
- The Veterans Resource Center plans to improve the organization of the office and provide additional training to its employees (2.18), (2.19), (2.20), (2.21), (2.22), (2.23), (2.24), (2.25), (2.26).

**Assessments**

Service Area Outcomes (SAOs) have become central to the culture and operations of the Student Services Division. All units within the Division submitted 2016-17 SAOs that have undergone review by the Vice President of Student Services, Deans, faculty and classified staff in conjunction with the College Student Learning Outcomes Coordinator. The SAOs have been implemented and additional assessments have been completed in Program Review.

For example, the Counseling Department assessed an SAO measuring the Distance Education (DE) Students’ awareness of e-counseling services. A focus group was formed that revealed that 17 percent of all students were aware of e-counseling services. Participants in the focus group recommended that (1) e-counseling and counseling be more visible on the LAMC homepage (2) DE instructors include this service on their course syllabi, and (3) information about this service be embedded in welcome emails to new DE students (2.27). In response to the focus group feedback above, the counseling link is now prominently visible on the LAMC homepage (2.28). Additionally, counseling has collaborated with the Public Information Office to update the Website and enhance its aesthetics and user experience. Counseling will work with the DE committee and DE faculty to get information out to DE students about e-counseling services. Counseling is currently pursuing options to create short videos and texting options to better reach
students. Additionally, the College is in the process of purchasing a new counseling platform called Cranium Café.

The DSPS unit established an SAO with the goal of completing a minimum of ten learning disability assessments per academic year. Eighteen learning disability assessments were completed in the last year (2.29).

The Health Center created an SAO to increase awareness of depressive symptoms among students. Assessment results indicate that 74 percent of students seen at the Health Center are now aware of symptoms of depression (2.30).

An assessment of the results from the spring 2017 LAMC Student Survey indicate that 70 percent of students are either very satisfied or satisfied with the Counseling Department services. The rate of dissatisfaction with the unit’s performance was reported at 9.2 percent while 20.7 percent of respondents selected the option of “not applicable” when asked about their level of satisfaction with counseling services. These results are encouraging as they reflect an 8 percent increase (up from 62 percent) in student satisfaction over a two-year period (2.31).

The 2017 LAMC Student Survey provided additional information on the efficacy of the Financial Aid Office with 74.2 percent of respondents indicating that they were either very satisfied or satisfied with its services, placing the College within 1 percent of its satisfaction goal for that unit (2.32).

Results for the DSPS Office were less encouraging, with only 47 percent of the 2017 Student Survey respondents claiming a high or moderate level of satisfaction with the unit’s services, falling short of the 60 percent benchmark (2.33). The unit plans to investigate this gap and address the deficiency perceived by students.

In April 2017, the Vice President of Student Services, in close collaboration with the Vice Presidents of Academic Affairs and Administrative Services, began the process of integrating three existing committees (Student Equity, Student Success and Support Program (SSSP), and the College Readiness Committee) into a combined group focused on improving student outcomes. The new committee, the Student Equity, Access, and Success (SEAS) established its charter and began its official work in August 2017.

Conclusions

The College has effectively addressed this recommendation and will move to implement the action steps noted in the QFE by focusing on the need for data collection, the development of tasks and activities to better support students, and improvements through the assessment process.
LIST OF EVIDENCE

2.1 Student Services Retreats 7/7/2017 & 7/12/2017
2.2 Student Services-Academic Affairs Meeting 10/26/2016
2.3 Report on College’s Student Services Retreat 10/28/16
2.4 Graduation from National Hispanic Leadership Program
2.5 1521A Classified Professional Development Day 1/24/2017
2.6 Student Services Staffing Plan and Proposed Funds
2.7 Improvement of Opening College Web Page
2.8 Student Equity Proposals – Veterans Resource Center and DSPS
2.9 Dream Center
2.10 2016-2017 Service Area Outcomes
2.11 SAO Training Follow Up Email 11/18/2016
2.12 Focus Group Training Sign-In sheet 2/10/2017
2.13 Focus Group Training Sign-In sheet 2/14/2017
2.14 Focus Group Training Sign-In sheet 2/15/2017
2.15 Focus Group Training Exit Survey
2.16 Focus Group Training Lesson Plan
2.17 Focus Group Training PowerPoint Presentation
2.18 ASO Student Focus Group Sign-In sheet
2.19 Counseling Student Focus Group Sign-In sheet
2.20 Financial Aid Student Focus Group Sign-In sheet
2.21 TRiO Student Focus Group Sign-In sheet
2.22 Transfer Center Student Focus Group Sign-In sheet
2.23 Veterans Student Focus Group Sign-In sheet
2.24 Student Support Services Committee Minutes 3/14/2017
2.25 Student Support Services Management Minutes 3/23/2017
2.26 Student Services Report to College Council 4/20/2017
2.27 Student Focus Group results
2.28 Counseling link on LAMC homepage
2.29 DSPS assessment results
2.30 Health Center assessment results
2.31 Counseling Student Satisfaction Survey results
2.32 Financial Aid Office Student Satisfaction Survey results
2.33 DSPS Student Satisfaction Survey results
COLLEGE RECOMMENDATION 3

In order to meet the Standard, the team recommends that the College develop a plan to evaluate all learning and tutoring center services and support to students, regardless of location or means of delivery, and use the result of the evaluation as a basis for improvement. (II.B.3)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The College has developed a systematic plan to evaluate all learning and tutoring center services that support students, and it uses the evaluation results as the basis for improvement and enhancement of the learning experience.

In April 2016, the Vice President of Academic Affairs requested that the Dean of Academic Affairs commence the process of developing an evaluation plan for all learning and tutoring center services. The approved plan included:

- The completion of a program review/unit update for the College’s Learning Resource Center;(3.1)
- Discussions pertaining to tutoring services at the Council of Instruction/Chairs & Deans meetings;
- Meetings with key tutoring services staff members; and
- Point-of-service surveys at all locations where learning and tutoring services were provided:
  - STEM Center
  - Learning Resource Center
  - Learning Center Math Lab
  - The Math Center
  - The Science Success Center.

Evaluation

For a number of years, tutoring services at LAMC were funded by a Title V grant. Upon the expiration of the grant and the advent of the 2008 Recession, support services were sharply reduced on campus. Due to budgetary constraints, the tutoring budget for the Learning Resource Center (LRC) was cut sharply for 2012-2014, resulting in a reduction in the Learning Center hours and staff.

One of the most pressing challenges of tutoring services has been to provide continued and adequate support for the high numbers of students underprepared for college-level Math and English. To that effect, the College has leveraged Basic Skills funds to address the needs of
developmental students. Furthermore, students enrolled in college-level courses have been provided services by leveraging Equity funds.

Improved coordination between grant-funded tutoring services across campus (the LRC, the Science Center, and the Math Center) has allowed the College to maximize the efficiency of its tutoring programs.

The three tutoring centers on campus (Learning Resource Center, Science Center, and Math Center) conducted a week-long student survey in April 2016 to assess student needs and to maximize efficiency. Overall, students expressed satisfaction with the quality of services offered in various tutoring labs. However, there is an express need to expand tutoring services to a greater number of subjects.

To strengthen student success across the college, tutor training has been centralized and best practices shared with all the programs that provide tutoring assistance. During fall 2015, all tutors were invited to attend tutor training sessions at LA Pierce College while the College pursues its efforts to backfill positions that have remained vacant in our support services.

The data gathered from the April 2016 student surveys are as follows:

STEM Center (Science Success) Survey

Among students surveyed in April 2016, 95.5 percent visited the STEM Center more than ten times during the semester and 81.8 percent strongly agreed that the services they received helped them in their science courses. Students requested tutoring services be offered on Fridays. However, 100 percent of students surveyed expressed satisfaction with the quality of tutoring and stated that they would recommend the services to a friend (3.2).

LRC Survey

Among students surveyed in April 2016, 66.7 percent visited the LRC more than ten times during the semester and 51.2 percent strongly agreed that the tutoring service helped them in their class (3.3).

LRC Math Lab

90 percent of students surveyed who visited the LRC Math Lab specifically sought individual tutoring services. However, there was some dissatisfaction with the number of tutors available on site as well as the hours of operation of the center (3.4).

Math Center (STEM)

69.5 percent of students surveyed who routinely visit the Math Center on East Campus strongly agreed that the service helped them in their Math class. Some students requested earlier opening times and longer hours of operations (3.5).
NetTutor

The College contracted with LinkSystems International in 2015 to offer online tutoring in a variety of subjects. The product, NetTutor, is approved by and is ADA-compliant. OEI in the State Chancellor’s Office; NetTutor offers online tutoring in Accounting, Biology, Business, Chemistry, Computer Science and Information Technology, Economics, English, ESL, Finance, General Humanities and Social Sciences, Mathematics, Physics, and World Languages, to name a few.

NetTutor integrates well with Canvas, the College’s learning management system. Students are able to directly access NetTutor from the course page in Canvas as well as the College’s Webpage. NetTutor is customizable per section and allows faculty to share their syllabi and assignments as well as set parameters on the type and amount of help that should be extended to their students. Many faculty include information on NetTutor in their syllabi (3.6), (3.7), (3.8).

In addition to synchronous tutoring in a variety of topics, NetTutor assists students with their papers by providing feedback in accordance with the parameters set forth by faculty. All paper/lab reports can be submitted 24 hours a day, seven days per week. All writing submissions to NetTutor maintain a 48-hour turnaround time.

NetTutor assessment

In fall 2016, an assessment was completed to determine the usage and satisfaction of NetTutor. 322 students used NetTutor for a total of 653 sessions. 92% of students surveyed strongly agreed they had a positive experience with NetTutor and would recommend it to others (3.9), (3.10), (3.11).

Improvement

The LRC completed a Comprehensive Program Review and validation by the Educational Planning Committee in spring 2017 and is currently working on implementing the resulting recommendations from this assessment.

The following improvement goals, as set forth in the most recently-completed Program Review, have been met:

- Increase coordination and collaboration among all tutoring services on campus under the umbrella of the Learning Center;
- Open the LRC on Fridays;
- Promote NetTutor, the online tutoring service, both to the faculty and students;
- Secure ongoing funding for tutors and institutionalize the tutoring/learning support services;
Fill the LRC Director (1.0 FTE), was filled in fall 2016 (3.12), (3.13).

In addition, the College plans to fill the position of Language Arts Instructional Assistant (0.5 FTE) in Fall 2017.

Conclusion

The College has met this recommendation.

LIST OF EVIDENCE

3.1 LRC Program Review
3.2 STEM Center Survey
3.3 LRC Survey
3.4 LRC Math Lab Survey
3.5 Math Center (STEM) Survey results
3.6 Art syllabus with NetTutor information
3.7 Biology syllabus with NetTutor information
3.8 Math syllabus with NetTutor information
3.9 NetTutor email regarding survey results 12/6/2016
3.10 NetTutor Satisfaction Survey 12/1/2016
3.11 NetTutor Usage Report 12/6/2016
3.12 LRC Job announcement
3.13 LRC hire
COLLEGE RECOMMENDATION 4

In order to meet the Standards, the team recommends that the College add an academic calendar to the catalog. (I.C.2, ER20)

PROGRESS IN ADDRESSING THE RECOMMENDATION

During the Accreditation Team visit in March 2016, the College added an academic calendar to the 2016-17 print and online college catalog. This practice of including the academic calendar in the online and print college catalog will be continued in the future.

Conclusion

The College has met this recommendation.

LIST OF EVIDENCE

4.1 Screenshot of page 3 of the 2016-2017 College Catalog Academic Calendar.
COLLEGE RECOMMENDATION 6

In order to meet the Standards, the team recommends that the College update academic administrator’s and part-time faculty performance evaluations to include the responsibility of these individuals in learning outcomes assessment to improve teaching and learning. (III.A.6)

PROGRESS IN ADDRESSING THE RECOMMENDATION

The Human Resources Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (6.1). On June 2, 2016, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (6.2). The evaluation form was immediately put into practice (6.3).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into their evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (6.4, 6.5).

Each college has implemented the new evaluation process for academic administrators and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (6.6, 6.7). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation form that mandates a review of the administrator’s use of learning and/or service outcomes. All administrative evaluations are up to date and are available in the personnel files for review.

Both fulltime and adjunct faculty are evaluated on their participation in student learning outcomes assessment as outlined in the AFT, Local 1521 Collective Bargaining Agreement and incorporate SLO assessments as part of the faculty contractual responsibility. The AFT’s clarification of the meaning of “participates in the SLO assessment cycle” states “all instructors shall conduct SLO assessment in their assigned classes and use the results to make appropriate changes to instruction to improve student learning” (6.8).

All faculty must include the officially approved course SLOs on course syllabi, conduct SLO assessments in their assigned classes, and use the results to make appropriate changes in instruction to improve student learning. Faculty are required to provide evidence of changes in instruction and improvement in student learning through uploading data analysis to the SLO website portal (6.9-6.13).
Faculty share the responsibility of producing and assessing student learning outcomes in their individual disciplines, and department chairs are tasked with monitoring the outcomes assessment process (6.14).

**LIST OF EVIDENCE**

6.1 Local 911 2014-17 Agreement
6.2 Signed Teamster MOU
6.3 Dean Evaluation form with SLO Assessment
6.4 Basic Other Academic Administrator form
6.5 Form HR E-210C LACCD Summary Evaluation of College President
6.6 Associate Dean, Strong Workforce
6.7 Dean of Special Programs and Services
6.8 LACCD Faculty Guild Agreement, Faculty evaluation form p. 189
6.9 SLO Online System Website
6.10 Sample syllabus
6.11 Sample syllabus
6.12 Sample syllabus
6.13 Sample syllabus
6.14 Department memo