monitoring and improvement plan (ST1C-62). Additionally, the Education Policies and Program Integrity Committee (EPPIC) is in the process of reviewing the Family and Consumers Studies program to seek recommendations for the Dietetics Technician Program in response to the pass rates falling below the ACEND pass rate benchmark. The American Bar Association (ABA) Standing Committee on Paralegals Approval Commission requested that the Paralegal program become compliant with the requirements for advisory committee composition and meetings according to ABA guidelines. The program has responded to all ABA Standing Committee on Paralegals Approval Commission inquiries to bring the program into compliance (ST1C-14).

**Standard I.C.14.**

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

**Evidence of Meeting the Standard:**

**Education is paramount**
- The College’s financial statements show that it does not generate financial returns for investors, contribute to a related or parent organization, or have supporting external interests:
  - 2015-16 Final Budget (ER5-1)
  - 2014-15 Final Budget (ER5-2)

**Institutional priorities**
- The College defines its priorities for each six-year period through its ESMP, which is the primary planning document designed to facilitate the College mission (ST1A-2)

**Analysis and Evaluation:**

The College ensures its commitment to high quality education, student achievement, and student learning through an annual assessment of the ESMP, learning outcomes assessments, and program review. The College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. The College is a nonprofit, state-funded, teaching organization with no emphasis on research or private scholarship. The campus is defined solely by its mission to empower students through learner-centered pathways to success.
ELAC also has curricular programs that parallel industry standards. These programs such as Real Estate, Auto Tech and Chemical Dependency interface with external agencies and comply with regulations and statutes associated with the program. For example, the Automobile Technology Department at East Los Angeles College is certified by the National Automotive Technician Education Foundation (NATEF). This information is posted online and in the Catalog. This department is regularly accredited by NATEF.

As an example of aligning curriculum with industry standards, Automotive Technology stipulates improving ASE exam pass rates as its Program Learning Outcome. Annual Update Plan 2014-2015 for Academic Departments. This applies to all of their courses. Automotive Technology purchased computers to assist students with practicing sample exam questions in order to improve success rates. One of their instructors has participated in the Reading Across the Curriculum Program that also worked to integrate ASE exam objectives especially terminology with classroom practice.

ELAC keeps the public and students aware of its relation with external agencies through various methods in addition to its website. For example, publication of eligibility to take licensing exam for nursing is also printed in the Catalog. The General Catalog states, “The Nursing Department offers three state-approved programs for both generic students and licensed vocational nurses to become registered nurses. At the conclusion of our programs, the student is eligible to take the registered nurse licensure examination, NCLEX-RN.”

Analysis and Evaluation

The College meets the Standard and Eligibility Requirement 21.

Recent certifications have been achieved by ELAC’s Respiratory Therapy, Health Information Technology, Emergency Medical Technician, Nursing and Automotive Technology programs. Certificates are posted on the website. In fall 2015, ELAC notified ACCJC that its nursing program was placed on warning due to its low pass rates of the NCLEX-RN.

336 Program Licensing
337 General Catalog p. 257
338 Automobile Technology Department
339 College Catalog p. 156
340 Annual Update Plan 2014-2015 for Academic Departments
341 General Catalog p. 257

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. No such conflicts exist at the College.
Standard I.C.13
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21) (ACCJC Policy on Institutional Integrity and Ethics)

Evidence of Meeting the Standard:

a. The Academic Senate and the College Planning Council (CPC) review all communication with external agencies to assure that the College demonstrates honesty and integrity and complies with regulations and statutes. The College is consistent in its description to all accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ACCJC Policy on Institutional Integrity and Ethics)

b. The LACCD Board of Trustees Committee on Institutional Effectiveness and Accreditation monitors College accreditation processes, reviews all Accreditation Self Evaluation reports to assure that they comply with Commission guidelines, and monitors progress toward implementation of all accreditation recommendations. (LACCD Institutional Effectiveness Webpage)

Analysis and Evaluation:

The College meets this standard and ER 21. The oversight of the LACCD Board of Trustees Committee on Institutional Effectiveness and Accreditation along with the Harbor College Academic Senate and CPC demonstrate honesty and integrity in its relationships with external agencies including compliance with regulations and statutes. The College complies with Commission requests, directives, decisions, and policies. The College is consistent in all its disclosures and descriptions.

Evidence Sources:

- LACCD Institutional Effectiveness Webpage

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

The College Mission Statement, the Strategic Educational Master Plan specify the goals and objectives that implement the mission statement. All other College plans providing the activities that implement the SEMP make the priorities and mission of the College clear and document how they are measured. The four College goals: 1) Access and Preparation, 2) Teaching and Learning for Success, 3) Organizational Effectiveness, and 4) Resources and Collaboration document that student access and achievement are paramount to all College priorities and planning.

Analysis and Evaluation:

The College meets this standard. The College mission and the Strategic Educational Master Plan demonstrate the institution’s primary commitment to student learning and success.

Evidence Sources:

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

Evidence of Meeting the Standard:

- The College submits annual reports on SSSP, EOP&S, DSPS and basic skills services to state and federal agencies (I.C.13-1),(I.C.13-2).
- The College also submits federal and state reports on financial aid and related services (I.C.13-3a-b).
- Students, employees, and the general public are informed of the accreditation status of the College through the College catalog and website. All ACCJC accreditation information is only one click away from the College’s main web page (I.C.13-4),(I.C.13-5).

Analysis and Evaluation:

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

The ACCJC Certificate of Accreditation is prominently displayed in several offices and buildings on campus.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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<td>I.C.13-2</td>
<td>DSP&amp;S Annual Report</td>
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<td>I.C.13-3a</td>
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<tr>
<td>I.C.13-5</td>
<td>LAMC Website</td>
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I.C.14
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

- The College is a publicly funded, open-access, not-for-profit institution; student achievement and student learning are central to LAMC’s mission (I.C.14-1).
- The College’s Mission Statement is the foundation for institutional planning and serves as a guide for the College Strategic Master Plan (SMP) (I.C.14-2).
Analysis and Evaluation:

The College has established student learning programs and services that are aligned with the institution’s purpose and character and meet the needs of its student population. The Educational Master Plan supports the core educational goals of the Mission Statement (I.C.14-1), (I.C.14-2).

The College is a not-for-profit institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the LACCD Board of Trustees and closely monitored by the College President, as well as by other senior managers and units of the LACCD.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

I.C.14-1 LAMC Mission Statement
I.C.14-2 Strategic Master Plan
and certifying agencies including the American Veterinary Medical Association (AVMA) and the California Board of Registered Nursing (BRN). Additionally, the College is certified by the California Association of Alcohol and Drug Educators (CAADE) for the Addiction Studies program and the National Automotive Technician Education Foundation (NATEF) for the Automotive Technology program (I.C.15).

The College’s Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal Title IV regulations affecting the administration of financial aid programs. This is verified by the College being recertified to continue with the U.S. Department of Education federal financial aid program (I.C.75). The College maintains relationships with the California Student Aid Commission for students to obtain Cal Grants (I.C.76). The College maintains a relationship with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting the College’s athletic program.

Analysis and Evaluation

Pierce College describes itself consistently to all of its accrediting agencies, communicates changes in accredited status, and discloses required information to all accrediting bodies, the students, and the public. Information relevant to accreditation and other external agencies is published in the college catalog and is maintained in appropriate locations on campus.

**Standard I.C.14**

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

**Evidence of Meeting the Standard**

Los Angeles Pierce College is a publicly funded, open-access, not-for-profit institution. The College’s mission statement reflects the institution’s commitment to quality education. The statement is specific in its orientation toward student achievement and student learning (I.C.1). The College’s commitment to its educational mission is further reinforced in the goals and objectives of the Strategic Master Plan 2013-2017 (I.C.77).
Standard I

**Analysis and Evaluation**

Pierce College is a not-for-profit public institution. As such, it does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the governing board and closely monitored by the relevant departments in Administrative Services, the college president, and the appropriate units of the Los Angeles Community College District.

Pierce College’s mission statement reflects the importance of and its commitment to high quality education. The statement does not reference alternate fundraising objectives; it is focused on student achievement and student learning.

**Standard I.A: Mission Evidence Listing**

I.A.2: ENCORE Homepage – pshare ID 552
I.A.3: PierceOnLine web page – pshare ID 651
I.A.4: Pierce Extension Homepage – pshare ID 553
I.A.5: HACU Colleges and University Listing – pshare ID 554
I.A.6: Data showing we are HSI and Asian/Pacific Islander Serving – pshare ID 1750
I.A.8: Educational Programs list in the catalog, pp. 73-74 – pshare ID 1742
I.A.11: Degree and certificate requirements in the catalog, pp. 74-142 – pshare ID 1743
I.A.14: 2015-2016 APP Template, Administrative Services – pshare ID 521
I.A.17: Sample CAOT 2015-2016 APP – pshare ID 549
I.A.19: Integrated Planning Dashboard Mockup – pshare ID 2077
I.A.20: Scorecard Information for Pierce College – pshare ID 555
I.A.22: Equity Plan Data, pp. 10-23 – pshare ID 216
I.A.23: LACCD Fall 2014 Student Survey – pshare ID 187
I.A.24: LACCD Fall 2014 Survey of Students in Online Courses – pshare ID 188
Evidence

I.C.13-1: Screenshot of the accreditation webpage
I.C.13-2: Letter from the BRN of Accreditation Status
I.C.13-3: Lists, and/or minutes from advisory committees
I.C.13-4: U.S Department of Education Letter

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

Evidence of Meeting the Standard

Los Angeles Southwest College has a clearly articulated mission statement, which describes the primary reason for the College’s existence:

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders. (I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan)

- This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the College offers. The mission statement is paramount to all other objectives.
- The College’s commitment to its educational mission is further reinforced in the goals and objectives of the College’s 2014-2020 Strategic Master Plan.

Analysis and Evaluation

The mission statement clearly articulates that the primary commitment of the College is to a high quality education, student achievement, and student learning.

Conclusion

The College meets the Standard.

Evidence

I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

*High-quality education, student achievement and student learning objectives are the college’s priority*

High quality education is at the forefront of the College mission statement. The statement affirms, “*We provide our students and community with high-quality academic, technical, and professional educational opportunities.*” Section I.A of this report further evaluates how the College mission directs institutional priorities.

The ongoing work of the Pathways to Academic, Career, and Transfer Success (PACTS) framework exemplifies a transformational change for the College and its commitment to ensure student success is at the forefront of its practices. PACTS was developed and is being integrated into daily institutional operations. Its premise is that in spite of any barriers, the College will provide students with the competencies needed to successfully access a college education, to attain industry-recognized and post-secondary credentials, and to obtain a career that pays family-supporting wages and offers opportunities for advancement and growth (I.C.14-1, I.C.14-2).

The College’s commitment to support a successful student-centered environment is highlighted by the conversations surrounding student achievement data that take place at the participatory governance committee meetings, college-wide forums, and college-district presentations. The College’s institutional processes are specifically targeted to address performance gaps, further demonstrating its commitment to continuously enhance student learning and achievement (I.C.14-3, I.C.14-4, I.C.14-5, I.C.14-6).

The Los Angeles Trade-Technical College Foundation works in conjunction with the College and offers scholarships to help students pay for college and achieve their goals. In 2014, the Foundation awarded a total of $151,552 in student scholarships (I.C.14-7). The College works closely with industry partners to ensure students are trained with the most recent technology and industry standards. This ensures that programs keep abreast of new technologies and requirements in their fields and make changes to their curriculum accordingly (I.C.14-8).

Analysis and Evaluation

Evidence demonstrates the College meets this Standard. The College is a publicly-funded, open-access institution that functions for the benefit of the surrounding community and its students. The College does not generate financial returns for investors, but works closely with industry partners to ensure students are prepared to meet the demands of their chosen industry. It also provides scholarship opportunities to deserving students. Its commitment to high quality education is best exemplified by the work taking place to implement PACTS, which is one of the College’s strategic priorities documented in its Strategic Educational Master Plan.

PACTS was developed as a comprehensive reform initiative designed to integrate academic, assessment, counseling, and advisement services into structured pathways that students can follow in order to earn
certificates, degrees, and/or prepare for transfer. PACTS is an emerging innovation, and many of the activities envisioned are in various stages of implementation. The College is jointly working with the University of Southern California’s Center for Urban Education (CUE) to ensure evaluation methods are in place to document PACTS implementation processes, and that these methods continuously use information to make mid-course revisions. This will help facilitate a smooth transition into the pathways for students.

I.C.14. Evidence

I.C.14-1 PACTS description
I.C.14-2 USC retreats
I.C.14-3 Department meetings minutes
I.C.14-4 DoD screenshot
I.C.14-5 IE presentations
I.C.14-6 Equity plan
I.C.14-7 Scholarship Report
I.C.14-8 Advisory minutes
Evidence of Meeting the Standard
Whenever LAVC has been involved in accreditation-related processes, it has prepared appropriate and timely follow-up, midterm, and self-evaluation reports. In all cases, LAVC has fully complied with ACCJC standards, eligibility requirements, policies, and guidelines, including the requirements for public disclosure, team visits, and prior approval of substantive changes.

[Fulfills Eligibility Requirement 21]

Analysis and Evaluation
The College has been responsive to Commission recommendations, as evidenced in its midterm and follow-up reports, which have all been accepted by the ACCJC.

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

Evidence of Meeting the Standard
LAVC has relationships with many outside agencies – businesses, other colleges and college districts, the media, the State Chancellor’s Office, neighborhood associations, Chambers of Commerce, and federal, state, county, and city governmental bodies and legislators. Two of our programs, Nursing and Respiratory Therapy, are accredited by outside accrediting agencies. The College has dealings with the U.S. Department of Education, the NCAA, the California Community Colleges Athletic Association, and other colleges through articulation. Through our Job Training, CalWORKs, Cooperative Education, Continuing Education, and Service Learning programs, LAVC interacts with many community-based organizations.

LAVC has submitted appropriate substantive change reports and has communicated via email and posting on our website regarding changes in our accredited status (I.C.23 LAVC Accreditation web page). When the College was on Warning, it provided regular updates to the public and campus community. In addition, it submitted reports to other accrediting bodies, such as the Board of Registered Nursing, informing them of the sanction and our plans to have our accredited status fully reaffirmed.

[Fulfills Eligibility Requirement 21]

Analysis and Evaluation
In all relations with external agencies, LAVC has always maintained and displayed the very highest ethical standards of honesty and integrity. Relationships with other colleges, high school and college districts, neighborhood associations, the media, businesses, and governmental agencies have been aboveboard and honest.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
Evidence of Meeting the Standard
The College does not have investors, related, or parent organizations requiring financial support, or external interests. Requests for the use of classrooms and other facilities are granted only after campus programming needs are addressed.

Action Plans:
• Ensure that departments link to the Gainful Employment page and/or provide this information on their web pages
• Ensure that the Net Cost Calculator is consistently updated

EVIDENCE LIST FOR STANDARD I.C

I.C.1 2014 LACCD Student Survey
I.C.2 2015-16 LAVC Catalog
I.C.3 Success and Retention Report 2009-2015
I.C.4 Advisory Board Minutes
I.C.5 Educational Programs Listing
I.C.6 Board Rule 6705.20
I.C.7 LAVC Fees page
I.C.8 Academic Freedom Statement Catalog
I.C.9 Academic Freedom Statement Schedule
I.C.10 Article 4, Academic Freedom
I.C.11 Board Rule 15002
I.C.12 Board Rule 1201
I.C.13 Student Evaluation of Classroom Instructor
I.C.14 Student Code of Conduct and Academic Dishonesty -- Catalog
I.C.15 Student Code of Conduct and Academic Dishonesty -- Schedule
I.C.16 Board Rule 6705.20
I.C.17 Board Rule 9803.12
I.C.18 Board Rule 91101
Standard I.C.14

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

Evidence of Meeting the Standard:

As a California Community College, West Los Angeles College has no investors but the people and State of California, and the College’s contribution to California is precisely its high quality education, student achievement and student learning. In stressing effective education in support of student development towards higher educational achievement, career advancement and personal fulfillment, the College mission aligns with the purpose of the California Community Colleges and guides College planning.

Analysis and Evaluation:

West is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial returns for investors or contribute financially to any related or parent organization.

59 California Master Plan for Higher Education, Community Colleges
60 Vision, Mission, & Values
61 Educational Master Plan, Nature and Purposes of Educational Master Planning, page 5
# Changes and Plans
Arising Out of the Self Evaluation

## CHANGES MADE DURING THE SELF-EVALUATION PROCESS

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<th>COMPLETION DATE</th>
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<td>Curriculum Committee will take a more active role in revising the College catalog</td>
<td>I.C.5</td>
<td>Dean of Curriculum, Curriculum Committee</td>
<td>Fall 2015 and ongoing</td>
<td>Streamline approval of GE plans</td>
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## FUTURE PLANS FROM THE SELF-EVALUATION PROCESS

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<td>I.C.2, I.C.5, IV.A.4</td>
<td>Academic Affairs</td>
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