

## II.B. STUDENT SUPPORT SERVICES

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

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

### DESCRIPTIVE SUMMARY

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

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

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

The matriculation process focuses on a student success perspective which begins with the application for admission, followed by assessment in Basic Skills (English, ESL, Developmental Communications, and Math). After assessment, students are directed to

orientation and counseling sessions. During individual or group orientation sessions, students may receive information about the following:

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

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

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

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

**Associated Students Organization (ASO)** provides leadership for student government, campus clubs and organizations, club fairs, leadership and personal growth workshops, and entertainment. New and continuing students are encouraged to participate in one or more of the activities (II.B-6).

**The Athletics Program** provides students with the opportunity to participate in intercollegiate sports as athletes or as spectators. Currently, LAMC's athletic teams include men's soccer, women's volleyball, men's baseball, and women's softball. These events and activities enhance the students' experience by enabling students to pursue athletic and scholarly aspirations as well as through attendance to support the campus athletics program (II.B-7).

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

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

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

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

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

**Grants:**

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Cal Grant B
- Cal Grant C
- Chafee Grant
- Child Development Grant
- Board of Governors (BOG) Fee Waiver

**Loans:**

- Subsidized Federal Stafford Direct Loans
- Unsubsidized Federal Stafford Direct Loans
- Federal Perkins Loans
- Alternative/Private Loans

**Employment:**

- Federal Work Study Program

**Scholarships:**

- Los Angeles Mission College Scholarship Program
- Outside Scholarship vendors and entities

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

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

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

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

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

**The Learning Resource Center (LRC)** is designed for student success and offers a variety of services free of charge, including workshops for science and math classes, supplemental instruction tutorials, writing and critical thinking workshops, and tutoring labs for writing,

reading, science, and mathematics. The LRC has computers equipped with Microsoft Office and reading, writing, and mathematics software that can be used for class assignments or to improve academic skills. Math students can meet with tutors one-on-one or in groups in the Math Center, which has computers equipped with software such as Mathematica, MyMathLab, and MiniTab. All computers have Internet access to allow for online research and e-mail communication. Documents and research materials may be printed for a fee at the Library or at the Print Center.

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

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

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

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

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

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

**The Eagles' Landing Store** (LAMC's bookstore) provides textbooks, school supplies, school apparel, and other materials for students, faculty, and staff. Information about the Eagles' Landing Store and how to order books online can be found on the bookstore's Web site (II.B-15).

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

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

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

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

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

Table 1 lists the number of students served by each Student Services area and the funding for each department or program.

**TABLE 1**  
**SERVICES PROVIDED BY STUDENT SERVICES DEPARTMENTS/PROGRAMS**  
**Academic Year 2011-2012**

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

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

*\*Self-Reported by each Department/Program October 2012*

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

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

and ensure student needs are met. Results are reported as part of the Student Services annual and comprehensive Program Reviews (II.B-17).

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

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

<b>TABLE 2 LAMC STUDENT SERVICES PROGRAM REVIEW PROCESS</b>	
<b>Program Review Component</b>	<b>Description</b>
Unit Self Assessment	Each unit conducts a self-assessment in relation to the College goals once per year. One or more data/measures of effectiveness are examined, as related to each goal. Each unit includes specific components related to the function and scope of the services provided.
External (Comprehensive) Review	Each unit assessment is reviewed on a three-year cycle by a minimum of a two-member team, comprised of one member of the Student Support Services Committee and one Student Service representative. A standardized rubric is utilized in the review process.
Unit Validation	The unit validation is completed by the external review team. The comprehensive validation includes review of the unit assessment, interviews with the service area and a written report by the external review team.



In addition to the Program Review process, some categorical programs are required to submit an annual self-assessment and/or report to the state/federal funding agency that identifies the program's efficiency, fiscal stability, quality control, and service assessment. The following departments are required to submit such reports: EOP&S, DSP&S, Matriculation, CalWORKS, Office of Financial Aid, Child Development Center, TRIO/Student Support Services Program, and the Urban Teacher Fellowship program (II.B-18).

## SELF EVALUATION

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

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

## ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

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

### a. General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**

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

**b. Requirements**

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

**c. Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

**d. Locations or publications where other policies may be found**

**DESCRIPTIVE SUMMARY**

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

Table 3 indicates where to find general information in the Catalog.

<b>TABLE 3</b>	
<b>GENERAL INFORMATION IN THE 2012-2013 COLLEGE CATALOG</b>	
<b>General Information Item</b>	<b>Page number (s)</b>
Official Name	3
Address(es)	3
Telephone number (s)	3
Website Address	3
Telephone Number (s)	3
Educational Mission ( <i>Mission Statement</i> )	9
Courses	81-158
Programs	81-158
Degree Offerings	74
Academic Calendar and Program Length	69, 72-73, 78-79, 81-158
Academic Freedom Statement	64
Available Student Financial Aid	16, 26-31
Available Learning Resources	38-41
Names and Degrees of Administrators	2, 159-161
Names of Governing Board Members	2
<b>Requirements</b>	
Admissions	14, 18-20
Student Fees and Other Financial Obligations	20-23
Degrees	68-74, 81-158
Certificates	71, 74, 81-158
Graduation and Transfer	68-80
<b>Major Policies Affecting Students</b>	
Students' Statements	57
Instructional Materials	57
Withdrawal	57
Access to Records	58
Family Educational Rights & Privacy Act	58-59
Student Right-to-Know Disclosure	60
Academic Regulations, including Academic Honesty	44-58, 61-63
Non-discrimination Policy	63
Acceptance of Transfer Credits	47-54
Student Grievance and Complaint Procedures	60-61,65
Sexual Assault Policy	63-64
Sexual Harassment Policy	64-65
Smoking Policy	67
Refund of Fees	21

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

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

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

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

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

## SELF EVALUATION

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

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

## ACTIONABLE IMPROVEMENT PLAN

No recommendation at this time.

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

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

## DESCRIPTIVE SUMMARY

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

The College researches the learning support needs of its students on an ongoing basis through service area and campus wide surveys (II.B-22). For example, Teacher Pathways students are given surveys that evaluate the quantitative as well as the qualitative value of services and project activities. Students are asked what services will help them reach their academic and

professional goals in a timely manner and based on these responses, time and staffing are redirected to meet these needs. The Teacher Pathways projects maintain a Web site and Facebook account to notify all students interested in becoming credentialed teachers of the program's activities and services (II.B-23).

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

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

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

- Schedule of Classes Online (SOCO)
- College Catalog
- Academic calendar
- Academic disciplines
- Student Services
- Athletics
- Transfer information
- Special programs

Distance Education students have access to individualized academic counseling via telephone, fax, and e-mail. The Counseling Department provides year-round e-mail advising with a response time that is within 72 hours (II.B-25).

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

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

## **SELF EVALUATION**

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

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

The Articulation Officer works with faculty and department chairs on course curriculum to certify rigor for transferable courses, maintain general education information, and establish, manage, and update articulation agreements with colleges and universities. As one of its core functions, Articulation works with the ASSIST database (II.B-28) to ensure that all information is current and accurate. This involves monitoring the course equivalency/comparability available on ASSIST and working with colleges and universities to clarify, resolve, and strengthen transfer agreements. Articulation is also responsible for disseminating curricular

changes statewide and the online submission of new or updated curriculum via the Online Services for Curriculum and Articulation Review (OSCAR) system for General Education. Online access to the general education advising forms (IGETC, CSU GE, and Associate Degree Plans) and frequently asked questions are available through the Counseling Department Web page. Articulation collaborates with the Transfer Center to provide links to helpful information and guides for transfer to the University of California (UC) system, the California State University (CSU) system, and private colleges and universities. The Articulation Office is creating a Web page to provide access to agreements for private and out-of-state colleges and universities as well as links to helpful information and resources for counselors, students, faculty, and staff to facilitate the transfer process.

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

#### **ACTIONABLE IMPROVEMENT PLAN**

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

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

#### **DESCRIPTIVE SUMMARY**

Los Angeles Mission College has a student government association, the Associated Students Organization (ASO), with four executive officers and fourteen senators, as well as numerous ASO sponsored student clubs. Membership in the ASO is available to all current students of Los Angeles Mission College. The ASO works to provide a framework for many college student activities and an opportunity to develop leadership skills. The ASO officers and their responsibilities are listed in the ASO bylaws. All students are encouraged to participate in student government activities. Through active participation in student government and clubs, students render services, increase social and cultural awareness, improve leadership abilities, and create a close association with other students. In addition, through the ASO, students are encouraged to serve and participate on shared governance committees (II.B-29).



Any group wishing to become a recognized LAMC organization or club must submit a constitution and be approved by the Associated Students Organization Executive Council. Student clubs and organizations provide a variety of cultural, community, and vocational opportunities. Once a semester, the ASO sponsors “Club Day” to introduce students to the various clubs available on campus. Service clubs, special interest clubs, department-related organizations, and religious clubs offer a variety of opportunities for student involvement. A diversity of clubs offer programming aimed at increasing student awareness and participation concerning issues related to civic, cultural, and social responsibility. The ASO supports blood drives, food and toy drives, fundraising on the local level such as AB 540 scholarships, and activities that provide awareness of culturally diverse issues on campus. The College recognizes the value and contribution of co- and extra-curricular activities to student education and has employed one full-time Student Activities Director/ASO Advisor to support and engage students in co-curricular activities. Students find their college experience more meaningful and valuable as a result of their active participation in social or co-curricular activities of the College. The activities and programs sponsored by the ASO also are helpful to the College’s outreach and retention efforts.

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

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

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

## **SELF EVALUATION**

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

Occasionally, issues arise concerning how events or activities are scheduled or what type of events may be held on campus. Some events have been cancelled due in part to not following

appropriate campus procedures in a timely manner. In an effort to streamline the process of conducting events on campus, the Technology Committee is currently updating the campus calendar to reflect all events.

#### **ACTIONABLE IMPROVEMENT PLAN**

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

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

##### **DESCRIPTIVE SUMMARY**

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

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

In 2010 a Discipline Advisor Program was established with counseling and discipline faculty partnering as educators in the pursuit of student growth, learning, and the promotion of student success. The main goal of the Discipline Advisor Program is to focus on student development and learning. This program was designed as a collaboration among Student Services, the Counseling Department, and Academic Affairs to provide discipline faculty with a general understanding of LAMC's degree and certificate requirements. This program enables faculty to supplement counseling services by providing advisement on major requirements and by

enabling faculty to refer students to quality resources and external agencies. Discipline advisors are paired with a counseling faculty mentor to provide guidance and to assist students in pursuit of their academic goals. Forms were created to conduct student surveys on the effectiveness of the program, and a log sheet was designed to document what was done during each advising session. Training was conducted with the Administration of Justice, Biology, and Child Development disciplines.

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

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

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

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

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

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

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

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

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

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

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

**Cooperative Agencies Resources for Education (CARE) Program**, under the auspices of EOP&S, CARE provides services to Temporary Assistance to Needy Families (TANF)/CalWORKs single heads of household recipients with children under the age of 14. Services include personal and academic counseling, tutorial services, peer support groups, and

development of occupational/career opportunities. Additional services include financial assistance with educational expenses. The program is designed to provide eligible students with the resources they need to complete their academic goals (II.B-41).

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

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

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

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

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

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

## SELF EVALUATION

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

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

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

### **ACTIONABLE IMPROVEMENT PLAN**

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

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

### **DESCRIPTIVE SUMMARY**

The student body of Los Angeles Mission College is very diverse; in fall 2012 the College population was 73 percent Hispanic, 11 percent White, 8 percent Asian/Pacific Islander, 3 percent African American, 0.4 percent American Indian and 5 percent other ethnicities. Diversity is also demonstrated by the various expressions and celebrations of cultural and ethnic pride at LAMC. The College provides a wide range of services, programs, and practices to foster student understanding and appreciation of diversity.

**The Professional and Staff Development Committee** is a shared governance committee with representatives from all campus constituent groups. The Committee organizes and conducts workshops, events, and activities to promote an understanding and appreciation of diversity such as Springfest, Healthy Foods and Cooking Expo, the Faculty Academy, and Conflict Resolution (II.B-48).

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

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

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

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

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

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

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

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

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

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

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

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

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

## SELF EVALUATION

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

### ACTIONABLE IMPROVEMENT PLAN

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

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

## DESCRIPTIVE SUMMARY

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

CCCApply is a state wide online application system for California Community Colleges which allows students to easily access college information and streamlines the application process for students and colleges. Students may access CCCApply.org through the College Web site. Once the online application is successfully processed, the student receives an e-mail



confirmation containing their Student Identification (SID) number and explaining how to access their district wide registration appointment online. Students are encouraged to use the online application system, but they also may choose to submit a paper application instead. However, within the next two years, LAMC will move toward accepting only online applications.

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

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

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

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

## **SELF EVALUATION**

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

ACCUPLACER was previously used for Math placement; however, in spring 2010, Los Angeles Mission College piloted the use of the Mathematics Diagnostic Testing Project (MDTP) to assess Math. MDTP measures a student's readiness for mathematics courses

ranging from arithmetic to calculus competency levels. After a thorough evaluation, the Math Department decided to use MDTP for Math placement.

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

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

#### **ACTIONABLE IMPROVEMENT PLAN**

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

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

#### **DESCRIPTIVE SUMMARY**

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

All student records are confidential, complete, and permanent. The confidentiality of records is mandated by both state and federal regulations. The California legislature passed S.B. 182 (Stull), which codifies provisions of the Education Code and the Federal statutes implementing

the Family Education Rights and Privacy (FERPA) Act of 1974 (Buckley Amendment). Information on these regulations is printed in the College Schedule of Classes.

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

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

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

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

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

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

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

## SELF EVALUATION

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

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

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

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

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

### **ACTIONABLE IMPROVEMENT PLAN**

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

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

## DESCRIPTIVE SUMMARY

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

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

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

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

## SELF EVALUATION

Los Angeles Mission College evaluates Student Support Services to assure their adequacy in meeting identified student needs through implementation and assessment of Service Area Outcomes and the Program Review process. Evaluations based on student surveys and the assessment of Service Area Outcomes have given Student Service departments and divisions a

better understanding of the customer service they are providing to students and how that service facilitates student success. The following are some examples of evidence that the College uses the results of these evaluations as the basis for improvement of its services.

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

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

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

<b>TABLE 4 COUNSELING DEPARTMENT STUDENT SURVEY, FALL 2009 (N=125)</b>	
<b>Survey Question</b>	<b>Percentage Responding Yes</b>
Are appointments available at a convenient time?	97%
Was a Student Educational Plan Developed?	97%
Does Student understand the courses needed to meet educational goal?	93%
Did Counselor explain requirements needed to reach educational goal?	99%
Is student aware of Matriculation Process?	97%
Has student taken courses that require prerequisites?	68%

The Counseling Department fall 2009 survey data results indicate there was a high level of student satisfaction with counseling services among respondents. Data also indicates that most

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

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

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

The information in Table 5 indicates that 67% of LAMC's student population has met with a counselor by the end of their first year in college. Another 22% of respondents had never met

with a college counselor. Based on the survey results, more than half of LAMC students (52%) indicate that they have developed a Student Educational Plan (SEP) with a counselor. The development of an individualized Student Educational Plan is very important to student success because it develops a pathway for students to achieve their educational goals. Follow-up visits allow both student and counselor to review the progress being made by the student. The data in Table 5 also indicates that student progress toward their educational goals is frequently hindered by the lack of course availability. Less than half of LAMC students (44%) have been able to enroll in the classes they needed to follow their Student Educational Plan. About 31% of students reported that they were not able to enroll in the courses they needed, either because these courses were not offered when needed, or the classes did not have space.

Survey Questions	Very or Somewhat Satisfied %	Not Satisfied %	Not applicable %
50. Your satisfaction with Admissions/Records?	78	8	9
54. Your satisfaction with Financial Aid Office?	62	8	24
51. Your satisfaction with Assessment/Placement Services?	54	5	35
58. Your satisfaction with General College Counseling Services?	47	10	36
55. Your satisfaction with Tutoring Services?	45	4	46
61. Your satisfaction with Health Center?	38	3	53
52. Your satisfaction with In-person or On-campus Orientation?	33	4	56
56. Your satisfaction with Transfer Center?	29	4	60
53. Your satisfaction with On-line Orientation?	28	4	60
57. Your satisfaction with Career Center?	24	3	67
68. Your satisfaction with Child Care Center?	18	2	74
65. Your satisfaction with Disabled Students Programs and Services?	17	2	76
66. Your satisfaction with CalWORKs?	17	2	75
67. Your satisfaction with Veterans Office?	15	1	78
69. Your satisfaction with International Students Program/Services?	15	2	77

Table 6 summarizes LAMC student responses about their satisfaction with the services and support they receive from different areas under Students Services. A majority of students indicated they



were very or somewhat satisfied with Admissions and Records (78%), the Financial Aid Office (62%), and Assessment/Placement Services (54%). Less than half of all respondents indicated they were very or somewhat satisfied with General Counseling Services (47%), Tutoring Services (45%), Health Center (38%), Transfer Center (29%), Online Orientation (28%), and the Career Center (24%). The lack of a permanent Transfer Center Counselor in recent years, as discussed earlier, may be one of the causes of the dissatisfaction. The recent hiring of a permanent Transfer Center Counselor/Coordinator (in 2012) should improve awareness and usage of the Transfer Center. Finally, the large number of “not applicable” responses for several of the areas (e.g. International Students, Veterans, CalWORKs, DSP&S, and Child Care Center) probably reflect the fact that not all students use and/or do not qualify for these specific services.

**ACTIONABLE IMPROVEMENT PLAN**

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

## STANDARD II.B - EVIDENCE

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

- II.B-1 Los Angeles Mission College Mission Statement, Revised Fall 2012
- II.B-2 Agendas of the Student Support Services Directors' Meetings
- II.B-3 Agendas of the Student Service Division Meetings
- II.B-4 Student Services Service Area Outcomes
- II.B-5 Admissions and Records Office
- II.B-6 Associated Students Organization
- II.B-7 Athletics Program
- II.B-8 Child Development Center
- II.B-9 Financial Aid Office
- II.B-10 Student Health Center
- II.B-11 Library Services
- II.B-12 Foster/Kinship Education Preparation
- II.B-13 Tech Prep School-to-Career Program
- II.B-14 Title V HSI
- II.B-15 Eagles' Landing Store
- II.B-16 Student Support Services Committee Charter/Goals/Objectives
- II.B-17 Comprehensive Program Review, Student Services Division
- II.B-18 Annual Reports from Each Student Services Department
  - International Students
  - Financial Aid Office
  - CARE report
  - EOP&S/CARE report

- II.B-19 Student Surveys from Student Service Departments
- II.B-20 Blank Student Services Service Area Outcome Form.
- II.B-21 LAMC College Catalog 2011-12
- II.B-22 Fall 2011 Student Survey results – Campus Services
- II.B-23 Teacher Pathway
- II.B-24 Achieving the Dream Narrative
- II.B-25 Counseling Advising Service Via E-mail
- II.B-26 Counseling FAQs
- II.B-27 Student Information System “How to”
- II.B-28 ASSIST Database
- II.B-29 Student ASO/ICC handbook
- II.B-30 Weekly Mission
- II.B-31 Fliers from Counseling Department Promoting Personal Development
- II.B-32 Agendas and Minutes of Monthly Counseling Department Meetings
- II.B-33 Refer to II.B-18.
- II.B-34 Matriculation
- II.B-35 Transfer/Career Center
- II.B-36 Disabled Student Services and Program
- II.B-37 Articulation: Official Website, CTE Transitions
- II.B-38 LAMC Recruitment Plan for Retention and Extended Admissions
- II.B-39 Personal Development Course Listing in Class Schedule Fall 2011
- II.B-40 Application Form for EOP&S
- II.B-41 Qualification Requirements for CARE program

- II.B-42 Honors Program
- II.B-43 CalWORKs
- II.B-44 Student Support Services Program (SSSP)
- II.B-45 Veterans Affairs
- II.B-46 International Students Program
- II.B-47 Urban Teacher Fellowship Program (UTF)
- II.B-48 Professional and Staff Development Committee
- II.B-49 Associated Students Organization (ASO)
- II.B-50 Fliers of fieldtrips from SSS/TRIO
- II.B-51 Recruitment for STEM  
Refer to II.B-38
- II.B-52 Training and Workshop Fliers from Foster Kinship Program
- II.B-53 Agreement for Legacy Program
- II.B-54 Fliers for Workshops from DSP&S
- II.B-55 E-mail Sent to Managers about Sexual Harassment Workshop
- II.B-56 CalWORKs Workshops
- II.B-57 LAMC Transfer Fair October 2011 Flier
- II.B-58 Fall 2011 Class Schedule of Bilingual Courses
- II.B-59 Non-Credit Program Information from Spring 2013 Schedule of Classes
- II.B-60 LACCD Board Rule 8603 Limitations on Enrollment
- II.B-61 LACCD Board Rule 8400 Student Records
- II.B-62 Student Right-to-Know Disclosure
- II.B-63 LACCD Report on Audited Basic Financial Statements June 30, 2011
- II.B-64 Refer to II.B-4

II.B-65 Summary of Child Development Center Student Progress Reports

II.B-66 Counseling Department Survey Results, Fall 2009