II.C. STUDENT SUPPORT SERVICES

In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.

II.C.1
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard:
- Support Services for students comprise the following areas (II.C.1-1a-s):
  a) Admissions and Records
  b) Associated Students Organization (ASO)
  c) Assessment†
  d) Athletics/Fitness Center
  e) CalWORKS†
  f) Child Development Center†
  g) General Counseling
  h) DSP&S
  i) EOP&S
  j) Foster Care and Kinship (FCKE)
  k) Health Center
  l) Financial Aid
  m) International Students
  n) Noncredit (GED preparation/Citizenship)
  o) Outreach and Recruitment
  p) STEM Counseling
  q) Student Support Services/TRiO
  r) Transfer Center
  s) Veterans Affairs/Resource Center
  †This area/unit reports to Academic Affairs.

- While the Program Review Oversight Committee* (PROC) establishes the general Program Review* policies, timelines, cycles, and documents for all units on campus, the Student Support Services Committee (SSSC) is specifically tasked with the oversight and validation of the Program Review* process for all Student Services units (II.C.1-2),(II.C.1-3).

- Throughout the fall 2013 and spring 2014 terms, the College conducted the following research to assist in the evaluation of student services (II.C.1-4a-f):
  a) Staff comparison study
  b) Comprehensive faculty/staff survey
  c) Comprehensive student survey

d) Point-of-service surveys
e) Focus groups of students and of Student Services staff
f) Federal and state requirements analysis

- Student services regularly evaluate the quality, success, and outcomes of its units. The Program Review* process and the Service Area Outcomes (SAOs) assessments are two of the primary methods for evaluating such programs (II.C.1-5).

- Since 2013, Student Services has undertaken an overall self-assessment to evaluate student needs and to bring the College in compliance with all federal and state requirements (II.C.1-6),(II.C.1-7).

- The College implemented a Student Services Action Plan in spring 2014 to address the gaps identified in the Commission's July 2013 action letter (II.C.1-8), (II.C.1-9).

- Annual reports submitted to state or federal agencies on behalf of various Student Services units (e.g. Articulation, EOP&S, DSP&S, Financial Aid, the Student Support Services Program (TRiO), and the Transfer Center) supply the added benefit of helping the College assess each program's efficiency, fiscal stability, and quality (II.C.1-10a-f).

- The continuous improvement of many student support services is enhanced by the state-mandated SSSP and Student Equity plans (II.C.1-11a-b).

- The fall 2014 distance education* (DE) survey, based on the 2014-2017 DE Plan, identified the learning support needs of DE* students. The College has taken concrete steps such as offering E-counseling and online tutoring to meet those needs (II.C.1-12a-b).

Analysis and Evaluation:

The following services/units support accomplishment of the various components of the College's Mission:

- Increased transfer: Transfer Center, counseling, articulation
- Equity: DSP&S, EOP&S, veterans affairs, foster/kinship care education, Health Center, International Students Center, SSS/TRIO, financial aid
- Career preparation: counseling, CalWORKS
- Improvement of basic skills: Assessment Center, DSP&S, CalWORKS, tutoring services
- Improving the lives of the diverse communities served by the College: Athletics/Fitness Center, Child Development Center, Health Center, Outreach and Recruitment, Veterans Affairs.

Units employ Program Review* to revisit the Mission Statements of the various departments, assess SAOs, and analyze the effectiveness of services. Units undergoing comprehensive Program Reviews* undergo a validation process by SSSC. Recommendations for improvement are addressed by the unit and included in the subsequent year's Program Review* update.

In addition to Program Review*, several units such as articulation, EOP&S, DSP&S, CalWORKS, financial aid, the student support services program (TRiO), and the Transfer Center submit an annual self-assessment and/or report to the applicable state or federal funding agency and gauge their own efficiency, fiscal stability, and quality.

In 2014-2015, all Student Services units completed an annual update and fi   of those units – Transfer Center, Outreach and Recruitment, Financial Aid, EOP&S, and DSP&S – completed a comprehensive Program Review* cycle. Unit assessments identified gaps in service and staffing levels and underlined the necessity for improved oversight in the Student Success and Support Program (SSSP). To adequately address these gaps, the Student Services Action Plan was developed and resulted in several hires: a dean (student success), an associate dean (DSP&S), one full-time tenure track general counselor, an outreach and recruitment coordinator, an Admissions and Records evaluation technician, two limited-term (one-year) counselors, an articulation officer, and a part-time athletic counselor. The second gap has been partially mitigated by extended evening hours of services and online support (II.C.1-13).

The DE* Committee, in collaboration with Student Services, systematically contributes to assessments and improvement in student support services for DE* students. For example, the 2014 DE* survey brought to light the need for additional services in an online format. E-counseling was subsequently implemented and its efficacy evaluated in November 2015. Six students taking online courses participated in a focus group that was moderated by the DE* coordinator. Students indicated that E-counseling would be more convenient, especially when they had limited time. They also shared that E-counseling made it easier to talk to a counselor. Students recommended that the counseling and E-counseling links should be more visible and available on the main College web page. They also shared that it would help to have E-counseling mentioned on the course syllabus for all online and hybrid courses and to include information about E-counseling on the welcome email to DE students so that students are informed of this service. Based on the information gained through the focus group, counseling will work with DE and DE faculty to send out information to DE students about E-counseling services. Additionally, counseling will work on creating a quick link on the main LAMC web page (II.C.1-14a), (II.C.1-14b).

Although Student Services maintains the comprehensive and required support services mandated by the District and the state, the division needs to improve its overall leadership, organization and service delivery. This need has become evident given the past ACCJC recommendations, college assessments, and the recent expert consultant assessment conducted in September 2015. The College has identified eight areas for improvement that initiated one of the two action projects in the Quality Focus Essay (for further, see QFE).

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, student services, in collaboration with the DE* committee and the Office of Institutional Effectiveness (OIE), will engage in further outcomes assessment to improve the quality of services provided in all modalities. (QFE)

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.1-1   Student Support Services Websites

                a) Admissions and Records
                b) Associated Students Organization (ASO)
                c) Assessment†
                d) Athletics/Fitness Center
                e) CalWORKS†
                f) Child Development Center†
                g) General Counseling
                h) DSP&S
                i) EOP&S
                j) Foster Care and Kinship (FCKE)
                k) Health Center
                l) Financial Aid
                m) International Students
                n) Noncredit (GED preparation/Citizenship)
                o) Outreach and Recruitment
                p) STEM Counseling
                q) Student Support Services/TRiO
                r) Transfer Center
                s) Veterans Affairs/Resource Center

II.C.1-2   PROC Program Review Cycle/Timeline
II.C.1-3   SSS website program review
II.C.1-4   Evaluation of Student Services using the following data:
II.C.1-4a   Staff Comparison Study
II.C.1-4b   Comprehensive Faculty/Staff Survey
II.C.1-4c   Comprehensive Student Survey
II.C.1-4d   Point of Service Surveys
II.C.1-4e   Focus Groups of Students and of Student Services Staff
II.C.1-4f   Federal and State Requirements Analysis
II.C.1-5   Student Services Service Area Outcomes (SAOs)
II.C.1-6   August 2013 Gap Analysis
II.C.1-7   District-wide Student Service area staffing levels comparison study
II.C.1-8   Student Services Action Plan
II.C.1-9   ACCJC July 2013 Action Letter
II.C.1-10a   EOP&S Annual Report
II.C.1-10b   DSP&S Annual Report
II.C.1-10c   Financial Aid Report
II.C.1-10d   SSS-TriO Report
II.C.1-10e   State Chancellor's Office Transfer Center Report
II.C.1-10f   State Chancellor's Office Articulation Report

II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:
- The Student Services division utilizes several methods for identifying and assessing learning support outcomes; these include Program Review*, SAO assessments, and student surveys (II.C.2-1),(II.C.2-2),(II.C.2-3).
- During the 2013-2014 academic year, all Student Services units completed a cycle of comprehensive Program Review* and developed and/or revised their SAOs (II.C.2-4).
- In spring 2014, SSSC established a formal three-year Program Review* cycle for all student support services (II.C.2-5).
- The Student Services Task Force (SSTF) assists units with the implementation of Program Review* cycles and alignment with SAO assessments (II.C.2-6).

Analysis and Evaluation:

Since 2014, all Student Services units have undergone a full cycle of review, assessment, improvement plan, and implementation (II.C.2-7). For example, the assessment of an SAO in admissions and records illustrated staffing shortages that impaired the College's ability to meet state-mandated processing deadlines for degrees and certificates and forestalled reports on graduation data. The identified gap, reported in the Student Services Action Plan, led to the hiring of an evaluation technician in fall 2014 (II.C.2-8).

Surveys serve as another means to evaluate the adequacy of campus support services (II.C.2-9), (II.C.2-10). For example, EOP&S/CARE assessed its spring 2015 workshops with pre- and post-orientation surveys; based on significant gains measured in these, workshop offerings have been significantly expanded and are made available to all incoming students (II.C.2-11).

Student Services has conducted division-wide trainings and established a task force to assist the units with SAOs. Student services personnel have expressed a desire to receive on-going or additional training and workshops to improve SAO development and assessment.

ACTIONABLE IMPROVEMENT PLAN

The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veteran's affairs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.2-1	Student Services Program Review
II.C.2-2	Student Services SAO Assessments
II.C.2-3	Student Survey
II.C.2-4	Student Services Comprehensive Review Results
II.C.2-5	Student Support Services Committee Minutes – Comprehensive Review Cycle
II.C.2-6	Email from College President – 4/7/2014
II.C.2-7	College Council Meeting Minutes – 5/15/2014
II.C.2-8	Student Services Action Plan – Vacancies
II.C.2-9	Point of Service Surveys for Student Services Units
II.C.2-10	2014 Fall Student Surveys
II.C.2-11	EOP&S/CARE Pre/Post Orientation Survey Results

II.C.3

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. (ER15)

Evidence of Meeting the Standard:

- The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes and College catalog (disseminated in print and online formats), brochures, and its website (II.C.3-1), (II.C.3-2), (II.C.3-3).

- Students may access services on campus, online, via e-mail, or by telephone. Select units maintain web pages with Frequently Asked Questions (II.C.3-4a-d).

- In April 2015, counseling activated ESARS, an online version of the SARS scheduling program (II.C.3-5).

- E-counseling was implemented in May 2015 (II.C.3-6).

- The College offers online tutoring through Link-Systems International (II.C.3-7).

- The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/time, and register for classes (II.C.3-8).

- Training and resources are provided to faculty to help them improve their support of students with disabilities (II.C.3-9),(II.C.3-10).

- The College administers annual surveys to assess the accessibility of student support services (II.C.3-11).
- Based on the recommendations of a student focus group, the DE* website has been redesigned for easier access (II.C.3-12),(II.C.3-13).
- As part of its outreach activities, the College schedules early assessments for community members and high school students (II.C.3-14).
- The College has significantly increased its concurrent enrollment offerings at local area high schools (II.C.3-15).
- Campus kiosks provide online access to the website, schedule of classes, and registration information (II.C.3-16).
- Several student services maintain evening hours (II.C.3-17a-c).
- Textbooks may be purchased or rented on-campus, online, or via mail (II.C.3-18).
- The Library provides an electronic repository of books and access to research materials. Textbooks are held on reserve for many courses (II.C.3-19).

Analysis and Evaluation:

The counseling department offers comprehensive and reliable services in online and face-to-face modalities. These include year-round e-mail advising and E-counseling as well as in person appointments and workshops during regular and evening hours.

A spring 2015 comprehensive assessment of support services for DE* students led to the redesign of the College website and a contract with Link-Systems International (LSI) (II.C.3-20). LSI's online tutoring services and White Board technology rigorously adheres to ADA accessibility requirements of both the Federal 508C legislation and the User Agent Web Accessibility Initiative (II.C.3-21). Support for students with disabilities is further enhanced by DSP&S' training of faculty and staff in the development and online posting of ADA-compliant documents (II.C.3-22a-t).

Additional services such as books on reserve and e-books, Library workshops, and electronic research databases are made available through the Library.

Various outreach activities, including the Fall Kickoff and Focus on Careers Fair, introduce new students to the campus and guide them through the application process, assessment, counseling, and financial aid. Scheduled assessments and concurrent enrollment opportunities in local high schools further enhance the visibility of the College in the community.

The counseling department is scheduled to commence a new cycle of self-assessment in fall 2015.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.3-22m   Distance Education Students and Accommodations
II.C.3-22n   Captioning Videos, Creating Accessible Documents; Website Accessibility for DE
II.C.3-22o   DE Notification Form
II.C.3-22p   Fall 2014 Survey
II.C.3-22q   College Wide Student Survey 2014
II.C.3-22r   Student Focus Groups – Online Website Reviews/Recommendations
II.C.3-22s   Orientation to Student Services for Online Students
II.C.3-22t   SSSP Website

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

- The athletics department upholds all criteria for student athletes including unit and GPA requirements, transfer eligibility, and various other rules established by the state, District, and College (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4).

- The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the Los Angeles Community College District Board of Trustees, and state Education Code Sections 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5).

- Annual gender equity and financial reports are submitted to the United States Department of Education (USDE) and CCCAA (II.C.4-6).

- Co-curricular and athletics programs align with the social and cultural dimensions of the College and are assessed through Program Review* (II.C.4-1), (II.C.4-7), (II.C.4.8).

- The College promotes and routinely hosts musical performances, art, and athletic events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12).

- All co-curricular and athletic program budgets comply with the District policies and procedures and are maintained by the Business Office (II.C.4-13), (II.4.C-14), (II.C.4-15), (II.C.4-16).

- The Associate Student Organization (ASO) is an integral part of campus life and maintains a strong presence on shared governance committees (II.C.4-7), (II.C.4-17).

Analysis and Evaluation:

Co-curricular and athletics programs support the institution's mission by providing "a culturally and intellectually supportive environment." Athletics, theater and music productions, art exhibits, and student clubs contribute to and inform the social and cultural dimensions of the educational experience (II.C.4-8). The College is fully responsible for all co-curricular programs and their respective fiscal allocations.

The athletics department offers four intercollegiate sports: men's soccer and baseball; and women's volleyball and softball (II.C.4-1), (II.C.4-18). The unit assesses the integrity of its programs on an annual basis and faithfully adheres to policies established by CCCAA, the LACCD Board of Trustees, and state Education Code Section 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5). Annual reports submitted to USDE in compliance with the Equity in Athletics Disclosure Act and to CCCAA confirm the College's sound fiscal practices and aspirations toward gender equity (II.C.4-6).

The latest comprehensive Program Review* and SAO assessments of athletic programs revealed a shortage in dedicated counseling hours and insufficient female athletic opportunities. Athletic counseling was subsequently augmented by nine hours per week, resulting in higher levels of transfer, success, and GPA among athletes relative to the general student population (II.C.4-1). To reinforce its commitment to female students, the College is currently seeking funds to augment its female athletic teams and to date has identified three potential sports for immediate implementation (II.C.4-6).

In addition to athletics, co-curricular programs such as art exhibits, musical and theatrical performances, and video screenings enhance students' cultural experience and exposure to diversity. The institution provides economically viable opportunities for students to attend multicultural events, athletic contests, art shows, music and drama performances, and sponsored clubs and organizations events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12). All co-curricular activities abide by prescribed assessments and review their respective budgets and align their offerings with the budgets, plans, and goals (II.C.4-13), (II.C.4-14), (II.C.4-15), (II.C.4-16).

ASO is an integral part of campus life and the shared governance structure. ASO conducts an annual Program Review* to attest to its viability and continued alignment with the College Mission. Student clubs and organizations enrich students' social, cultural, and educational experience; furthermore, they grant students enhanced career skills, experience pertinent to their field of study, and the chance to give back to the community (II.C.4-7), (II.C.4-17).

ACTIONABLE IMPROVEMENT PLAN

The athletics program, in compliance with Title IX, will pursue additional opportunities for female student athletes to participate in intercollegiate athletics.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.4-1   Student Services Division - Athletics Unit Program Reviews:
II.C.4-2   CCCAA Constitution and Bylaws:
II.C.4-3   CCCAA Athletic Eligibility Forms:
II.C.4-4   LACCD Board Rule Article VI- Intercollegiate Athletics
II.C.4-5   State Education Code Sections 67360-67365

II.C.4-6	Title IX, EADA Report, and Gender Equity R-4 Report
II.C.4-7	ASO Webpage
II.C.4-8	LAMC Mission Statement and Vision
II.C.4-9	Weekly Mission 11/2013 Jazz and Choir concert
II.C.4-10	Weekly Mission 5/2014 art display
II.C.4-11	Weekly Mission 12/2014 Choir concert
II.C.4-12	Los Angeles Mission College Weekly Mission
II.C.4-13	Los Angeles Mission College Campus Forms:
II.C.4-14	Los Angeles Mission College Budget Forms:
II.C.4-15	Los Angeles Mission College Trust Account Forms:
II.C.4-16	LACCD Procurement Policies
II.C.4-17	ASO Constitution
II.C.4-18	LAMC Athletics Website

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

- Counseling services are available to all students using a de-centralized service model. For example, students are provided counseling services and academic advising in units such as counseling, EOP&S, DSP&S, and veteran affairs (II.C.5-1a-d).

- Counselors regularly attend conferences/workshops, and participate in monthly District committees and campus in-service meetings to improve best practices and maintain currency in the field (II.C.5-2).

- Counselors conduct workshops and presentations to provide updates to faculty, staff, and administrators on counseling programs (II.C.5-3).

- The counseling department, in collaboration with academic affairs and discipline faculty, participate in the Discipline Advisors' Program to advise students on specific majors and careers (II.C.5-4).

- The counseling department regularly updates the information in the catalog, the schedule of classes, the College website, and social media venues (II.C.5-5), (II.C.5-6).

- Counseling services and orientation are available in a variety of modalities, including face-to-face or online conferencing, and counseling courses (II.C.5-7a-f).

- Students receive timely, accurate information on academic requirements, assessment, and orientation. Based on the students' academic goals, specific program support (i.e. EOP&S, TRiO, STEM, etc.) and Transfer Center services are made available to them (II.C.5-8).

- Counselors' performance is regularly assessed by way of faculty evaluations and student services surveys (II.C.5-9),(II.C.5-10).

Analysis and Evaluation:

Counselors participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Monthly in-service trainings are available to ensure that counseling faculty are providing consistent, accurate and timely information about relevant academic requirements.

The Discipline Advising Program is a collaboration between counselors and discipline faculty to advise students on their major and career pathway as well as provide referrals to resources (II.C.5-11).

In fall 2014 the Student Success and Support Program (SSSP) provided additional funding to improve the delivery and timeliness of student services on core services (II.C.5-12).

Student satisfaction with support services has remained in the 60-62 percent range in 2013-2014 and 2014-2015 (II.C.5-13a-b). These results prompted the counseling department to undergo customer service training in spring 2015 and improve satisfaction levels (II.C.5-14). The department, with the aid of the District Employee Assistance Program, has included customer service training in its professional development activities (II.C.5-15). The statistical reports from the SARS scheduling system and data from annual student surveys have allowed the counseling department to make changes in managing services and in adjusting the availability of counselors (II.C.5-16).

Increased resources in counseling, outreach, recruitment, allocated by both Student Services and Academic Affairs, resulted in significantly higher rate of completion of orientation and student educational plans. In fall 2014, the completion rates among all new students was 75 percent for assessment, 51 percent for orientation, and 60 percent for counseling. By comparison, in fall 2015, the respective completion rates had increased to 84, 69, and 74 percent (II.C.5-17).

E-counseling, implemented in spring 2015, aims to increase access for DE* students and to establish a more interactive student educational plan (II.C.5-18).

As indicated in Standard II.C.1, additional support staff and counseling hires have been necessary to maintain services and increased, timely access for students. Additional tenure-track and limited-term counselors have significantly reduced student wait times. During the first week of fall 2014, general counseling assisted 381 students with an average wait time of 41 minutes; in comparison, 647 students were helped in fall 2015 and the average wait time was reduced to 16 minutes (II.C.5-19).

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, student services, in collaboration with the SLO coordinator and OIE, will create and implement training to improve the design, implementation, and assessment of SAOs. (QFE)

Los Angeles Mission College meets this standard.

II.C.5-1a   LAMC Catalog Counseling Page
II.C.5-1b   LAMC EOP&S Page
II.C.5-1c   LAMC Catalog DSP&S Page
II.C.5-1d   LAMC Veterans Page
II.C.5-2   Counselor Conferences, Workshops and In-services
II.C.5-3   Campus Workshops and Presentations
II.C.5-4   Discipline Advisor Program Handbook
II.C.5-5   Email from Scheduler regarding Catalog and Schedule Revisions
II.C.5-6   Counseling Department Website and FaceBook Page
II.C.5-7a   Counseling Website
II.C.5-7b   DSP&S Website
II.C.5-7c   EOP&S Website
II.C.5-7d   TRiO Website
II.C.5-7e   Transfer Center Website
II.C.5-7f   PD 17 Course Screenshot
II.C.5-8   AOC Website
II.C.5-9   Counselor Student Evaluation Form
II.C.5-10   Student Services Surveys
II.C.5-11   Discipline Advisor Program Participants
II.C.5-12   2014-15 Student Success and Support Program Plan
II.C.5-13a   Fall Supplemental Student Services Survey – Fall 2013
II.C.5-13b   Student Services Survey Fall 2014
II.C.5-14   Spring 2015 Customer Service Training
II.C.5-15   EAP Customer Service Training
II.C.5-16   SARS Data
II.C.5-17   Fall 2014 and Fall 2015 AOC Data
II.C.5-18   E-Counseling Electronic SEP - Also See II.C.1 and II.C-3
II.C.5-19   Fall 2014 and Fall 2015 SARS Data

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard:

- Admission policies adhere to Title 5, the Education Code, District Board Rules, and District Administrative Regulations (E-regs) and support student preparation for successful transfer, career technical education, and improvement of basic skills (II.C.6-1a-c).

- The College catalog clearly delineates specific qualifications for courses within programs, including pre- and co-requisite requirements (II.C.6-2).

- Counselors assist students in developing educational plans and clear educational pathways (II.C.6-3), (II.C.6-4), (II.C.6-5).

- Admissions staff support SSSP through student notification of dismissal and probation. The evaluators review student completion of transfer certification and graduation requirements, and ensure that certificates of achievement and degrees are accurately posted to the student transcript (II.C.6-6).

- Several departments and disciplines participate in campus events such as CTE Transitions day, Focus on Careers day, Fall Kick Off, and High School Senior Day to apprise students on various certificates, degrees, transfer, and career opportunities (II.C.6-7 through II.C.6-13).

- The counseling department schedules career exploration workshops and has established an online Career Resource Center for undecided students (II.C.6-14).

- The First-Year-Experience was launched with Summer Bridge offering courses from sub-collegiate to transfer levels to facilitate the completion of transfer-level mathematics and English courses by the end of students' first year of enrollment (II.C.6-15), (II.C.6-16).

- The mathematics department offers summer boot camps to assist students in strengthening their skill level and improve placement scores (II.C.6-17).

- Several certificates and degrees in child development, multimedia, and health science, streamlined requirements to create pathways and meet students' aspirations in specific career fields (II.C.6-18),(II.C.6-19).

- The College organizes an annual transfer fair with representatives from the CSU and UC systems and private universities to help students make an informed choice on transfer (II.C.6-20).

Analysis and Evaluation:

The Office of Admissions and Records reviews and processes all applications and directs new students to the next steps – assessment, orientation, and counseling (AOC). The Student Success Initiative has granted the College the means for improved assistance to students developing abbreviated or comprehensive student SEPs. In spring 2015, electronic SEPs were developed and made available for use by students and counselors (II.C.6-4).

The catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and program learning outcomes* (PLOs). Some of the courses listed within programs specify pre- and co-requisite requirements necessary to enroll in the course.

Various campus events expose students to information about programs and support services. The Focus on Careers day highlights individual CTE programs and pathways and alerts students to the skills necessary in various industries. The Career and Technical Education Transitions Program partners with high schools, businesses, and community colleges to develop occupational pathways and work-based learning experiences in a sequential program of study.

In summer 2015, the First-Year-Experience (FYE) was launched. Participating students were placed in an English or mathematics workshop to strengthen weaknesses and improve placement. The experience with the FYE cohort elucidated the need for short-term English courses to expedite course completion in English competencies.

Several campus programs are customized to streamline requirements for program completion. For example, child development certificates are aligned with state standards to meet workforce, licensing, and commission on teacher credentialing permit requirements.

The health sciences associate degree was updated to incorporate degree options such as nursing, dental assisting, radiologic technology, and other allied health fields.

In a targeted transfer effort, the College's law discipline participates in the "Community Colleges Pathway to Law School" initiative. Students enjoy course transfer, are exposed to the law school experience, receive individual advisement and mentoring from law school advisors, undergo financial aid counseling and LSAT preparation, and are eligible for application fee waivers for admission to participating law schools (II.C.6-21),(II.C.6-22).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.6-1a   Chapter VIII Article VI Board Rule – Limitation
II.C.6-1b   Chapter VIII Article III Board Rule
II.C.6-1c   LAMC Catalog
II.C.6-2   Statement of Student Qualifications for Admission
II.C.6-3   Student Educational Plan
II.C.6-4   Sample SEP with Advising Form, Catalog and Assist
II.C.6-5   SARS Report for number of SEPs – 7/1/2014 through 6/30/2015
II.C.6-6   Sample of Communication Letters/Emails for Probation, Dismissal, Graduation and Earned Certificates and degree
II.C.6-7   Flyer for CTE Transitions Day, Focus on Careers Day, Fall Kick Off, and High School Senior Day Fall Kickoff
II.C.6-8   Focus on Careers Day 2013 Attendance Sheet
II.C.6-9   Focus on Careers Day 2013 Program Flyer
II.C.6-10   Focus on Careers Day 2013 Attendance Sheet
II.C.6-11   CTE Transitions Website Focus on Careers Day 2014 Program Flyer
II.C.6-12   CTE Transitions Counselor Day Sign-in Sheet 2014
II.C.6-13   Attendance Sheet 2013
II.C.6-14   Counseling Department Career Workshop Flyer and Website
II.C.6-15   Summer Bridge Meeting Agenda
II.C.6-16   Summer Bridge Schedule
II.C.6-17   Math Summer Boot Camp
II.C.6-18   Health Science AS Degree
II.C.6-19   Child Development Certificate

II.C.6-20   [Transfer Fair Announcement](#)
II.C.6-21   [Paralegal Studies Program Website](#)
II.C.6-22   [CCC Paralegal Pathways Press Release – May 2014](#)

II.C.7
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

- Assessments are administered electronically on campus and in paper format at off-campus sites (II.C.7-1).

- Placement instruments must be approved for use by the California Community College Chancellor's Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges (II.C.7-2).

- As an open-access institution, the College utilizes an electronic system (CCCApply) to process student applications. Paper applications are used as needed in off campus locations recruitment efforts (II.C.7-3),(II.C.7-4).

- Admissions & Records participates in Program Review and SAO assessment (II.C.7-5), (II.C.7-6).

- The mathematics department regularly evaluates the effectiveness, suitability, and reliability of its placement tests (II.C.7-7), (II.C.7-8), (II.C.7-9), (II.C.7-10), (II.C.7-11), (II.C.7-12), (II.C.7-13).

- ESL placement tests were found to be inaccurate for various levels and prompted ESL faculty to create new writing exercises for placement. The Common Assessment test is due to replace the current placement test, COMPASS ESL, in spring 2016 (II.C.7-14).

- Results from a 2010 English Placement Survey indicated 69% of participating students believed they were placed at the right level of English (II.C.7-15).

Analysis and Evaluation:

The College is an open-access institution and adheres to the State Chancellor's Office policies for enrollment eligibility. Incoming students may take placement tests in English, mathematics, and ESL year around (II.C.7-1).

In spring 2008, the mathematics department adopted the MDTP assessment tool. Cutoff scores were researched in fall 2009 and reassessed in spring 2012 to improve their alignment with the department's curriculum. In summer 2014, mathematics faculty once again reviewed and re-adjusted the cutoff scores to incorporate placement levels for new courses.

In fall 2013, discipline faculty evaluated the ESL placement exam administered by the ACT computerized adaptive test COMPASS. During the first week of fall 2013, credit ESL faculty tested, using the same writing prompt that was administered in the past (CESLA), all students enrolled in levels 3-8 of ESL. Faculty graded each sample and compared the results with the COMPASS assessment placement results. The data revealed that 77 percent of students

were placed in a level higher than that warranted by their writing sample, indicating that the computerized COMPASS ESL assessment did not accurately place students into the ESL sequence (II.C.7-14).

In spring 2016, the statewide Common Assessment will replace COMPASS ESL.   The Common Assessment encourages the use of multiple measures such as local tests or writing prompts and will give the College discretion in the weighing of various components. Locally added measures will require validation and approval by the State Chancellor's Office prior to implementation (II.C.7-2).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.7-1   LAMC Assessment Website
II.C.7-2   Chancellor's Approved Placement Instruments – July 2015
II.C.7-3   CCCApply Website
II.C.7-4   LAMC Paper Application
II.C.7-5   A&R Program Review
II.C.7-6   A&R SAO Assessments
II.C.7-7   MDTP Cut Scores Based on East Model
II.C.7-8   Comparison MDTP Placement Results – Spring 2008
II.C.7-9   MDTP Benchmark Memo Spring 2008
II.C.7-10   MDTP Sample Test Section List Memo – Spring 2012
II.C.7-11   2014 MDTP Cutoff Scores
II.C.7-12   Math Placement Criteria – 8/20/2014
II.C.7-13   Math Placement Model E-mail – 7/31/2014
II.C.7-14   Evaluation of ESL Placement Test
II.C.7-15   English Placement test email 4/2010

II.C.8

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.

Evidence of Meeting the Standard:

- The District Board Rules and Administrative Regulations govern the care, maintenance, upkeep, and secure backup of the College's student records (II.C.8-1a-e).
- Policies for release of student records and provisions of FERPA are detailed in the College catalog, printed course schedules, and website (II.C.8-2a-c).
- The College strictly adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) (II.C.8-3a-m).
- Students are issued randomly generated Student Identification (SID) numbers to protect the security of their Social Security numbers (II.C.8-4).

- The Student Information System (DEC) stores all student records and is backed up by the District server (II.C.8-5).

- Electronic and imaged records are secured in the student information system. All are password protected, and security levels set by employee classification and job duties (II.C.8-6).

- Students may access their password-protected student records, including their transcripts and placement results, via the SIS system (II.C.8-7).

- Following is a list of offices and record keeping practices:

EOP&S/CARE	Paper records are kept for seven years in a secure storage, then shredded.
Non Credit Program	Student information is scanned and stored in a secure District-backed server.
Counseling	Student files are kept in locked file cabinets. SEPs are scanned and stored in Viatron with backup files on the campus share drive.
Transfer Center	The Transfer Center maintains records in a locked file cabinet at all times.
Veterans/International Student Programs	Files for both programs are maintained for four years and are kept confidential. Non-active files are kept for years and secured. Older files are stored in boxes and locked in the director's office. Military personnel are allowed access to the records of enrolled veterans, pending approval through the Admission & Records policies.
STEM	The STEM program collects student information in the STEM network shared folder which is backed by the campus server. The STEM counseling student records (hard copies) are stored and locked at the STEM Counselor's office. Student counseling records will be maintained at this location for the duration of the grant. Upon conclusion of the program, student records will be relocated to the general counseling office where they will become part of the general counseling records.
DSP&S	DSP&S maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c). In keeping with LACCD recommendations, DSP&S maintains student records in perpetuity (hard copies of student files are kept for five years; thereafter, records are scanned and stored in an electronic format).

Financial Aid	Financial Aid paper records are stored in a locked cabinet for one year until they are scanned and entered into the computer program Viatron. Those paper records are then shredded.
Admissions and Records	Paper Student records are stored securely in a fireproof vault in Admissions and Records. In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years' files are systematically scanned into Viatron.

Analysis and Evaluation:

Student record and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website (II.C.8-4a-m). All employees are reminded of Board policies regarding the appropriate use of confidential information each time they log onto the District computer system (II.C.8-8).

Student data are protected by the student information system and employee access is based upon administrative approval. Users complete the DEC Online Authorization form to identify the access needed. An employee's level of access is determined at the time of hire and is based on the nature of the position. The IT supervisor automatically receives e-mail messages from the SAP workflow identifying users whose access should be revoked (II.C.8-4).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE
II.C.8-1a   Interoffice Correspondence from District General Counsel Questions Commonly asked by Faculty – 11/2/2009
II.C.8-1b   LACCD Board Rule Article IV Section 8400
II.C.8-1c   LACCD Board Rule Article II Section 5201
II.C.8-1d   LACCD Administrative Regulation E-105
II.C.8-1e   LACCD Administrative Regulation E-99
II.C.8-2a   2014-2015 LAMC College Catalog, pages 59-60
II.C.8-2b   Screenshot Fall 2015 Class Schedule
II.C.8-2c   Screenshot Spring 2015 Class Schedule
II.C.8-3a   Admissions and Records Staff Meeting Minutes – 8/27/2015
II.C.8-3b   Council of Instruction Meeting Minutes – 9/2/2015
II.C.8-3c   Academic Senate Meeting Minutes – 9/3/2015
II.C.8-3d   Sociology Department E-mail – 8/28/2015
II.C.8-3e   Counseling Department FERPA training
II.C.8-3f   Student Support Services Committee Minutes – 9/15/2015
II.C.8-3g   Business and Law Staff Meeting Minutes – 8/27/2015
II.C.8-3h   Financial Aid 8/1/2014 Workshop Attendance Sheet 1
II.C.8-3i   Financial Aid 8/1/2014 Workshop Attendance Sheet 2