IIC. Student Support Services

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

Mt. San Antonio College (Mt. SAC) offers a variety of quality support services aligned with the College's mission to support and empower all students in achieving their educational goals. Programs regularly evaluate the quality, effectiveness, and outcomes of support services through the annual Planning for Institutional Effectiveness (PIE) process (**I.A.1.2 BOT Approval of Mission, Vision, Values; I.A.2.6 Diagram Overview of PIE process**). The Vice President of Student Services PIE Summary details the findings of the annual program reviews for every program and department within Student Services (**II.C.1.1 VPSS PIE Summary**). The School of Continuing Education (SCE) PIE documents a wide range of noncredit instructional and support programs implemented by SCE to meet the diverse needs of students, including English as a Second Language, adult basic education, adults with disabilities, high school completion, older adults, and short-term vocational programs (**II.C.1.2 SCE Ed PIE**). Individual department PIE reports document the relationship between the program/department goals and the College Priorities, which align with and meet the mission of the College (**II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report**).

From 2020-2022, the pandemic necessitated an extensive increase in online services formerly offered only in-person. Student Services faculty, classified professionals, and administrators used data assessment to verify that both in-person and online services are of comparable quality and support student learning regardless of location or means of delivery. For example, student success data for modes of delivery are disaggregated by modes of delivery to assess outcomes comparatively with each department and program documenting their efforts to enhance virtual student engagement (**I.B.5.7 20-21 Rates by Modality; I.B.5.8 Success and Retention Data; II.C.1.4 Student Services Report of Equity in Action; II.C.1.5 Website Info of Online and In-Person Services: Admissions, Financial Aid, Counseling, Orientation**). As a result of this data analysis, faculty, classified professionals, and administrators of SCE developed Student Online Support to assist noncredit students who need help with accessing the Mt. SAC portal, Canvas Learning Management System, Zoom, and more (**II.C.1.6 SCE Student Online Support; II.C.1.7 SCE Programs and Services Overview**). Student Services faculty, classified professionals, administrators, and students contributed and collected survey information to document efforts to reach and retain students during the pandemic shutdown, with programs and departments analyzing disaggregated student equity data to determine gaps and identify areas of needed

improvement. These efforts are documented in a plan of action to make critical changes and implement additional support services to meet the needs of students, especially post-pandemic (**II.C.1.8 Student Services Plan to Return to Campus; I.B.7.12 Student Services Who We Lost Data Analysis**).

Students face a wide range of socio-economic challenges, including basic needs insecurities, which were exacerbated during the COVID-19 pandemic. According to responses by Mt. SAC students who participated in a national basic needs survey in the fall of 2020, 35% reported being food insecure, 46% reported being housing insecure, and 13% reported experiencing homelessness. These struggles led to 69% of survey respondents reporting that they had difficulty concentrating in classes, 37% reporting that they attended classes less often, and 21% reporting that they stopped attending school for at least one month, factors which impacted students' academic progress and success. (**II.C.1.9 Basic Needs Survey Hope Center**). Since 2018, Mt. SAC's Basic Needs Resources has provided support for students experiencing food insecurity and began to expand resources in 2020 (**II.C.1.10 Basic Needs Report to BOT 2020**). With the allocation of ongoing funding from the Chancellor's Office in spring 2022, Mt. SAC has expanded its basic needs services to provide resources housing support, travel assistance, and case management services in addition to its expanded and redesigned food pantry (**II.C.1.11 Chancellor's Office Memo; II.C.1.12 Mt. SAC Basic Needs Plan 2020-23 and Reopened Food Pantry News).**

Efforts to combine resources and adopt additional strategies to improve successful Student Equity outcomes are reviewed and developed for implementation. Constituent groups that include administrators, faculty, classified professionals, and students complete this implementation process. Specifically, workgroups from the Student Preparation, Equity, and Achievement Council (SPEAC) bring constituent groups together to create and enact the Student Equity Plan (**I.A.3.6 SPEAC Purpose and Function; I.A.3.7 Student Equity Plan 2019-2022; I.A.3.8 Student Equity Plan 2022-2025**). The College submits the revised Student Equity Plan to the state Chancellor's Office which guides the funding of the Student Equity Achievement Program (SEAP) (**II.C.1.13 SEAP Budget Memo 2020**). SEAP Work Plans for each funded program provides accountability for SEAP funds and outcomes measurement. SEAP Work Plans are based on compliance with state regulations regarding Student Equity and SEAP funding and in compliance with the metrics and activities in the Student Equity Plan (**II.C.1.14 Sample SEAP workplan, Equity Center**). All programs/departments seeking resources work with Research and Institutional Effectiveness (RIE) to complete a work plan identifying a target metric and a disproportionately impacted group. RIE has created a series of SEAP dashboards where programs/departments can access data for their target metric to evaluate the efficacy of their strategies. RIE provides an annual comprehensive report of all SEAP activities and outcomes where possible (**I.B.6.15 SEAP funded projects and selected metrics**).

Other factors also lead to improvements in equitable access and student support in alignment with the College mission. For example, the senseless killing of George Floyd in 2020 generated a wave of action from the Mt. SAC campus community. In September 2020, President Bill Scroggins issued a call to action and an invitation to participate in the Societal Education for Equity Challenge (SEEC) which asked the campus community to reflect on the four challenges of SEEC: Advocacy, Recognition, Unity of Purpose, and Transformation (**I.B.5.11 SEEC Presidential Initiative**). One tangible outcome of SEEC in Student Services, included the initiation of Mt. SAC's Center for Black Culture and Student Success (CBCSS) designed to provide strategic programming to strengthen the cultural, educational and professional experiences of Black/African-American faculty, students and staff and create a new home for the Umoja Aspire Program (**II.C.1.15 CBCSS Proposal).** Since opening in 2021, the Center aims to provide cultural enrichment and improve retention and transfer rates though a rich series of both academic and personal support programs **(II.C.1.16 CBCSS BOT presentation).** Similarly, the El Centro program, established in 2019 as part of the Bridge Program, with a mission to "unite all cultural backgrounds, Latinx and Chicanx; to support, educate, and assist students in completing their educational goals while providing cultural enrichment, and solidarity" expanded into a new center in 2021. El Centro focuses on community engagements, hosting campus events, participating in conferences, and supporting learning communities. (**II.C.1.17 El Centro Update to Cabinet).** Regular reports track the growth of equity programs and centers. 258 Umoja Aspire students enrolled for classes in Fall 2021 and El Centro reported 641 students with an increase of more than a hundred students from the previous year. **(II.C.1.18 Report on Diversity and Equity Programs to Cabinet).**

Analysis and Evaluation
An extensive offering of support services, including SCE, is evaluated annually through the PIE process to assure that the programs and services are aligned with the College mission and are meeting students' needs. Student Services expanded and refined online and distance learning services (the College does not offer correspondence courses) to more fully meet the needs of students who attend classes both in-person and virtually.

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
Student Services faculty, classified professionals, and administrators identify and assess learning support outcomes through the completion of annual program reviews, specific program outcomes measurement, student surveys, and required state and federal reports, and provide appropriate student support programs to achieve those outcomes. Annual

Planning for Institutional Effectiveness (PIE) and Annual Program Review (APR) reports for federal grant programs, document outcome measures such as the number of students served, rates of goal attainment, and student success milestones (**II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report; II.C.2.1 APR AANAPISI Grant 2021; II.C.2.2 APR for TRiO programs 2022**). Student surveys, and tracking of services provided and utilized, enable support program personnel to measure the effectiveness of services and business processes. For example, Student Services expanded hours and offered more online counseling services based on student demand indicated in surveys (**II.C.2.3 SCE Student Surveys; II.C.2.4 Counselor Pilot Survey of Students' Preference for Counseling Services**). Data dashboards also document students' rates of progress in reaching outcome measures by specific criteria, special populations, and special program enrollment and participation. These data dashboards, along with program-specific measurements are used by faculty, classified professionals, and administrators to document compliance with student equity goals and metrics (**I.B.5.11 Success and Retention Disaggregated Annual Data**).

The Vice President of Student Services leads the completion of the state's Student Equity Plan and in submitting annual Student Equity Achievement Plan (SEAP) reports. These enable faculty, classified professionals, administrators, and students to continuously monitor disproportionality and gaps in student success for specific subgroups of students. The Student Equity Plan is regularly monitored by the members of the Student Preparation and Success Council (SPEAC) (**I.B.1.12 Purpose and function statement SPEAC**). SPEAC Members review and implement specific interventions and strategies developed in response to closing equity gaps (**I.A.3.6 SPEAC Purpose and Function; I.A.3.7 Student Equity Plan 2019-2022; I.A.3.8 Student Equity Plan 2022-2025**). A recent example includes the examination of ethnic data and the disaggregation of Native American data. (**I.B.4.9 RIE data report on Native American Students; I.B.4.10 SPEAC minutes, discussion of RIE data report, April 18, 2022**). Surveys of indigenous students as reported by the Student Equity Committee showed that the students felt "invisible and unimportant" and factored in plummeting enrollments (down 60% over the past 20 years). After three years of discussion with Native American campus leaders, students, alumni, faculty, allies, and community members, and the close examination of data, Committee recommendations led to the development of the First Peoples Native Center on campus (**I.B.6.10 Native American Initiatives Report- Student Equity Committee 2022**).

Students regularly participate in the Cooperative Institutional Research Project (CIRP) survey (known as "The Freshman Survey") which measures incoming first-year students' profiles and opinions of matriculating students. Student Services added 15 institutional questions to the pre-established survey items. Analysis of the results enables the faculty, classified professionals, administrators, and students to better understand the educational and support needs of incoming students, ensure that appropriate support services and programs

are in place, and affirm current best practices (**II.C.2.9 CIRP – Cooperative Institutional Research Program Freshman Survey 2021**).

Analysis and Evaluation
The College regularly assesses, evaluates, and reviews information and research data related to students' support needs and programmatic outcome measures to implement a model of continuous improvement in the provision of student support services.

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. (ER 15)**

Evidence of Meeting the Standard
Equitable access to student support services is assured regardless of student location or mode of delivery. Resources are allocated to provide reliable services in a manner that is equitable and comprehensive (**II.C.3.1 Catalog Overview of Student Services and SCE Divisions; II.C.3.2 Catalog-Student Services Programs**). For example, Student Services personnel adapted counseling and submission of forms to an online format to meet student needs (**II.C.3.3 A&R website online forms; II.C.3.4 Financial Aid website online forms; II.C.3.5 Counseling website online forms**). Student Services personnel improve web pages through continual updates to ensure information is current and correct. Counseling established a "virtual quick questions" process for students. Late evening and weekend appointments are available for students who cannot connect during the regular staffing hours of 8 a.m. to 7 p.m. Student Services personnel offer special Zoom sessions to help students understand enrollment procedures and access to comprehensive services (**II.C.1.5 Student Services Report of Equity in Action**). New students are contacted by Inreach Services to enroll in Mountie Fast Track sessions, which provide clear instructions on matriculation (**II.C.3.6 Mountie Fast Track appointment page**).

Student Services faculty, classified professionals, and administrators verify that services are of comparable quality and support student learning regardless of location or means of delivery through the annual Planning for Institutional Effectiveness (PIE) reports. For example, ARISE, which serves Asian-American and Pacific Islander students, assessed their successful use of a Virtual Front Desk to aid in helping students submit a student educational plan (**II.C.3.7 ARISE Unit PIE; II.C.1.1 VPSS PIE Summary**). Beginning in March 2020, Student Services participated in an ongoing collaboratively organized program for disseminating no-cost laptops, iPads, mobile Wi-fi units, and software, to students most in need. Specialized programs, including Financial Aid and ACCESS (disabled student services), assist students in accessing this Laptop Loaner program, which gives students access to reliable technology and technical support at no cost (**II.C.3.8 Loaner Laptop Outcomes data; II.C.3.9 Laptop Loans Report showing student utilization**).

Analysis and Evaluation
Equitable access to comprehensive services is provided to students in multiple formats including in-person, virtually, email, phone, and text. Services are made available to students during the day and evening hours and on some weekends.

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 College ensures that co-curricular and athletics programs align with the College's mission and contribute to the educational experience of its students. To evaluate the quality and effectiveness of co-curricular programs, the annual program review Planning for Institutional Effectiveness (PIE) documents students served, rates of goal attainment, and student success milestones (**II.C.4.1 Student Life PIE**). Co-curricular programs, including approximately 40 active student clubs and organizations, are organized and offered through the Office of Student Life as well as through various student support programs and Athletics (**II.C.4.2 Recognized Student Clubs & Organizations 2021-22**). College clubs are governed by an interclub council that sets clear policies and procedures (**II.C.4.3 ICC Constitution 2022**). Co-curricular activities offered by support programs provide enhanced opportunities to participate in college life and develop leadership skills. For example, the Gray/Red Shirt Academic Support Program (GRASP) aims to keep student athletes engaged in academics while not officially on the team, including weekly academic workshops, team bonding activities, support services, counseling, retention strategies, and reinforcements. This is a collaboration between Kinesiology, the School of Continuing Education, the Counseling department, and other support services such as Admissions and Records, Financial Aid, Arise, Aspire, Achieving in College Ensuring Success, and the Bridge Program (**II.C.4.4 GRASP SEAP Work Plan**).

The Extended Opportunity Programs and Services (EOPS) and CalWORKs team hosted a college-wide Parent Institute for student parents in spring 2022 to support and retain students who juggle the demands of families (**II.C.4.5 Parent Institute Program Booklet; II.C.4.6 Parent Institute Evaluation Report**). Through the federal Title V Grant, students developed and conducted a student conference for Latinx students in the Spring of 2022 (**II.C.4.7 Title V Grant website**). Surveys about the conference collected student feedback about the content and delivery of the conference (**II.C.4.8 Latinx Student Conference Flyer and Survey Samples**). Members of the Mountie Mentor program met monthly in a virtual format throughout 2021-22 and hosted an in-person college-wide student conference,

enabling students to participate in informative workshops and receive mentoring from college classified professionals, faculty, and administrators in (**II.C.4.9 Mountie Mentor Conference Booklet**). Students are encouraged to work with the Associated Students government and the Office of Student Life to develop new organizations, activities, or special programs and events. The Leadership Education and Development (LEAD) program provides training and certificates for students completing training in Personal Leadership and/or Organizational Leadership (**II.C.4.10 LEAD Program Statistics**). The Associated Students sponsors the annual Students and Educators of Distinction. Students may qualify under four distinct categories: Academic Achievement, Service Achievement, Competitive Achievement, and Personal Achievement. All students receiving this recognition are also awarded monetary scholarship**s** (**II.C.4.11 Students and Educators of Distinction Awards Ceremony Booklet**).

Policies and procedures are in place to oversee the effective operation of athletic and co-curricular programs. The Associated Students collects fees for student activities and student representation as outlined in the policies. Board Policy (BP) and Administrative Procedure (AP) 5030 Fees, outline fees pursuant to education code (**II.C.4.12 BP 5030; II.C.4.13 AP 5030**). BP and AP 5420 Associated Students Finance specify processes related to fund management, deposits and withdrawals, and budgetary control, and the budget allocation process is governed by regulations in Associated Students Financial Directive (**II.C.4.14 BP 5420; II.C.4.15 AP 5420**). Proposal requests for funding are reviewed and approved through this process. Oversight of expenditures of funds is conducted by Fiscal Services to ensure that funds are appropriated and expended acceptably, following standard business practices. As such, oversight is also subject to regular fiscal audits by independent auditors annually (II.C.4.16 Mt. SAC District Audit 2021-22 pgs. 88-91).

Athletics strictly adheres to college and external guidelines established through BPs and APs, the California Community Colleges Athletic Association, and the National Collegiate Athletic Association. (**II.C.4.17 BP 4500 Athletics; II.C.4.18 AP 4500 Athletics**). The Mt. SAC Athletic Handbook for coaches comprehensively covers a range of topics from expectations of behaviors for student athletes, concussions, Methicillin-Resistant Staphylococcus Aureus, convictions declaration, Violence Against Women Act, harassment and discrimination, important dates, how to register, WIN Center (tutoring and support), Mountie Academic Plan, Student Athlete Advisory Council, transfer policies, College policies, academic eligibility, mandatory training and orientations, and the process to receive financial aid. These guidelines facilitate the appropriate support and guidance for student athletes from their coaches (**II.C.4.19 Athletics Handbook**). In addition to athletics, competitive teams include academic fields such as the Turf Team, Chamber Singers, and Forensics. The budgets for competitive teams and athletics are monitored using budget and accounting standards and are subject to Fiscal Services oversight (**II.C.4.20 Example of Team Budget Summary**).

Analysis and Evaluation

The College provides comprehensive co-curricular activities, competitive athletics, and leadership development opportunities for students that are aligned with the College mission and closely monitored for compliance with fiscal standards and standards of other regulatory agencies.

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

Student Services develops, implements, and evaluates counseling and academic advising programs to support student development and success (**II.C.5.1 BP 5110 Counseling; II.C.5.2 AP 5110 Counseling**). Services include assessment, orientation, counseling, advising, and other educational planning, follow up services, and referrals to support services and curricular offerings (**II.C.5.3 BP 5050 Student Success and Support Program; II.C.5.4 AP 5050 Student Success and Support Program**). The Counseling Department includes faculty counselors assigned to the Counseling Department and special programs. All provide career and personal counseling as well as educational planning and advising (**II.C.5.5 Counseling Liaisons**).

The Transfer Center supports students through workshops, activities, advising, and events (**II.C.5.6 BP/AP 5120 Transfer Center**). The Dean of Counseling, the Director of Transfer, and counselors regularly attend and participate in regional and statewide meetings to receive updates related to counseling and transfer requirements, policies, and procedures and these are communicated to the campus through specialized training such as a campus-wide Transfer Symposium led by transfer specialists and counselors "Championing Transfer Success for Mt. SAC Students" to increase the visibility, marketing, and support for transfer efforts (**II.C.5.7 Transfer Symposium Training Agenda**). The Dean of Counseling, Director of the Transfer Center, and counselors participate in Region 8 meetings and training that include extensive updates and emerging trends related to transfer efforts, activities, and events offered by system-wide leadership (**II.C.5.8 Region 8 SEAP Meeting Minutes 9-30-22**). In addition, counselors and transfer specialists participate in the annual California State University (CSU) and University of California (UC) Conferences to learn the latest admissions information. Counselors and classified professionals attend events highlighting admissions information such as conferences, open houses, and equity focused efforts (**II.C.5.9 CSU Updates; II.C.5.10 UC Application Counselor Updates**).

The Counseling Faculty attend and participate in annual based training activities that include Counseling emerging disciplinary approaches (career, transfer, and personal), teaching concepts and tools, and the incorporation of counseling within initiatives such as Guided Pathways, Student Equity, Dual Enrollment, Assembly Bill (AB) 705/AB 1705, and AB 927/AB 1111. The Counseling faculty have participated in such training such as Counseling in the Era of Equity: Critical Competencies for Student Success (Equity Institute – Skyline College), Holland Code Assessment (RIASEC Career Training), and CORA Equity in Education Certificate Program (Mt. SAC) (**II.C.5.11 Counselor Training CORA and Equity Institute**). Counselors work directly with instructional faculty to develop Guided Pathways maps that include recommended general education courses. The academic catalog website search filters categories for college majors and career options (**II.C.5.12 Link to Guided Pathways**). The counselor who serves as the College's Articulation Officer serves on the Curriculum and Instruction Council and advises committee members about the course and program articulatio**n (II.C.5.13 C&I Council Members**).

To learn about transfer options students are encouraged to participate in RaiseMe, a micro-scholarship platform wherein students can earn credit toward scholarship funds by completing specific transfer activities (**II.C.5.14 Link to Explore Your Future website**). Mt. SAC and Cal Poly Pomona established a partnership in the Fall of 2021 titled the Transfer Advantage Program (TAP), which offers Mt. SAC students additional support through activities and events, with an embedded Cal Poly Pomona staff support member. Events include the TAP Information Sessions, Admitted Students Celebration, and the Summer Academy, in which students engage with Cal Poly Pomona's employees (such as faculty and counselors) to remove barriers such as imposter syndrome. TAP participants who attend Cal Poly Pomona receive an automatic scholarship, incentivizing students, and leveraging their financial security while attending a 4-year university (**II.C.5.16 TAP Student Info Session; II.C.5.17 TAP Summer Academy 2022; II.C.5.18 TAP Admitted Students Celebration**).

Student Services evaluates counseling services to better serve student needs. For example, students have expressed interest in online appointments as it enables them to meet a counselor at convenient times, including evenings and weekends (**II.C.5.19 Remote Counseling Survey**). Counseling appointments, both credit and noncredit, and appointments with Financial Aid are available online (through zoom/video conferencing), in person, via email, and via phone, and include late night virtual hours (**II.C.5.20 Appointment Attendance Report**). Specialized support programs (Arise, CalWORKs, Veterans, EOPS) have instituted "virtual front desks" where students can log on and immediately speak with a staff member (**II.C.5.21 SARS Appointment Attendance Report**). The Counseling Department developed an online student orientation to inform students about policies and procedures, educational planning, registration information, support services available, co-curriculars available, and an overview of graduation and transfer requirements. A section on safety is provided and covers

police and campus safety, Title IX procedures, and reporting (**I.C.5.22 New Student Orientation**).

All matriculating students are required to have an educational plan (**II.C.5.23 Student Services Catalog MAP Requirement**). Students develop their online educational plans with a counselor or advisor using the DegreeWorks system for students which ensures that information on academic requirements is accurate and disseminated promptly. Students work with counselors to develop an initial and comprehensive educational plan housed in an online platform that students access and interact with electronically. Students can conduct "what if" scenarios to consider additional educational options. The system also allows counselors to view and make notations related to students' progress (**II.C.5.24 DegreeWorks Educational Plan**).

Student Services uses the EAB Navigate system's "Advance Search" function to track students' progress toward their academic goals. The EAB Navigate "Explore" function is used to communicate directly with students through a system of "nudge notifications" and follow-up communications available through a computer or mobile app (**II.C.5.25 EAB Navigate**). Students completing 15 units who have not declared a major are contacted by members of the Counseling department to assist them in deciding on a major and program of study. To facilitate this, students are referred to Mountie Academic Plan (MAP) Workshops about career clusters developed through Guided Pathways in addition to the completion of their educational plans. Students can access their electronic educational plans directly and track their progress in meeting their certificate, degree, and transfer goals (**II.C.5.26 MAP Workshop; II.C.5.27 MAP Summary Report**).

Analysis and Evaluation
Timely and comprehensive guidance information is provided to students through multiple means by counselors and advisors who participate in regular training and professional development. Counseling and advising programs orient students to ensure they understand requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

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. (ER 16)**

Evidence of Meeting the Standard
Student Services adheres to admissions policies consistent with the mission. Administrative Procedures (APs) and Board Policies (BPs) specify the qualifications of students appropriate

for admissions that support the mission of serving the community. As a public California community college, requirements include a student's age and high school completion status as specified in California Education Code and Title 5 Regulations (**II.C.6.1. BP 5010 Admissions; II.C.6.2. AP 5010 Admissions**). The catalog (both print and electronic) as well as the BPs and APs detail the process to matriculate to the College as either a student enrolled in credit or noncredit classes (**II.C.5.3 BP 5050 Student Success and Support Program; II.C.5.4 AP 5050 Student Success and Support Program**). Students receive guidance through the New Student Orientation, MAP Workshops, Mountie Fast Tracks, and program orientations that inform them of admissions related policies and procedures, especially criteria for being accepted into specialized programs such as nursing and fire science (**II.C.3.4 Mountie Fast Track appointment page; I.C.5.22 New Student Orientation; II.C.5.24 MAP Workshop**).

College policies and procedures along with details in the catalog and website inform students desiring to enroll as Special Admit students (students under age 18 and still enrolled in secondary education) and Dual Enrollment students (students attending local high schools where college courses are offered as part of their educational programs) (**II.C.6.3 Catalog/Web Info Special Admits; II.C.6.4 AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students**). These policies also detail the procedures and requirements for international students desiring an F-1 immigration visa (**II.C.6.5 AP 5012 International Students**). Admissions and Records classified professionals serve as designated school officials overseeing the admissions process and continued compliance for students qualifying to enroll as F-1 students.

Students are advised on clear pathways to obtain their educational goals. Guided Pathways program maps assist students by articulating course-taking sequences and aligning general education courses with specific program major**s** (**II.C.5.17 Link to Guided Pathways**). Student Services uses the audit function in DegreeWorks to track students' progress toward the successful completion of certificates, degrees, and transfer requirements. This information is updated annually based on changes to the curriculum and catalog (**II.C.5.23 DegreeWorks**). Each instructional division has a counselor liaison assigned to collaborate with departments and assist students in particular majors (**II.C.5.11 Counselor Liaison Assignments**). Counselors conduct class presentations and workshops, correspond with and meet students, and attend department and advisory meetings. This relationship enables a strong connection among faculty and bridges gaps in information about specific programs for counseling faculty. Counseling liaisons provide training by disseminating information and updating other counselors and advisors so that students receive accurate and updated program specific guidance (**II.C.6.6 Faculty Meeting Minutes 10-5-22**).

Students can submit transcripts from other institutions and other proof of licensing or completion of career/trade/military training to receive college credit (**II.C.6.7 BP 4270 Use of General Education Courses Completed at Other Accredited Institutions; II.C.6.8 AP 4270**

Use of General Education Courses Completed at Other Accredited Institutions; II.C.6.9 AP 4280 Use of BA/BS or Higher Degree to Waive Associates Requirement; II.C.6.10 AP 5013 Military Personnel, Federal Civil Service Employees, and Their Dependents). Admissions and Records provide articulation between completion of high school courses with Advanced Placement into college courses upon receipt of college credit through the credit by exam process. Credit for Prior Learning or Extra-Institutional Learning is also provided and detailed in AP 4285 (**II.C.6.11 AP 4285**). Non-credit admissions align with the requirements of their specific programs through the Accrediting Commission for Schools Western Association of Schools and Colleges (ASC WASC) accreditation process (**II.C.6.12 ACS WASC Accreditation**). The School of Continuing Education is one of the only noncredit programs in the state to offer a high school diploma (**II.C.6.13 School of Continuing Education Info Sheet**).

Analysis and Evaluation
Admissions policies and procedures are well-defined and adhered to. Clear information on college policies and requirements including graduation, transfer, certificate completion, and awarding of credits is provided to students.

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

Evidence of Meeting the Standard
Student Services evaluates the effectiveness of practices and tools of admissions and placement to minimize bias. The catalog and admissions and assessment webpages include current details, requirements, and parameters related to student admissions and assessment (**II.C.7.1 Admissions and Records website; II.C.7.2 Registration 101 brochure; II.C.7.3 Assessment website**). Through the full implementation of California AB 705, all students completing the Assessment Questionnaire (AQ) receive placement recommendations to enroll in transfer-level English and math courses based on multiple measures which include high school cumulative grade point average, high school courses and grades in high school English and math courses (**II.C.7.4 CCCCO AB705 Report**). The office of Research and Institutional Effectiveness (RIE) conducts ongoing research to analyze the impact of the assessment referral process, disproportionate impact studies analyzing the enrollment and success in English, math, and American Languages (AmLa) courses based on multiple variables including ethnicity, age, and gender, and the impact of AB 705 on English and math performance (**I.A.2.1 BOT report -- Key Performance Metrics with Equity Focus**). Studies related to placement and course success experiences are conducted regularly to measure additional aspects of the assessment, placement, and success levels in completing transfer level English and math courses (**II.C.7.5 AB 705 Five Year Trend Access Fall Cohorts, 2015 to 2019**).

Additionally, RIE developed an annual survey for students and faculty to evaluate the effectiveness of the AB 705 placement systems. The Assessment and Matriculation Committee evaluates the data and makes recommendations on changes to the AQ to facilitate successful and accurate student placement in alignment with state policies and guidelines (**II.C.7.6 Survey of Faculty and Students on AB 705; II.C.7.7. SPEAC Reviewing Recommendations from Asses/Mat Committee 5-16-22**). The Committee also evaluates the resources available to students, including math and English placement videos, to ensure students have adequate tools for self-assessment. (**II.C.7.8 Assessment and Matriculation Committee Minutes 4-16-22**).

Corequisite classes in English and math are recommended for student success based on their reported information in the AQ. English language learners participate in a guided self-placement process through the AmLa department which provides credit-based English as a Second Language (ESL). The AMLA department introduced a credit ESL course (AMLA 1A) that is equivalent to transfer level Freshman Composition English 1A (**II.C.7.9 AMLA Course Outline**). Noncredit ESL offers a Computer Adaptive Placement (CAP) test for assistance in placement (**II.C.7.10 CCCCO ESL Placement Report**).

Analysis and Evaluation
Assessment and placement processes are regularly evaluated to validate the effectiveness and minimize bias and are implemented in conjunction with state laws and directives.

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
Admissions and Records stores and maintains student records confidentially and in a secure system. Hard copy records received are immediately scanned and archived to provide a secure backup of significant files (**II.C.8.1 BP 3310 Records Retention and Destruction; II.C.8.2 AP 3310 Records Retention and Destruction**). Board Policy (BP) 5040 and Administrative Procedure (AP) 5040 specify the College's compliance policies with federal and state laws related to students' rights to privacy, directory information, and the release of student records. AP 5040 additionally covers the transfer of information to third parties, the maintenance of student records, and the correction of student information (**II.C.8.3 BP 5040; II.C.8.4 AP 5040**). Access to records information is also found on the College website (**II.C.8.5 Webpage on student records info**). Additionally, AP 5043 and AP 5045 cover the use of Social Security Numbers and challenge the content of student records and access logs (**II.C.8.6 AP 5043; II.C.8.7 AP 5045**). These policies are published on the Mt SAC website and are available to the public (**II.C.8.8 Board Policies & Administrative Procedures**).

Financial Aid follows federal record-keeping regulations and privacy standards through the Family Educational Rights and Privacy Act and the federal Department of Education stipulations (**II.C.8.3 BP 5040; II.C.8.4 AP 5040**). Procedures for the release of student records are established and followed (**II.C.8.9 AP 3300 Public Records; II.C.8.10 BP 3300 Public Records**). No student-record information is released without clear, written, original proof that the requestor is authorized to make the request and receive the records. Requests for confidential discipline reports and legal subpoenas for student records are reviewed by Risk Management to ascertain the authenticity of the request before release (**II.C.8.11 BP 5035 Withholding of Student Records; II.C.8.12 AP 5035 Withholding of Student Records and Registration Privileges**). Similarly, Student Health Services complies with the federal Health Insurance Portability and Accountability Act regulations to maintain student health records securely, following strict protocols regarding the release of information. A Notice of Privacy Practices related to students' Protected Health Information is detailed on the Student Health Center's website (**II.C.8.13 BP 5200 – Student Health Services; II.C.8.14 AP 5200 – Student Health Services**).

Analysis and Evaluation
Records, both hard copy and electronic, active, and archived are permanently and securely stored. Mt. SAC publishes and follows federal and local policies for the release of records.

Conclusions on Standard II.C: Student Support Services
Comprehensive student support services are organized, evaluated, and provided to meet the diverse and complex educational and support needs of credit and noncredit students. A wide range of support services is provided to address the educational and personal challenges impacting student success. The expansion of online services and processes has provided services and assistance to students through a variety of modalities. Annual and required reports document compliance with state and federal mandates. The annual program review process documents strategic planning and outcome efforts.

Improvement Plan(s): N/A

Evidence List:

II.C.1
- I.A.1.2 BOT Approval of Mission, Vision, Values
- I.A.2.6 Diagram Overview of PIE process
- II.C.1.1 VPSS PIE Summary
- II.C.1.2 SCE Ed PIE
- II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report

- I.B.5.10 20-21 Rates by Modality
- I.B.5.11 Success and Retention Disaggregated Annual Data
- I.B.5.11 Success and Retention Disaggregated Annual Data
- II.C.1.4 Student Services Report of Equity in Action
- II.C.1.5 Website Info of Online and In-Person Services: Admissions, Financial Aid, Counseling, Orientation
- II.C.1.6 SCE Student Online Support
- II.C.1.7 SCE Programs and Services Overview
- II.C.1.8 Student Services Plan to Return to Campus
- I.B.7.12 Student Services Whom We Lost Data Analysis
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-2022
- I.A.3.8 Student Equity Plan 2022-2025
- II.C.1.9 Basic Needs Survey Hope Center
- II.C.1.10 Basic Needs Report to BOT 2020
- II.C.1.11 Chancellor's Office Memo
- II.C.1.12 Mt. SAC Basic Needs Plan 2020-23).
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-2022
- I.A.3.8 Student Equity Plan 2022-2025
- II.C.1.13 SEAP Budget Memo 2020
- II.C.1.14 Sample SEAP workplan, Equity Center
- I.B.6.15 SEAP funded projects and selected metrics
- I.B.5.11 SEEC Presidential Initiative
- II.C.1.15 CBCSS Proposal
- II.C.1.16 CBCSS BOT presentation
- II.C.1.17 El Centro Update to Cabinet
- II.C.1.18 Report on Diversity and Equity Programs to Cabinet

II.C.2
- II.C.1.3 List of Student Services PIE Reports 2021 and Sample PIE report
- II.C.2.1 Federal Annual Program Review (APR) AANAPISI Grant 2021
- II.C.2.2 Federal Annual Program Review (APR) for TRiO programs 2022
- II.C.2.3 SCE Student Surveys
- II.C.2.4 Counselor Pilot Survey of Students' Preference for Counseling Services
- I.B.5.11 Success and Retention Disaggregated Annual Data)
- I.B.1.12 Purpose and function statement SPEAC)
- I.A.3.6 SPEAC Purpose and Function
- I.A.3.7 Student Equity Plan 2019-2022

- I.A.3.8 Student Equity Plan 2022-2025
- I.B.4.9 RIE data report on Native American Students
- I.B.4.10 SPEAC minutes, discussion of RIE data report, April 18, 2022
- I.B.6.10 Native American Initiatives Report- Student Equity Committee 2022
- II.C.2.5 CIRP – Cooperative Institutional Research Program Freshman Survey 2021

II.C.3
- II.C.3.1 Catalog Overview of Student Services and SCE Divisions
- II.C.3.2 Catalog-Student Services Programs
- II.C.3.3 A&R website online forms
- II.C.3.4 Financial Aid website online forms
- II.C.3.5 Counseling website online forms
- II.C.1.5 Student Services Report of Equity in Action
- II.C.3.6 Mountie Fast Track appointment page
- II.C.3.7 ARISE Unit PIE; II.C.1.1 VPSS PIE Summary
- II.C.3.8 Loaner Laptop Outcomes data
- II.C.3.9 Laptop Loans Report showing student utilization

II.C.4
- II.C.4.1 Student Life PIE
- II.C.4.2 Recognized Student Clubs & Organizations 2021-22
- II.C.4.3 ICC Constitution 2022
- II.C.4.4 GRASP SEAP Work Plan
- II.C.4.5 Parent Institute Program Booklet
- II.C.4.6 Parent Institute Evaluation Report
- II.C.4.7 Title V Grant website
- II.C.4.8 Latinx Student Conference Flyer and Survey Samples
- II.C.4.9 Mountie Mentor Conference Booklet
- II.C.4.10 LEAD Program Statistics
- II.C.4.11 Students and Educators of Distinction Awards Ceremony Booklet
- II.C.4.12 BP 5030
- II.C.4.13 AP 5030
- II.C.4.14 BP 5420
- II.C.4.15 AP 5420
- II.C.4.16 Mt. SAC District Audit 2021-22 pgs. 88-91
- II.C.4.17 BP 4500 Athletics
- II.C.4.18 AP 4500 Athletics
- II.C.4.19 Athletics Handbook
- II.C.4.20 Example of Team Budget Summary.

II.C.5

- II.C.5.1 BP 5110 Counseling
- II.C.5.2 AP 5110 Counseling
- II.C.5.3 BP 5050 Student Success and Support Program
- II.C.5.4 AP 5050 Student Success and Support Program
- II.C.5.5 Counseling Liaisons
- II.C.5.6 BP/AP 5120 Transfer Center
- II.C.5.7 Transfer Symposium Training Agenda
- II.C.5.8 Region 8 SEAP Meeting Minutes 9-30-22
- II.C.5.9 CSU Updates
- II.C.5.10 UC Application Counselor Updates
- II.C.5.11 Counselor Training CORA and Equity Institute
- II.C.5.12 Link to Guided Pathways
- II.C.5.13 C&I Council Members
- II.C.5.14 Link to Explore Your Future website
- II.C.5.16 TAP Student Info Session
- II.C.5.17 TAP Summer Academy 2022
- II.C.5.18 TAP Admitted Students Celebration
- II.C.5.19 Remote Counseling Survey
- II.C.5.20 Appointment Attendance Report
- II.C.5.21 SARS Appointment Attendance Report
- I.C.5.22 New Student Orientation
- II.C.5.23 Student Services Catalog MAP Requirement
- II.C.5.24 DegreeWorks Educational Plan
- II.C.5.25 EAB Navigate
- II.C.5.26 MAP Workshop
- II.C.5.27 MAP Summary Report

II.C.6

- II.C.6.1. BP 5010 Admissions
- II.C.6.2. AP 5010 Admissions
- II.C.5.3 BP 5050 Student Success and Support Program
- II.C.5.4 AP 5050 Student Success and Support Program
- II.C.3.4 Mountie Fast Track appointment page
- I.C.5.22 New Student Orientation
- II.C.5.24 MAP Workshop
- II.C.6.3 Catalog/Web Info Special Admits

- II.C.6.4 AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students
- II.C.6.5 AP 5012 International Students
- II.C.5.17 Link to Guided Pathways
- II.C.5.23 DegreeWorks
- II.C.5.11 Counselor Liaison Assignments
- II.C.6.6 Faculty Meeting Minutes 10-5-22
- I.C.6.7 BP 4270 Use of General Education Courses Completed at Other Accredited Institutions
- II.C.6.8 AP 4270 Use of General Education Courses Completed at Other Accredited Institutions
- II.C.6.9 AP 4280 Use of BA/BS or Higher Degree to Waive Associates Requirement
- II.C.6.10 AP 5013 Military Personnel, Federal Civil Service Employees, and Their Dependents
- II.C.6.11 AP 4285
- II.C.6.12 ACS WASC Accreditation
- II.C.6.13 School of Continuing Education Info Sheet

II.C.7
- II.C.7.1 Admissions and Records website
- II.C.7.2 Registration 101 brochure
- II.C.7.3 Assessment website
- II.C.7.4 CCCCO AB705 Report
- I.A.2.1 BOT report -- Key Performance Metrics with Equity Focus
- II.C.7.5 AB 705 Five Year Trend Access Fall Cohorts, 2015 to 2019
- II.C.7.6 Survey of Faculty and Students on AB 705
- II.C.7.7. SPEAC Reviewing Recommendations from Asses/Mat Committee 5-16-22
- II.C.7.8 Assessment and Matriculation Committee Minutes 4-16-22
- II.C.7.9 AMLA Course Outline
- II.C.7.10 CCCCO ESL Placement Report

II.C.8
- II.C.8.1 BP 3310 Records Retention and Destruction
- II.C.8.2 AP 3310 Records Retention and Destruction
- II.C.8.3 BP 5040
- II.C.8.4 AP 5040
- II.C.8.5 Webpage on student records info
- II.C.8.6 AP 5043
- II.C.8.7 AP 5045

- II.C.8.8 Board Policies & Administrative Procedures Website
- II.C.8.9 AP 3300 Public Records
- II.C.8.10 BP 3300 Public Records
- II.C.8.11 BP 5035 Withholding of Student Records
- II.C.8.12 AP 5035 Withholding of Student Records and Registration Privileges
- II.C.8.13 BP 5200 – Student Health Services
- II.C.8.14 AP 5200 – Student Health Services