B. STUDENT SUPPORT SERVICES

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

Los Angeles Harbor College offers a comprehensive program of student services that assists students who are enrolled in credit and non-credit courses. Student Services departments include: Admissions and Records; Matriculation/Assessment Center; Child Development Center; Cooperative Agencies Resources for Education Program (CARE); Counseling (Including Career Center and Transfer Center); Extended Opportunity Programs and Services (EOPS); Financial Aid Office; Health Center; Intercollegiate Athletics; International Students Program; Life Skills Center (College Humanistic Mental Health Program); Recruitment and Outreach Department (Welcome Center); CAHSEE, Honors program, Student Activities including Associated Students; Special Programs and Services (SPS - Disabled Student Programs and Services); and the TRIO Program – Project ASAP. Other services provided for students that report to the instructional or administrative services divisions of the College include the Learning Assistance Center, Food Services, GAIN, Job Placement and the Campus Bookstore.

All of the student services programs at Los Angeles Harbor College respond to the needs of students and strive to optimize the student learning experience. Los Angeles Harbor College as a whole and Student Services in particular prides itself on the philosophy “students first.” Priority concerns include student access and progress, retention and follow-up, learning and ultimately student success. These goals fuel the College policy decisions and day-to-day operational decisions. The Student Services managers, led by the vice president of Student Services and including the leadership of Matriculation, Special Program and Services, Extended Opportunity Programs and Services, Student Activities and Associated Students, Health Center, Athletics, Financial Aid, Admissions and Records, Child Development Center, Counseling Division, Recruitment/Outreach, and the International Student Program, meet bi-monthly to discuss issues pertinent to student access and support services which can affect student success. Student Services also holds monthly cluster meetings as well as a yearly retreat where all constituencies discuss student needs and the ongoing effort to address them. The yearly retreat in particular allows the cluster to evaluate and reflect on cluster priorities through program review and determine the means to achieve the cluster goals. A broad representation of Student Services also participates in the ongoing campus-wide dialogue such as the World Cafes held in 2008 and 09 as well as the Visioning Summits held in 2010/11.
Los Angeles Harbor College is committed to supporting the State of California’s higher educational master plan by providing open and equal access to the community college system, and also keep Los Angeles Harbor College as an open portal to the California State University system, University of California system, and private four-year university system. Student access at LAHC is facilitated through both the staff at the College and the Recruitment and Outreach Department. Outreach and recruitment services provide student access to the College through intensive efforts at the high schools in the College’s service area. Since Harbor’s 2006 Self-Study Student Services has also strengthened and refined its web presence. The Student Services website publicizes all Student Service programs as well as the availability of these student services to students taking online classes.

The student assessment and counseling appointment system (SARS) license is renewed each year and is successfully used by numerous student service units including EOPS, Assessment, Financial Aid, SPS, and the Counseling Division as well as the academic side. SARS allows these units to call and e-mail students for important and relevant announcements regarding registration, deadlines, and financial aid grants. Unfortunately this important service is threatened with cancellation due to budget cuts in Matriculation funding dedicated to the renewal of software licenses.

Student Services processes are in place to ensure that admitted students will be able to benefit and achieve success while enrolled in College programs. All Student Service units have clarified Student Learning Outcomes that articulate the desired outcomes of a particular unit and the assessment measures to be used. Units assess their services through point-of-service surveys that are evaluated as part of the cluster’s program review process. A comprehensive Program review for Student Services was completed in 2010 and the data from that review is incorporated into future planning.

**Student Service Units:**

1) **Recruitment and Outreach** – Recruitment and outreach is committed to increasing the visibility of Harbor College in the community, strengthening relationships with educational and community resources, and maintaining contacts with feeder high schools. With the direction of the Outreach Coordinator the department supports a Welcome Center which is housed in the east end of the new Student Services and Administration Building. The Center holds four open computers for student use and in general serves as an “open door” for any new student who may come to campus. In 2009-10 the Center served 3,394 students. At the beginning of Fall and Spring semesters Recruitment and Outreach sponsored a “welcome week” that included information stations. In summer the department sponsored a VIP day that integrated students into campus life.

Yearly outreach activities include visits to local high schools (Banning, Carson, Gardena, Narbonne, San Pedro) with a focus on students who are
enrolled in Outreach classes offered at those sites. In January and March of the recruitment cycle the department hosts on-campus workshops, setting up classroom visits, and assisting students with financial aid. After June high school graduation, the department assists incoming students through the Welcome Center and other specially organized events.

2) Matriculation/Assessment Center
Matriculation/assessment has established a much more visible presence since Harbor’s 2006 self-study. Matriculation plans, newsletters, co-requisite/requisite forms, the steps for student success guide, research on Harbor College matriculation, the online orientation and matriculation/assessment center student learning objectives are all posted on the matriculation webpage and are much more accessible to all students interested in admission to the college.

When seeking admission students encounter a staff that has been trained to screen all applicants, including proctoring placement tests, conducting the orientation, and uploading student data into the District SIS system. Adherence to the admissions criteria for new applicants requires an assessment evaluation, which determines placement in the math, English, and English as a Second Language sequences. The assessment tools used at the college are in compliance with Title 5 regulations and are listed on the California Community College Chancellor’s approved list. The Matriculation/Assessment Center staff administers the math, English, and English as a Second Language placement test, and the Ability to Benefit (ATB and ATB ESL) tests which are given to students who do not have a high school diploma or a GED and need financial aid. The English, English as a Second Language, and math placements or any prerequisite courses are maintained by the District Student Information System (SIS). The Matriculation Services Unit works closely with the International Student Office to remedy a student’s misplacement and to determine the best placement based upon assessment findings.

The Matriculation/Assessment staff provides a powerpoint slide orientation that is administered to students immediately after the placement/assessment process. The powerpoint presentation is revised every semester and has proven to be a valuable tool for orienting student to the college. Students receive their placement results after completing a short Orientation Quiz which follows the powerpoint instruction. Students may also take the online orientation. After reporting their quiz score to the Assessment Center staff they then receive their English and math placement results.

The SIS prerequisite checking system has not operated for the last two years due to staff shortage in the Admissions and Records Office. As a result, the Matriculation/Assessment Center staff took over the responsibility of the Prerequisite Sweep program starting spring 2010. The process is enforced before the semester begins to prevent students from staying in classes for which they do not have the required prerequisite. The annual District audit report does not contain any audit exceptions regarding
Due to State budget cuts affecting all California Community Colleges and specifically targeting matriculation services funding, the unit finds it very challenging to support the entire matriculation process from application and admissions through graduation and transfer. In particular placing students in the correct level of English and math courses; following up with students on academic and progress probation; retaining and supporting students who need timely support services; and tracking students subject to dismissal. In addition, the counseling and orientation services for students enrolled in online, off campus, and evening and Saturday classes could see dramatic reductions.

3) Admissions and Records
College admissions policies permit admittance to the College by any high school graduate, or any adult over the age of 18, who can benefit from the programs offered by the College. In special circumstances and with appropriate approvals, students from K-12 may also be admitted. Students admitted to Harbor College may take advantage of a variety of services provided by the College Admissions and Records, like many other Student Services, is now housed in the Student Services and Administration Building. In addition to new facilities the admissions and record keeping processes at Harbor College have become completely

Students who request special services during the application process are referred to Special Programs and Services, Extended Opportunity Programs and Services, Financial Aid Office, and/or the Child Development Center as appropriate.

4) Counseling (Including Career Center and Transfer Center)
The Counseling Department is staffed by the Department Chair as well as articulation and matriculation officers, a transfer director, honors director, and three regular counselors. In sharp contrast to the cramped conditions reported in the 2006 Self-Study, the Counseling Division is now housed in the new Administrative Services Building and each counselor has an office allowing for greater flexibility and privacy for the counseling setting. The new facility has enabled the department to further integrate its vision and service to students. This integration includes the creation of Counseling FAQs, frequently asked questions about the college process and experience in an easily accessible Question and Answer format. The division effectively utilizes SARS to schedule pre-arranged and drop-in student counseling sessions and to keep track of Student Educational Plans. In 2009 the college hired a Transfer Center Director who has brought renewed vigor to the vital area of student transfer. The Director also heads the District’s African-American Outreach Initiative and the campus “Stars” Program.

5) Financial Aid Office
Financial Aid has also benefitted from the move into the new
Administrative Services Building in January 2009. These new quarters offer expanded service with four stations at the counter to facilitate one-in-one meetings with students as well as four student computers. To assist students more efficiently, Financial Aid instituted a numbered call system along with benches placed outside of the office. Unfortunately students still have to wait, but the long lines that used to form outside of Financial Aid have been replaced with more student-friendly benches or the lounge areas of the building lobby.

Dispersal of the money itself has also become much more efficient and semi-paperless. Financial Aid now scans all incoming documents and then shreds them by the end of the academic year. This process has helped relieve storage issues in the office. To become totally paperless Financial Aid is waiting on the LACCD to purchase a new SIS system that includes an electronic signature. When that new system is adopted the office will then be completely paperless. Effective fall 2010, all financial aid disbursements are electronic. No more checks are distributed. All financial aid applicants are issued a debit card and may choose to direct their disbursements to the card or to any bank account of their choice.

Financial Aid staff work with a deep awareness of the connection between quality service and student success. Nowhere is this commitment more evident than in the establishment of the Veteran’s Center in 2009-10. Not satisfied with merely financial disbursements, Financial Aid spearheaded the creation of a quiet area where veterans could congregate, do homework, and receive advice and assistance on various veteran-related issues. Located in a room in the current library the Veteran’s Center demonstrates Harbor’s commitment to put the interests and needs of students’ first. Financial Aid has also expanded its assistance to former foster youth. One Financial Aid technician is assigned to provide special help to this group of students.

In the midst of these improved efficiencies however the financial aid task looms large. Financial Aid has dealt successfully with the steady rise in applicants up through 2009. In 2009-10 however the office saw a 29% increase in financial aid applicants over the prior year, and 2010-11 is seeing another 29% increase over 2009-10. Most of this increase may be attributed to changes in funding opportunities. Effective 2009-10 students were able to receive Pell Grant monies for summer session attendance even if they had been paid for full-time attendance in both fall and spring semesters. As a result of this change alone, the amount of financial aid disbursed increased dramatically. In addition to the summer funding the availability of Pell Grant awards in general have been increased significantly over the past several years. Harbor College’s annual disbursement of Pell Grant monies has doubled in the last two years. While this is a highly positive development for students, the distribution of these monies has placed mounting pressure on Financial Aid. As a result, service to the increased number of students has suffered badly.
6) International Students Program
The International Students Program has procedures in place which ensure that only students capable of benefiting from the College’s programs are accepted. The eighty some students served by the program are generally transfers from other language schools or come directly from their home country. All applicants from non-English speaking countries are required to furnish evidence of an intermediate level of capability with English. Students must provide evidence that they have completed the TOEFL exam with a minimum score of 450 (paper-based) or 133 (computerized version) before they are accepted. It has been our experience that students with these scores are capable of succeeding. In addition, a high school diploma or equivalent is also required from most students applying from overseas.

It should be noted that international students also participate in an intensive interview at the U.S. Embassy in their home countries. During the interview, they are required to not only prove that their intention in coming to the U.S. is for educational reasons, but also to prove that they have the capability (educational, financial, and otherwise) to pursue this goal.  

International (F-1 Visa) students attending language schools in the United States may have the TOEFL (or approved equivalent test) score requirement waived if the student is in a language school class level (or above) that is consistent with the achievement of a score of 450 on the paper-based TOEFL or its equivalent; the student is then able to sit for the College’s English as a Second Language (ESL) placement test. The student may be placed in English 85 or 86, which are intermediate and high level ESL classes. The high school diploma requirement may be waived if the student is transferring from a U.S. based institution such as a language school or tertiary level institution. The student must be 18 years or older and deemed capable of benefiting from the College’s programs through an interview with the International Student Advisor, or under certain conditions, with the ISA’s designee, such as a student special services counselor.

Regarding International Students, the admissions procedures for F-1 Visa students arriving directly from abroad, and for those transferring from local language schools are effective. The numbers of students who do not succeed for academic reasons is relatively small (one or two per year). During a student’s first semester, a student who is struggling academically because of misplacement, may be given permission by the International Student Office to take less than the requisite 12 units. Conversely, students who have been placed too low in an ESL class, can petition his/her instructors for transfer to a higher-level class. The overall goal of the program is to integrate English language skills with academic courses as efficiently as possible and to enable students to complete a degree in three years or less. Despite some problems, few international students are placed on academic probation. Because of this, it is obvious that the procedures in place are reasonably effective.

The International Students Program is establishing a web presence (studyusa.com and thinkeducationusa.com) which allows the program to
market its services overseas in a more cost-effective manner.

7) Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education Program (CARE)

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) work closely with the College to ensure that students who are educationally and economically disadvantaged are able to easily apply and register. Specially trained EOPS/CARE counselors and staff members provide a special intake process, assessment process, orientation, and service selection process for each student to ensure student success. Pursuant to Title V, EOPS is required to do more face-to-face interaction with their population because many are special needs (ESL, first generation, basic skills, foster youth, single parent). In response to this need EOPS has launched more technology driven services in an effort to support this generation the offset budget cuts. This includes several social network sites that are used to communicate information. In addition EOPS piloted a live chat Meebo feature in spring 2010.

8) Child Development Center
In 2010 the Child Development Center moved into a new facility funded by Prop A/AA monies. The new facility has allowed the Child Development Center to further develop programs/ outreach.

9) Health Center
The Health Center has become more efficient and cost effective since the last 2006 Self-Study and is now a totally self-supporting program. The Laird Bill allows students to use financial aid money to pay the college health fee has enabled the college to capture more money for the health center. A college nurse, who had worked for the college for seventeen years, was hired as a full-time faculty member in 2008. Student Health has established a website which became operational (8-3-10) and provides students with information about the Center’s hours of operation, links to health forms, and information about health-related issues. The development of a computerized health assessment system is currently being examined in light of health reform legislation and the potential liability when obtaining students’ medical information. The Center has offered evening and Saturday care but determined that students were not utilizing this care and ended this service. The Center does provide dental referrals to either a low-cost dentist or to Harbor General Hospital for extractions.

10) Life Skills Center (College Humanistic Mental Health Program)
The Health Center continues to fund a 0.4 position of the Life Skills counselor who attends to the mental health of Harbor students. The Life Skills Director has established an internship program for master and doctoral students who are drawn from a variety of universities and professional schools of psychology. The supervisory work of the Life Skills Director has enabled the college to secure the weekly counseling support of 100-120 hours of master’s and doctoral level multi-cultural interns. The
Life Skills Center offers scheduled or drop-in counseling provided by interns supervised by the Life Skills Director. In addition to individual and group counseling the Life Skills Center organizes campus-wide workshops and ongoing networks to address student mental health needs. The workshops address such topics as “Keys to Becoming a Successful Student,” “Managing Test Anxiety,” and “Staying on Track despite Distractions” in addition to more personal topics such as “Healthy at Every Size,” and “Putting Your Own Needs First.” The Life Skills Center is currently on the State Chancellor’s Office “best practice” list and is a Board of Governor’s Exemplary Program Awardee for a cost-effective, user-friendly College Mental Health Program.

12) Intercollegiate Athletics

13) Student Activities, including Associated Students Organization

14) Special Programs and Services (SPS - Disabled Student Programs and Services) and the TRIO Program – Project ASAP.

The Special Programs and Services (SPS) works with the College to recruit, admit, and register students with disabilities who are able to benefit from the College offerings. The effort to identify students with special support needs begins in the application process where students are requested to self-identify special needs on the College application form. Students sign up for the appropriate assessment tests during the application process. The Student Information System (SIS) automatically checks the student records for completion of required prerequisite courses and appropriate English and math placement scores during the enrollment process. Admissions Office personnel are responsible for maintaining the system and have been trained to adhere to established policies and procedures.

Disability specialists within SPS utilize several evaluative measures to determine that admitted students with disabilities will benefit from identified programs of study: transcript analysis; scores from Ability to Benefit tests, placement exams, and varied assessment instruments; evaluation from California State Department of Rehabilitation; performance during individual and group counseling appointments; and demonstrated performance in academic classes. Liaison efforts between SPS faculty/staff and the College occur on a continual basis to develop and monitor policies and procedures which support the needs of students with disabilities as they matriculate. Special Services and Programs also maintain a High Tech Center for Students with Disabilities located in the Learning Assistance Center of the Library. In response to a 2006 Planning Item an instructional assistant was hired to staff the High Tech Center and to oversee student work in this vital area of study.

Student Services faculty/staff participate widely in College-wide discussions on issues related to student access, progress, learning, and success for students with disabilities. Specific forums include: Academic Senate meetings, Division Council meetings, College Planning Council
Overall Student Services works tirelessly to insure quality services in spite of draconian budget cuts. Several Planning Agenda items from Harbor’s 2006 Self Study noted the need for additional staff in numerous areas of Student Services including additional counseling staff, an instructional assistant in the High Tech Center for Students with Disabilities and a College instructional assistant, assistive technology specialist to ensure that the computer access needs of the College are being satisfactorily addressed. It was also noted that the College needs to institutionalize the core staffing of the Life Skills Center with a 0.6 FTE counselor position.

Ongoing budget deficits continue to cause staffing shortages. In addition to the shortages noted above there is a shortage of generalist counselors. The only career counselor is the chairperson of the Counseling Division who is able to devote only a few hours a week to career counseling.

**IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**DESCRIPTIVE SUMMARY**

The Student Services Division continued its internal program review process during the 2010-11 academic year which incorporates the College goals and objectives, unit goals and objectives, and student learning outcomes. This evaluation system, with periodic student and program quantitative and qualitative surveys, assists the College in its effort to provide quality student services programs. All Student Services departments went through this program review process in the 2010-11 academic year. In addition to the internal College review process, many of the Student Services departments entered into external review processes: Financial Aid Office, Extended Opportunities Programs and Services, Special Programs and Services (Disabled Student Program), Child Development Center, and the Matriculation Unit. The actual program review documents are available for review in the respective Student Services departmental offices and/or through the vice president of Student Services office. The findings of the review processes included recommendations for improvement and identification of exemplary practices.

Additionally, College and District oversight committees ensure adherence to State and Federal mandates, and local policies and procedures ensure that the College offers quality student support services. Several management-driven evaluative measures are in place in various Student Services departments to assure quality services: (1) The administration of Student Satisfaction Surveys on a variable basis (with timely incorporation of needed changes if results warrant it); (2) Open door policy of all Student Services faculty/staff who actively solicit service delivery feedback from...
students; (3) Active participation of students in the design of their own service delivery packages (in some programs); (4) Timely resolution of complaints when and if they arise; (5) Close collaboration of Student Services faculty/staff between programs for optimum coordination of benefits for the students; and (6) In some cases the annual administration of surveys to the faculty, staff, and administration on the quality of service provision with timely incorporation of changes if the results warrant it.

The program review process and other evaluative measures allow Student Services faculty/staff to qualitatively and quantitatively assess the degree to which services support student learning. Ongoing academic progress monitoring including the use of a more comprehensive Early Alert program based on faculty referrals is another measure that LAHC Student Services professionals utilize to ensure that our services support student success.

In addition to the extensive program review efforts, the Student Services Division has conducted twice yearly, all-day structured staff development activities designed to address program reviews, unit plans, Student Learning Outcomes as well as to identify and resolve problems, improve service delivery, improve interpersonal communication, and ultimately provide an enhanced learning environment for a culturally diverse student population. The main theme of the seminars has been to serve our students more effectively.

Other noteworthy things that support the College’s ability to deliver quality student services include: (1) ongoing training of faculty and staff through staff development, meetings, and conference opportunities; (2) optimal communication among faculty/staff in Student Services in response to student identified issues/problems; (3) collaboration between Student Services departments to optimize service delivery for students; (4) maintaining the SARS data management system for streamlined student appointment services, follow up, and tracking; and (5) securing advice on a routine basis from the various Advisory Committees linked to the Student Services departments.

The College has been assured of the quality of many of our Student Services programs through commendations or awards:

1) Athletics:
2) Financial Aid:
3) Special Programs and Services: Publications and the website on ‘Meeting the Mental Health Needs of Community College Students’ is part of the Chancellor’s “Best Practices.” Awards from this Mental Health effort include Student Success Award from the California Community College Chancellor’s Office and Board of Governor’s Exemplary Program Award.
4) Student Activities:
5) 2009 Funding of Student Support Services Grant: A federal TRIO Program received top scores from three readers resulting in extra years of funding for the grant.
6) Life Skills Center: Awardee for cost effective, user-friendly College Mental Health program. This program is on the State Chancellor’s Office best practice list. This recognition is causing other community colleges in the LACCD to take note and begin to model their own mental health centers on Harbor’s plan.

7) Matriculation/Assessment Center: Ongoing “Student Worker Training” program focusing on work ethics, rules and attitudes, dealing with difficult individuals, time and stress management, and customer service; commendation from the APMS consultant for maintaining and keeping the assessment/placement data well organized and accurate; commendation from L.A. Harbor Students who provided positive feedback on the spring 2009 Assessment Center point-of-service survey; maintenance of a secure testing environment and enforcing identity verification procedures.

SELF EVALUATION

The Student Services Division participates in extensive self-evaluation processes on an ongoing basis to ensure that the College offers quality programs and services to its students. An attempt is made on a routine basis to examine best practices within Student Services at other colleges to see how the College can strengthen service delivery. During the accreditation self-evaluation process additional analysis was done through the lens of the Accreditation Standards. The evaluation process yielded both general and specific findings linked to departmental efforts.

General Findings:
The self-evaluation process indicated that the existing programs and services are meeting at least the basic needs of students so they can attain their educational goals.

Specific Departmental Findings:

1) Recruitment and Outreach

2) Matriculation/Assessment The Assessment staff moved into the new Assessment Center lab facility in January 2009. It is ideal to serve the college’s increased student population since the lab has the capacity to test up to 40 students per testing session.

3) Admissions and Records

4) Counseling (Including Career Center and Transfer Center)

5) Financial Aid

6) International Students Program

7) Extended Opportunity Programs and Services (EOPS) and
Cooperative Agencies Resources for Education Program (CARE)

8) Child Development Center

9) Health Center

10) Life Skills Center (College Humanistic Mental Health Program)

11) Intercollegiate Athletics

12) Student Activities, including Associated Students

13) Special Programs and Services (SPS - Disabled Student Programs and Services) and the TRIO Program – Project ASAP.

IIB2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTIVE SUMMARY

The catalog for Los Angeles Harbor College is available at the college website and in print. The catalog includes the following information:

General Information:
- Official Name, Address(es), Telephone Number(s), and Web Site
- Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements:
- Admissions, Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
- Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination and Acceptance of Transfer Credits
- Grievance and complaint Procedures and Sexual Harassment
- Refund of Fees
- Locations or Publications Where Other Policies May be Found

Los Angeles Harbor College provides a catalog for its constituencies that is precise, accurate, and current. It includes all of the requirements set by California Education Code, the District Board, and by the College. After a new catalog is published, the availability of the catalog online allows timely updates. The text of the catalog is clear, easy to understand and well
organized. Important areas of the catalog are translated into Spanish since Latinos make up a large percentage of the College's service area population. The catalog accurately conveys general information on the College including the College mission, descriptions of student services, degree offerings, available financial aid, names of faculty and administration, specific educational requirements, student obligations, and major policies affecting students (inclusive of Nondiscrimination, ADA, Section 504, Sexual Harassment, Grievance and Complaint Procedures, Refund of Fees etc.).

District policies not found in the College catalog may be accessed through the LACCD website. The catalog is available in alternate format upon request for individuals with disabilities. It is also available in print format and through the College website. Students are no longer receiving a mailed schedule which has resulted in significant cost savings to the college. All students receive a postcard informing them of the availability of the schedule online along with a postcard scheduling them with a counseling appointment.

A system has been designed by the College to ensure the accuracy of all material included in its publications including the catalog, schedule of classes, and student handbook. A College administrator and a classified staff member oversee the final editing and production of the catalog and the schedule of classes. The initial material advanced for publication comes from the department managers who are responsible for the accuracy and currency of their respective sections of the catalog and schedule of classes. The Counseling chairperson and the articulation officer ensure that the degree requirements and “Preparation for the Major Sheets” in the Counseling Division are accurate. The articulation officer reviews and revises the transfer preparation sheets both on a rotation cycle (clerical help permitting), and when the universities make changes.

SELF EVALUATION

IIB3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The Student Services Division utilizes numerous methods to determine the learning support needs of its student population. Some of these methods are of a general nature and others are linked to specific units. In most instances the provision of these services and programs are not only identified but also assessed in terms of their efficiency in addressing student need.

General Methods:
Some of LACCD policies and procedures identify appropriate programs and services to meet specific needs of student populations and student situations, for example, E-Reggs for students with disabilities, student
governance, and sexual assault policies. The LACCD vice presidents of Student Services meet on a monthly basis to engage in problem solving on student issues, establish student oriented policy, and determine how to best address the support needs of the District’s students. The LACCD Student Services managers also meet on a regular basis to engage in problem solving on student issues and determine how to best address the student support needs in their respective areas.

At the college level the CPC Student Services Cluster meets on a monthly basis to assist in the planning of Student Services priorities/issues. The leadership within the College Student Services departments meet on a bi-weekly basis to optimize communication, problem solve, and streamline service delivery to students. The various departments also have inter-departmental staff meetings to identify and specifically meet the needs of students.

The Matriculation coordinator meets monthly with the District and on campus Matriculation Advisory Committee members to address relevant policies and procedures regarding assessment/placement requirements. Math graduation competency, new assessment tools, the Early Alert retention program, degree audit programs, basic skills issues, online orientation, accountability, and data reporting to the State. Matriculation Region 7 meetings are scheduled twice a year to discuss statewide matriculation policies and regulations.

Unit Efforts:
Special Programs and Services faculty conduct research to determine the learning support needs of students with disabilities and to identify the latest learning strategies and technological advances necessary to support their success. Each student receiving services from SPS participates in a thorough individual assessment which is conducted by a disability specialist. This assessment identifies the individual learning support needs, appropriate services, and needed accommodations. The assessment results are included in the student’s prescriptive learning plan which includes their educational goals and course plans, requisite services, and needed accommodations.

The SPS self-evaluation efforts (Spring 2009 Student, Faculty and Administration Surveys) elicited positive comments targeting its ability to identify appropriate learning needs for its student population and provide appropriate services to address those needs. The self-evaluation identified the following problematic areas: additional tutoring is needed, the facilities need to be upgraded, some students are unfamiliar with SPS services, and there are some architectural barriers which are problematic. It was also noted in the 2006 Self Study that the College needed to hire an instructional assistant, assistive technology specialist to ensure that the College abides by Section 508 and ADA. This position was filled in 2007.
The Matriculation Services Unit used matriculation funds in 2008 to open the “Appointment Center” computer station across from the Information Desk to assist students in scheduling assessment and counseling appointments through the computerized appointment system eSARS. In spring 2010, four computers were added to the “Appointment Center” and three more will be installed at the Welcome Center to help students apply for admission and to access transcripts from other colleges. The Matriculation webpage has been designed and updated in order to clarify and better represent the matriculation process. The Matriculation/Assessment Center has included a Meebo chat system to assist students with questions regarding matriculation and assessment issues. The matriculation process has also been articulated in the online FAQs in fall 2010. Response to these efforts has been positive. The spring 2009 Assessment Center Student Survey received strongly positive feedback from students. The survey results are posted on the college research webpage.

The Counseling Division queries students through the College application, interviews, and the orientation session on their specific needs. A comprehensive Student Educational Plan (SEP) is developed for each student in response to student identified interests and needs. The College placement exam assists the Counseling Division in assessing the academic proficiency levels of the students. The Matriculation/Assessment Center maintains its own database of SEPs generated by all counselors for state reporting purposes. The majority of counselors record their SEPs on the District SIS system.

The EOPS/CARE program operates in response to California State law to address the educational needs of a specific population of disadvantaged students. It is mandated to provide services which are “above and beyond” those provided by the College in the manner prescribed by state law. The services address the low-income status of the students and the educational obstacles that the students have previously faced through providing book grants, comprehensive counseling, workshops and other services.

The EOPS/CARE program self-evaluation effort found that the most beneficial services were as follows: counseling, tutoring, mentoring, Personal Development classes, and university transfer services. Personal Development 20-“Post Secondary Education: Scope of Career Planning” was developed online in fall 2006 to provide career planning resources to the Distance Learning student population.

The Financial Aid Office has students file the Free Application for Federal Student Aid (FAFSA) which calculates their Expected Family Contribution. Data from that application is used to produce the student’s aid package which often includes book vouchers. If students are eligible for a fee waiver it is automatically posted when the FAFSA data is imported into our computers. A Financial Aid Computer Lab is available for students to use to apply for aid. The lab is located where students can receive staff assistance.
The Financial Aid Office self-evaluation effort found that the provision of electronic access methods to file for financial aid has greatly improved services. The Financial Aid Office participated in a Department of Education pilot project that compared financial aid recipient’s average units attempted and completed against the general student population. Financial aid recipients far exceed the general student population in both units attempted and completed. The Financial Aid Office supports student retention and success.

The Student Activities area is well supported by the College with broad participation by students, faculty, and administration. The College administration and College faculty Academic Senate work in close coordination with the student organization to ensure that student’s needs are heard and addressed including access to legal assistance. Los Angeles Harbor College has a long reputation of working cooperatively and enthusiastically with the ASO.

The Associated Students Organization has a solid, long-standing, positive working relationship with campus leadership. Concerns of the students are heard respectively by the College administration, and in particular, the College president. The Student Senate is promoted well in the College catalog and in the schedule of classes, and draws over thirty students each semester into student government. Because LAHC has about 8,000 students, the non-mandatory $7.00 ASO fee does not generate enough money each year to fund more activities and/or staff. The Seahawk Center needs new carpeting, and remodeling of the executive student leader offices and student senate room. A larger room is needed to accommodate the increased number of students actively participating in student government.

The Athletic department is committed toward ensuring that male and female student athletes receive the tools to compete and succeed both on and off the field. The offerings have been developed in response to student interest and gender equity. The Athletic department has the goal of providing the highest level of professionalism, equality, instruction, and supervision to student athletes. The department has placed a priority on upgrading the facilities through the use of Proposition A/AA/J funds. A new wellness center, new women’s volleyball and basketball team room, baseball field, new synthetic football/soccer fields, and other improvements to the athletic facilities have resulted from this funding.

The Child Development Center conducts a survey of student-parents to determine the level of need and specific requirements of service delivery. Intake meetings are held with each student-parent to individualize offerings.

The Athletics department self-evaluation findings identified greater satisfaction levels within its program area due to improved facilities, access to new equipment, and improved gender equity. The College now has four men’s and three women’s sport teams. Computers, meetings, and e-mail
have optimized communication within the department and with students.

IIB3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY
The Student Services Division conducts outreach activities to all sectors of the surrounding community to meet prospective student need. The increase in distance education and in particular the development of three substantive change online degrees in business, fire technology, and administration of justice have been approved and are being offered. Online education dictates that the college provide access to a student learning platform (use of the Etudes platform has been paid for through 2012) in addition to a variety of other student services including college applications, registration, financial aid applications, tutoring, counseling, library help, and access information to programs and services. The ability to provide these accommodations rest within the confines of the College’s operational budget.

Specific Departmental Efforts:
The Recruitment/Outreach department identifies student needs through a number of methods, regardless of service location or delivery method. They include regular program reviews and internal bi-weekly and annual recruitment reports. Feedback from outside stakeholders, such as high school college counselors, are an important resource. For example, if there is a need for more financial aid information, students and/or parents will contact the high school counselor, who in turn contacts the College liaison, who will then incorporate workshops, classroom visits, or staff training to meet the need. This process works because of the healthy, interactive relationship the director and staff enjoy with stakeholders in the College’s service area. A comprehensive database of e-mail addresses of community contacts has been compiled to enhance the speed and quality of communication. This further closes the gap between community needs and College response.

A dean of instruction oversees the operation of outreach locations. She works closely with the high school officials, instructors at the outreach location, the College admissions office, the College counselors, and the assessment office to ensure the students at outreach locations are getting the same services and quality education as those on the main campus. The Assessment Center staff accommodates the feeder high schools with specific testing and orientation dates. The Admissions Office assigns staff to outreach locations. Each semester they assist the seven area high schools with application and registration processes. A recent survey showed that students are very satisfied with the support services and education they receive at outreach locations and over the Internet.
Special Programs and Services (SPS) faculty/staff respond to community need for services. SPS satellite classes have been held at community mental health clinics as a pilot project. Special services have been provided at a San Pedro Recovery House by SPS and EOPS. The EOPS program is unable to provide any substantial off-site services due to EOPS regulations.

Online classes and Web pages are fully accessible by students. In spring 2009, The California Community College Chancellor’s Office conducted a DSPS Technical Assistance Site Review with one of the focal points being distance education and the other being the design of Student Learning Outcomes for students with disabilities. The full report is on file in the Vice President of Student Services office or may be accessed through the coordinator of Special Programs and Services. The Harbor College website displays a video rendering the event. Special Programs and Services respond to service requests on an individual basis in response to student need. To date, SPS has successfully responded to all presented service requests.

Students in the International Student Program predominately take classes on the College campus. The computer is successfully used in the initial informational exchange when students are first applying. The international student advisor takes responsibility to ensure that each student is served appropriately.

The Fall 2009 Student Survey at [http://www.lahc.edu/research/F09StudentSurveyResults.pdf](http://www.lahc.edu/research/F09StudentSurveyResults.pdf) indicates that current students are generally satisfied with the overall availability and quality of services.

The SPS self-evaluation efforts (Spring 2009 Student, Faculty and Administration Surveys) elicited positive comments relating to its ability to effectively target appropriate learning needs for its student population and provide appropriate services to address those needs. The self-evaluation identified the following problematic areas: additional tutoring is needed and some students are unfamiliar with SPS services. The hiring of other supplemental staff was also noted to meet the increased needs of a growing student population.

**IIB3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**DESCRIPTIVE SUMMARY**

Student Services counselors recommend that students enroll in regular College classes which promote personal and civic responsibility. They also recommend student participation in Student Government and ASO, which further stimulates development of these attributes. Additionally, regular
counselors, SPS, and EOPS counselors teach Personal Development classes in person and online that provide small group instructional opportunities for students to learn how to take personal responsibility and proactively participate in their world. Cultural awareness activities are also offered to students. A series of workshops focusing on building self-advocacy skills, citizenship skills, time management, money management, parenting skills, and study skills are collaboratively offered with the Life Skills Center for students with disabilities. Individual and group counseling sessions with disability specialists also incorporate skills building in the above areas.

**DESCRIPTIVE SUMMARY (continued)**

The Student Senate provides an environment that encourages personal and civic responsibility, as well as intellectual and personal development. This organization allows students to learn and participate in the political process at a local, State, and/or Federal level. Through the Senate students participate on numerous community and College-led campaigns that are both politically and civically centered. Under the supervision of Nina Malone then Mercy Yanez small groups of student senators have made numerous trips to Sacramento to lobby for student issues.

In fall 2010 faculty and students participated in the AFT Faculty Guild sponsored “Townhall-what should you expect on the November Ballot?” which was designed to teach students how to successfully voice their political desires. There are so many student issues affecting the student’s education that faculty members decided to work with students so they could exercise their right to voice their own opinions about their educational process. Central concerns were the increased tuition, high cost of textbooks, lack of adequate health care for students (especially mental health care), and the decreasing resources for a college education.

Student Services professionals participate in dialogues throughout the campus community, Los Angeles Community College District, and statewide professional organizations about what constitutes an effective learning environment for regular students and students with special needs. Participatory forums include: Academic Senate meetings, Division Council meetings, Student Services managers meetings, CPC Student Services Sub-Committee meetings, Counseling meetings, Life Skills Center meetings, SPS Staff meetings, LACCD DSPS Coordinator meetings, Matriculation meetings, High Tech Center for Students with Disabilities meetings, EOPS meetings, and numerous other campus meetings. SPS staff has also taken the dialogue to the State level through professional organizations and State program review functions.

Student Services department professionals agree that all programs and services which place the learner at the center of the programmatic effort contribute to a good learning environment. Instructional and service arenas willing to individualize their learning approaches to meet specific learning needs of special students, such as disabled students, are optimal. Instructors willing to “team” with Student Services professionals to meet the special needs of individual students exemplify a good learning environment.
Noteworthy contributors include: SPS, EOPS, the Health Center, the Life Skills Center, the Counseling Division, the Assessment Center, the Physical Education Department, the Speech Department, the Theater Department, the English Department, and the Library.

The self-evaluation process found that Student Services professionals coherently identify important student-related issues, are aware of the special needs of students with disabilities, actively participate in campus-wide discussions of pivotal learning issues, and are responsive to discussions of student needs. In an effort to improve the learning environment, the need for more publicity on campus to inform students and faculty of the programs and services became apparent. The service learning opportunities provided to students are highly successful and serve as excellent civic responsibility learning situations. The campus mobilization and leadership courses have also been found to be highly successful. The students have taken their responsibilities seriously and have participated widely across the College governance structure. The leadership found that ASO had the largest number of students participating in student government in the LACCD.

**IIB3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**DESCRIPTIVE SUMMARY**

Policies are in place within the Los Angeles Community College District to ensure that all counselors meet the state specifications to be hired as community college counselors. The District provides the College with clearances on the qualifications of our counseling staff. Counselors working in special program areas are mandated by Title V to have additional education and experience. The College has developed and implemented an organized systematic counseling plan to meet the needs of our diverse student population. A thorough evaluation process is a part of the counseling plan at Los Angeles Harbor College. Individual peer evaluations of counselors are conducted in response to contract specifications contained in the AFT Faculty Guild Contract. Student satisfaction surveys provide an ongoing qualitative and quantitative measurement of student satisfaction with the counseling services. The vice president of Student Services and the respective deans, associate deans, and program managers are the responsible parties for the day-to-day counseling activities provided at the College. The College prides itself on the staff development, training, and conference opportunities made available to the counselors and allied staff. The supervisory staff in the respective departments have extensive education and experiential backgrounds. Some are state recognized experts in their field. Some Student Services departments have specific counseling plans with specialized offerings.

Specific Departmental Efforts:
The Counseling Division offers the bulk of counseling services to the majority of the College population. The range of services includes transfer, career, academic, vocational, honors, personal, special needs, and articulation counseling. The counseling staff meets on a regular basis. Training of the counseling staff is excellent. Communication is optimal. The shortage of counseling staff restricts the numbers of students who can benefit from the provision of services. Group counseling processes are under consideration.

Special Programs and Services (SPS) develops, implements, and evaluates specialized counseling services for students with disabilities. A case management approach is used in the provision of the counseling services. Individual and group approaches are used.

DSPS counselors must meet Title V requirements for provision of counseling to students with disabilities. All College SPS counselors meet the special requirements. The SPS Coordinator, meets the Title V requirements to provide disability related counseling and coordinates the counseling services. A Learning Disability Specialist, supervised by the SPS Coordinator, is available to advise students with disabilities. The SPS Coordinator works closely with the Life Skills Program in coordinating the mental health services for students with disabilities. The Life Skills Program was honored with receipt of one of the Board of Governors Exemplary Program Awards in 2004.

Specialized counseling services are provided by the International Student Program. Training of the international student program advisor has been conducted by the chairperson of Counseling, the United States Government (regarding F-1 visa requirements), and Immigration Services (USCIS) of the Department of Homeland Security (requirements to maintain student visa status).

The Life Skills Center provides mental health counseling to LAHC students through the College Health Center. Clinical services are supervised by a licensed clinical psychologist. The focus is humanistic and the Center prides itself on working with student strengths – not just pathology or student weaknesses. Much work is done to empower students to believe in their own abilities, increase their self-esteem and realize that they can work through their emotional challenges if they stay and work through some of their issues. The Center offers 100-120 hours of intern support to the students at the College in addition to the 21 hours of clinical psychologist availability. Advanced psychology graduate students provide the bulk of the services to the student body and are in the midst of intensive masters and doctoral level educational programs.

The self-evaluation process elicited the following findings regarding SPS counseling services: (1) From the SPS Spring 2009 Student Satisfaction Survey: 99% satisfaction level with counseling staff; students reported that
counselors were helpful, encouraging, and informative. (2) From the SPS Spring 2009 Faculty and Administration Service Satisfaction Survey: the administration and faculty listed the personal counseling efforts of SPS/Life Skills Center as a strength. (3) From the LAHC Spring 2009 District-wide Student Survey: When student were asked to describe the one thing they liked best about the College many said “Counselors and Special Services Department.” The review process identified the following improvement needs: (1) An additional SPS counselor (0.5 FTES) is needed by SPS to address the counseling demands of a growing student population; (2) The College needs to provide the resources to institutionalize the mental health services provided by the Life Skills Center.

IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Los Angeles Harbor College prides itself on its diversity inclusive of various ethnic, gender, disability, age, and lifestyles. The College demographics parallel the ethnic breakdown in the community. The faculty, staff, and administration on the campus represent great diversity. This tends to optimize communication with students and ensure that students from diverse groups will always be able to find someone on staff they feel comfortable talking to. This is especially true in the Student Services Division.

DESCRIPTIVE SUMMARY

The Student Services Division endorses several measures to promote student understanding and appreciation of diversity. These include the following: staff development and student activities focusing on cultural awareness and appreciation of diversity including the organization of various events to celebrate Hispanic, Black, and Women’s History Month; the provision of campus materials in multiple languages and alternate formats; the formation of student networks that respect diversity (i.e. Latina Leadership Network, LGBTQ).

SELF EVALUATION

The Student Services Division and the College are proud of our diversity and our efforts to promote student understanding and appreciation of diversity. Attempts to measure the effectiveness of our awareness/consciousness raising activities seem adequate.

IIB3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

The Student Services Division has several safeguards in place to ensure that testing biases are minimized, validation processes occur, and the Admissions Office practices are effective. The Matriculation Unit is
responsible for ensuring that these functions flow smoothly. The Matriculation Unit consists of a Matriculation coordinator and student services assistant, and a Matriculation Committee comprised of the following: math, English, and counseling faculty, assistant research analyst, vice president of Student Services, dean of Admissions and Records, Special Programs and Services coordinator, learning disability specialist, associate dean of Academic Affairs, and the IT manager. The goals of the Matriculation Unit are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-friendly components contained within the matriculation process: admissions, orientation, assessment, counseling, and follow-up.

The following processes occur to ensure that the assessment processes are reliable, consistent and effective: (1) The Matriculation coordinator, Assessment Center and Matriculation Committee ensure that only approved instruments are used in the placement exam processes and that they are used in a manner which is standardized and recommended by the California Community College Chancellor’s Office (California Community College Chancellor’s Office Approved Assessment Instruments, July 2005 List); (2) The Matriculation coordinator ensures that adequate staffing is available in the Assessment Center to administer the assessment services; (3) The Matriculation coordinator, Special Programs and Services coordinator and learning disability specialist ensure that disability-related needs are met; and (4) The Matriculation coordinator and other campus program directors ensure that appropriate assessment occurs for special populations in accordance with the California Community College State Chancellor’s Office mandates. The College utilizes reference materials from the Chancellor’s Office, such as: Standards, Policies, and Procedures for the Evaluation of Assessment Instruments used in California Community College (4th Edition, Revised, March 2001) to ensure that standards are appropriately addressed.

The Admissions Office practices are reviewed on an ongoing basis by the Matriculation Committee and the Student Services managers with primary leadership occurring through the dean of admissions and records. Oversight of the assessment and admissions practices concerns itself with such issues as: multiple measures, disproportionate impact, ESL assessment, assessment of individuals with disabilities, recency requirements of assessment results and completion of prerequisites and testing, the use of oral interviews as an assessment tool, charging fees for the assessment processes, use of tests not on the Chancellor’s list, and others. Cultural and linguistic bias in the instruments and process is minimized through utilization of the recommended assessment instruments of the Chancellor’s Office.

The Student Services Division has found that the evaluation of admissions and placement instruments and practices to validate their effectiveness while minimizing biases is functioning appropriately. Sufficient safeguards are in place.
IIB3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**DESCRIPTIVE SUMMARY**

The Student Services Division, under the leadership of the vice president of Student Services, adheres to District board rules and policies, and Federal and State laws governing the maintenance and retention of student records. Confidentiality of student records is strictly adhered to by all Student Services departments. The records are housed in a secure environment and are not released without the written permission of the student.

**SELF EVALUATION**

It has been found that the College records are secure and confidential. Computer files always have effective backup. However, the self evaluation efforts within Student Services found that the storage of student records is creating difficulties: (1) The paper files are utilizing valuable space that could be used for delivery of student services; (2) The staff time spent to organize the files is costly; (3) Filing errors occur and it is sometimes difficult to locate student records; (4) Records have become damaged through water and/or other storage problems; and (5) Staff members have complained of bodily injuries associated with the records management tasks. It is recommended that a document imaging system be utilized more extensively to store Los Angeles Harbor College records.

The Student Services Division planning agenda includes the following:

**PLANNING AGENDA**

IIB4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY**

The Student Services Division has on-going review processes built-in to its management structure: (1) Program review through the Student Services Division review process; (2) Unit plan redesign on an annual basis; (3) Student Service department Student Satisfaction Surveys on a department specified basis; (4) Student worker evaluations by students on a semester basis; (5) Ongoing individual student appointments throughout the year with Student Services professionals soliciting student feedback; (6) Active involvement of students in initial planning and redesign of their service and individual education plans; and (7) Ongoing feedback from faculty, staff, and administration on programs and services.

In addition to the general evaluation processes established by the Student Services Division, many of the departments have specific evaluation
processes by the Chancellor’ Office or other governing/credentialing bodies: Special Programs and Services, EOPS/CARE, Financial Aid, Matriculation, Athletics department, International Students Program, Child Development Center, and the College’s TRIO Program. An independent audit firm, KPMG, conducts financial audits for the District on many of the Student Services programs.

The Student Services Division evaluation results are used to improve services in several ways: (1) The results may trigger service delivery procedural changes which may streamline the actual service and instructional delivery process; (2) The results may alert the College of the need for policy changes at the local, district, or state level; (3) The results may produce sufficient data to incorporate into grant proposal development to establish the resources for future service offerings; and (4) The results may be used to in-service faculty/staff on the needs of students.

The evaluation processes contained within the Student Services program review process link student learning outcomes to the process. Qualitative assessments stemming from individual and group counseling efforts also provide a direct assessment of how the student support services directly contribute to student learning outcomes. Many of the dialogue opportunities provided through the accreditation process give students the opportunity to share how Student Services fuel their learning outcomes.²

The Student Services Division has analyzed the program review including student learning outcomes development and unit plans, and the other review processes in Student Services. It was found that the feedback from the reviews is beneficial and useful to improving student services. Hopefully, the data generated can assist in securing additional funding. It was frustrating to many Student Services professionals that the review processes took so much time. The severe shortages of staffing limit the ability of Student Services departments to provide necessary services to students. When programmatic demands, such as program review, compete with limited hours of potential service to students, many staff members get frustrated. However, the importance of the review process is understood. With the availability of increased staffing would come renewed vigor for evaluation types of processes.
1 International Students Program File.
2 Program Review File.