

LMC ACCJC ISER 2027 STANDARD 2

STUDENT SUCCESS: *In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.*

INSTRUCTIONS: Provided for your reference is the ACCJC Standard 2.7, 2.8 and 2.9 Sub-Standard and its Review Criteria. Following that a bullet-pointed overview of the draft narrative for each Sub-Standard has been provided for review. After reviewing the outlined draft narrative content, please respond to the two (2) questions to provide your feedback. **Please Note - If you do not have any input on a particular Sub-Standard, you can click on the "Next" button at the bottom of the page to advance to the next Sub-Standard.**

LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.7

ACCJC Standard 2.7: *The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.*

Review Criteria:

- *The institution designs and delivers effective processes for identifying students' academic, non-academic, personal wellness, and basic needs.*
- *The institution designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.*
- *The institution designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.*
- *The institution designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.*
- *The institution provides clear information and support for students regarding transfer and career opportunities.*

- *The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.*
- *The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.*

LMC Draft Narrative Content Overview:

- The institution offers an integrated system of student support services that address academic, nonacademic, and basic needs, with services clearly organized and communicated through catalogs and online platforms.
- Proactive and targeted interventions, such as academic standing alert workshops, identify students experiencing difficulty and connect them to resources that promote persistence and success.
- Learning support services—including tutoring (in-person and online), library resources, research assistance, and instructional support—are delivered through multiple modalities to ensure equitable access.
- Structured onboarding and enrollment support, led by Admissions & Records and reinforced through institutional documentation (e.g., catalog and FERPA policies), helps students understand processes, expectations, and rights.
- A broad range of student services—counseling, academic advising, transfer and career services—supports academic planning, personal development, and post-college pathways.
- The institution uses disaggregated data and program review processes to evaluate student support services, identify equity gaps, and drive continuous improvement.

EVIDENCE FOLDER STANDARD 2.7

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LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.8

ACCJC Standard 2.8: *The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.*

Review Criteria:

- *The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).*
- *The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.*
- *If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/quantitative).*

LMC Draft Narrative Content Overview:

- The institution offers a broad range of co-curricular and informal engagement opportunities—including cultural, academic, career, athletic, and social activities—that promote connection, belonging, and community.
- Culturally responsive and targeted programs (e.g., Puente, Umoja, heritage celebrations, HBCU transfer initiatives) support historically underrepresented students and foster inclusive, identity-affirming engagement.
- Academic, career, and leadership engagement is encouraged through events such as Transfer Day, conferences, university tours, civic engagement activities, and student governance structures like LMCAS.
- Engagement opportunities are intentionally planned and widely communicated via multiple channels, though documentation shows limited formal assessment of engagement outcomes.

EVIDENCE FOLDER STANDARD 2.8

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LMC ACCJC ISER 2027 DRAFT NARRATIVE FEEDBACK - STANDARD 2.9

ACCJC Standard 2.9: *The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.*

Review Criteria:

- *The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.*
- *Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal setting.*
- *The institution's dialogue about disaggregated learning and achievement data informs institutional goal setting.*

LMC Draft Narrative Content Overview:

- The institution uses a comprehensive, data-driven framework to evaluate academic, learning support, and student services programs, grounded in student learning outcomes, achievement data, and institutional goals.
- Institutional Set Standards (ISS) are established using five years of historical data, with statistically derived floor and stretch goals that support realistic benchmarking and continuous improvement.
- Disaggregated data (e.g., ethnicity, persistence) are systematically analyzed to identify equity gaps, and Student Equity Plan goals are fully aligned with institutional strategic planning.
- Program review processes require all departments to use shared institutional metrics, engage in equity-focused analysis, and develop action plans aligned with institutional priorities.
- Structured faculty and staff dialogue, supported by governance committees and institutional dashboards, ensures assessment results inform planning, resource allocation, and continuous improvement.

EVIDENCE FOLDER STANDARD 2.9

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