STANDARD II.B: Student Support Services

II.B. Student Support Services

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

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

DESCRIPTIVE SUMMARY

For the past six years, Los Angeles Mission College (LAMC) enrollment (headcount) has ranged from 7,094 to 9,106 students each semester. In the spring 2006, the average student was 28 years old and enrolled in an average of 6.8 units. (II.B-1)

| Table 1 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| LOS ANGELES MISSION COLLEGE HEADCOUNT BY TERM 2001-2006 | | | | | | | |
| Winter | 0 | 2001 | 1,842 | 2002 | 1,670 | 2003 | 508 | 2004 | 1,661 | 2005 | 1,613 | Average | 1,215 |

Los Angeles Mission College: Institutional Research/Student Characteristics

Student needs are identified through the matriculation process that includes admission, registration, assessment, orientation, counseling sessions, follow-ups and other applications and information-collecting processes. Effectiveness in meeting these needs is evaluated through the use of student surveys, evaluation forms and faculty input. The Division of Student Services has revised its evaluation processes to better identify and quantify Student Services’ effectiveness. New assessment tools have been developed, and by spring 2007, each Student Services department will have completed its unit assessment (program review) and unit planning processes.

Los Angeles Mission College provides comprehensive support services to address student needs associated with matriculation. The areas of counseling and matriculation provide students with information and assistance with the registration process, including application, assessments, orientation, enrollment and counseling follow-up. LAMC provides a wide array
of supportive services to meet the students’ need to achieve their goals of earning a degree, a certificate, transferring to a college/university, or simply enhancing their skills for their job or lifelong learning. Providing a student-friendly atmosphere and allowing students to feel comfortable and at ease as they become familiar with LAMC are the primary goals of the student support services staff.

The registration process focuses on a student-success perspective. This begins with the application for admission and assessment in basic skills. The students are then directed to financial aid and counseling for information and orientation sessions. During these sessions, the students receive information about the following: selecting and/or planning for a career; counseling, advising on academic, personal or social issues; specific services provided to accommodate individuals with a disability; availability of grants, loans, or scholarships; student government activities, student clubs, and athletics; how to select a transfer institution; special services available for veterans and international students; subject matter on which basic skills classes are offered; specially funded programs; and child care available on campus.

The Division of Student Services, comprised of a vice president, dean, the chair of the Counseling Department, directors, coordinators and program heads for programs and services (II. B-2), meets twice a month to discuss student services issues. Each program or department also conducts regular staff meetings and engages in training and staff development activities.

In addition to the various student support services, two groups, the College Advancement Committee and Outreach Coordinating Taskforce, provide activities and events to attract and orient new students to the college.

Student support services are divided into two areas: 1) programs and services under the Division of Student Services and 2) programs and services under Specially Funded Programs.

The programs and services under the Division of Student Services are as follows:

- **Admissions and Records** provides guidance and assistance to students in applying for admission, registering for classes, determining residency and military status, athletic eligibility, veteran certification, transfer certification, transcript requests, enrollment verifications, GPA verification reports for state grants, collection and processing of census and grade reporting rosters. Admissions and Records is responsible for the maintenance and storage of all student records. This office also houses the permanent records of Metropolitan College, the former College Overseas Program previously administered at Los Angeles City College.

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

- **Disabled Students Programs and Services (DSP&S)** (Described in II.B.3.c.)
Extended Opportunity Programs and Services (EOP&S) (Described in II.B.3.c.)

The Office of Financial Aid and Scholarships is responsible for the administration of student financial assistance programs governed under Title IV, the Higher Education Act of 1965 as amended and reauthorized in 1998, 34 Code of Federal Regulations, Parts 600, 668, et al. Federal Student Aid Programs, Final Rule, the State of California State Legislature, and the California Community Colleges Chancellor’s Office. The majority of student financial assistance funds are intended to financially assist low and middle income families through grants, loans, fee waivers, scholarships and employment.

Student financial assistance for most programs is determined and established by the federal government in the form of a need analysis. A need analysis is computed by taking the institution’s cost of attendance minus the parent’s and/or student’s financial resources to determine the student’s financial need. Within the guidelines and monetary constraints, the Financial Aid Office determines the amount of student financial assistance that is awarded each applicant. In no instance is the student awarded more than the cost of attendance.

The mission of the Financial Aid Office is to ensure that all student financial assistance funds are distributed to applicants in accordance with federal, state, and institutional policy, procedures and guidelines; and to disburse these funds in a timely manner so that each applicant is able to successfully complete his/her educational goal at Los Angeles Mission College.

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

Grants
• Federal PELL Grant Program
• Federal Supplemental Educational Opportunity Grant Program
• Cal Grant B Program
• Cal Grant C Program
• Chafee Grant Program
• Child Development Grant Program
• Board of Governors Fee Waiver Program

Loans
• Federal Family Education Loan Program, Subsidized
• Federal Family Education Loan Program, Unsubsidized
• Federal Perkins Loan Program
• Alternative/Private Loans

Employment
• Federal Work Study Program
Scholarships
• Los Angeles Mission College Scholarship Program
• Outside Scholarship vendors and entities

A District Consortium Agreement allows students to combine enrollment status between colleges for maximum funding. Community outreach includes regularly scheduled financial aid workshops.

Student Health Center, contracted services by the Northeast Valley Health Corporations, assists students in achieving and maintaining optimum health through the presence of nurses and other health care professionals providing a variety of services. Services include first aid, emergency care, diagnosis, testing, treatment, immunizations, family planning, mental health and domestic abuse counseling, resources and referrals. Additional activities include classroom visits, community outreach and faculty and staff safety training.

Additional areas of service are described in II.B.3.c. and include:

• Counseling Department
• Matriculation
• Student Transfer Center
• Articulation Office
• Student Career Center
• Outreach and High School Relations
• Personal Development Courses
• TRIO/Student Support Services (SSS)
• Veterans and International Students
• Job Placement and Vocational Services

The programs and services under Specially Funded Programs (SFP) for 2005 – 2006 are as follows:

CalWORKs (Described in II.B.3.c.)

Careers in Child Care Training provides the training required to work as a pre-school teacher assistant. Students earn a 12-unit certificate award in Child Development, Family Child Care or Pre-School Teacher.

Community Literacy Academy (CLA) - Even Start is a community literacy academy based on the idea that when families read together, family ties are strengthened and parents become role models for their children.

Early Start to Emancipation Preparation (ESTEP) motivates foster youth aged 14 and 15 to begin preparing early for their even-
tual release from the foster care system and to identify academic and life skills needing enhancement.

**English Literacy and Citizenship Center** provides an integrated program of services incorporating English literacy and civics education to prospective United States citizens, students and members of the community.

**Family Child Care Homes Network (FCCHN)** provides childcare for children 6 weeks through 12 years old. FCCHN refers participants to over 25 licensed family day-care homes. All providers' homes are accredited or in the process of obtaining accreditation by the National Association for Family Child Care. Although LAMC students have priority for these services, members of the community are able to utilize the program as well.

**Foster/Kinship Care Education** provides a variety of training programs for foster parents through California Community Colleges. The program offers 350 to 450 hours of training each year in both English and Spanish.

**Foundation for California Community Colleges (TANF) Child Development Project** provides training through the Foundation of the California Community Colleges to meet the training requirements necessary to work as a preschool teacher’s assistant and preschool teacher.

**GEAR-UP California State University Northridge (CSUN)**, a federally funded five-year program between California State Northridge and Los Angeles Mission College which provides support for students to attend and be successful in college.

**GEAR-UP Project GRAD LA**, a federally funded program designed to provide support for students to attend and be successful in college.

**Health Care Clerical Assistant Training (HCCAT)** provides customized training for a career ladder opportunity in the medical and clerical health care fields.

**Independent Living Program (ILP)** provides training and services to foster youth that develops skills to enable them to locate jobs, manage money and survive as productive citizens outside of the foster care system.

**Kinship Education Preparation and Support (KEPS)** provides services and training to caregivers who are caring for children of relatives to help families develop the skills that are needed to prepare the children for their future.

**Team Research Approach in Laboratory Science (TRAILS)** is a program funded by the U.S. Department of Education, designed to encourage traditionally underrepresented students to pursue careers in the biomedical field. Components of this program include a new transferable molecular biology laboratory course (Biology 40) and paid summer
research internships with collaboration from partner universities and biotechnology companies.

**Partnership for Safety and Permanence Model Approach to Partnerships in Parenting (PS-MAPP)** provides services and training to foster parents that will enable them to build the skills necessary to create a positive relationship between foster children and their birth families.

**Teach Honor Respect Inform Vision Educate (THRIVE) Family Development Network (FDN)** provides support services, resources and youth advocacy to families in the Northeast San Fernando Valley. The empowerment of families toward self-reliance and mobilization of communities to become self-sustained is a major focus.

**Tech Prep Consortium**, funded through the California Community College Chancellor’s office, provides professional development activities, course development, and some courses at local feeder high schools of the Los Angeles Unified School District. The area high schools include Sylmar, San Fernando, Monroe, Kennedy, Chatsworth, Granada Hills and Verdugo Hills High School. Some of the courses that have been offered at various times include retail management, hospitality, food service, lodging and travel and tourism, sanitation and safety. Several of the LAMC programs along with the consortium partners collaborate to provide staff development, materials, supplies and curriculum development opportunities. Some of the participating LAMC programs include Culinary Arts, Administration of Justice, Multimedia, Child Development, Computer Applications and Office Technologies, Hospitality, Travel and Tourism, and Retail Management.

**Tech-Prep Distribution Points Project** provides training and rollout strategies for the Tech Prep targeted used projects, fifteen industry sector projects as well as ten innovative practices projects and the California State Standards. LAMC is the lead agency for Regional Distribution Points Project (Los Angeles/Orange Counties) funded through the California Department of Education for the industry sector focus of Fashion and Interiors, Hospitality, and the Arts.

**Tech Prep Model Pathway Program Project**—Food Service Pathway (Hospitality, Tourism and recreation Industry Sector). Los Angeles Mission College Tech Prep Consortium will demonstrate the ongoing operation of a successful four-year Tech Prep Model Pathway Program leading to a two-year associate degree or a two–year certificate within a designated industry sector and the identified career pathway. Los Angeles Mission College will showcase the Tech Prep Model Pathway Program by hosting a demonstration day event. A document describing the pathway will be developed and progress reports will be presented at the annual Tech Prep conference in February, 2006.

**Title V Math Assistance Program (MAP)** (Described in II.B.3.c.)

**Trade Adjustment Assistance (TAA)** offers additional benefits to workers who are unemployed as a result of competition from imports and to workers whose companies
have been affected or are threatened as a direct result of increased imports or relocation of production to Canada or Mexico.

**Vocational Technical Education Act (VTEA)** is an authorized Congressional program under Title 1, Part C of the Carl D. Perkins Act. It focuses on strengthening vocational and technical educational programs.

**Verizon Foundation** has created an ESL “smart classroom” to integrate technology with language acquisition that will enable students to increase literacy, acquire marketable job skills and long-term potential.

**Workforce Investment Act (WIA)** provides the framework for a regional integrated network of resource providers who offer assistance to job seekers and businesses at locations called Work Source California centers.

Many of these student support services are offered at off-site locations. Student assessments and orientations are regularly provided at LAMC’s feeder high schools. In addition, since August 2006, LAMC’s outreach component has been visiting its feeder high schools twice a week, providing the needed information plus applications to students. Currently, the Outreach Taskforce consists of representatives from the Office of the President, the Office of the vice president of Student Services, EOP&S, Financial Aid Office, Assessment/Orientation Center and Admissions and Records.

**SELF-EVALUATION**

The quality of Los Angeles Mission College’s outreach efforts has not been consistent. For the past two years, outreach activities have depended upon the Financial Aid Office and EOP&S to provide staff to the feeder schools as well as some community activities. This is currently being addressed by the Outreach Taskforce under the new administration. Los Angeles Mission College is making a strong commitment to providing potential students the necessary support services that allow for their success.

The following table represents the major components that serve LAMC students. (II-B-3) Specially Funded Programs (SFP’s) also serve thousands of students.

As seen in Table 2, counseling is by far the most sought after service. Counseling is provided through the Counseling Department, Extended Opportunity Program and Services, Disabled Student Program and Services, Matriculation, Title V Math Center, Student Support Services Program and CalWORKS.

In order to further develop and improve services to students, unit assessment and unit plan processes have been initiated for student services areas. As stated in Standard II.B.4, this process is being implemented during the spring 2007 semester. In the past, attempts have been made to have Student Services do unit assessment. For reasons that include high turnover in the administration of Student Services (four vice presidents in the past six years), unit
assessment and unit plans have not been completed in a timely manner. This is currently being addressed and corrected under the new administration.

In order to provide information to current and potential students, the College Advancement Committee, which consists of representatives from counseling, EOP&S, Financial Aid, DSP&S, SFP, TRIO/SSS, and ASO staff, coordinates two major events each year. “Welcome Week” is held on the first or second week of the fall semester to inform students of services available on campus as well as to promote a positive environment for new and returning students. Welcome Week activities include information booths/tables for academic disciplines and student services, PowerPoint presentations for new students, a music concert, and a barbecue lunch in the quad area.

In the spring semester, the College Advancement Committee holds High School Senior Day and invites high school junior and senior students from surrounding schools. This outreach effort is an attempt to attract and inform local high school students of the opportunities at Los Angeles Mission College. Students are provided with transportation, information, material, and lunch. The day’s activities include presentations from several college disciplines, breakout sessions for various student services, question and answer sessions, college tour and raffle. Of the 134 participants evaluated during April 2006 High School Senior Day, the

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Applications Received/Assessments Taken</th>
<th>Number of Students Served</th>
<th>Total Counseling Contacts</th>
<th>Financial Funds Disbursed (i.e., grant/cash aid, book voucher, book loans, etc.)</th>
<th>Tutoring Services Received (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission and Records</td>
<td>32,581 (credit and non-credit)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Counseling</td>
<td>N/A</td>
<td>6,762</td>
<td>9,496</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>N/A</td>
<td>347 (2004-2005)</td>
<td>250 (2004-2005)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Matriculation</td>
<td>N/A</td>
<td>3,196 (Assess.)</td>
<td>1,345 (Orient.)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>High School Outreach</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>DSP&amp;S &amp; CARE</td>
<td>608</td>
<td>457</td>
<td>1,760</td>
<td>N/A</td>
<td>4,800 hrs.</td>
</tr>
<tr>
<td>EOP&amp;S &amp; CARE</td>
<td>1,300</td>
<td>1,149</td>
<td>3,447</td>
<td>N/A</td>
<td>4,200 hrs.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>5,128</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,126,470</td>
<td>N/A</td>
</tr>
<tr>
<td>Title V</td>
<td>N/A</td>
<td>384</td>
<td>3,196</td>
<td>N/A</td>
<td>2,640 Spring ’06</td>
</tr>
<tr>
<td>TRIO/Student Support Services</td>
<td>250</td>
<td>160</td>
<td>216</td>
<td>$21,000</td>
<td>239</td>
</tr>
</tbody>
</table>

*Table 2: SERVICES PROVIDED BY STUDENT SERVICES DEPARTMENTS/PROGRAMS Academic Year 2005-2006*

*Self Reported by each Department/Program, October 2006*
results indicated that 87 percent of the students felt welcome at the college; 56 percent would consider attending LAMC based on the event; and 62 percent have a favorable opinion of LAMC based on the event. (II-B-4)

There are more than 40 programs and services at Los Angeles Mission College that provide support to students with varying needs. Although impressive in scope, LAMC recognizes the need to cross train its staff to improve efficiency and utilization of these programs and services. The Student Services Division has already begun the process of reviewing each office to increase awareness of services and products. It is currently reviewing the student handbook, staff development, intra-office workshop and Web pages.

Los Angeles Mission College’s Student Services Division understands that there is always a need to review, evaluate and revise the way it delivers its services. All departments/programs that provide a service to students will engage in this review through the stated planning agenda.

**PLANNING AGENDA**

- The unit assessment and unit plan process will be fully implemented and completed by spring 2007 for all Student Services units.

- To assess quality of service, by spring 2007, Student Services will develop an annual survey for all related areas of Student Support Services.

**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

a. General Information
   - Official name, Address(es), Telephone number(s), and Website Address of the Institution
   - Educational Mission
   - Course Program and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
• Grievance and Complaint Procedures
• Sexual Harassment
• Refund of Fees

d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY

Los Angeles Mission College is identified in its catalog as a public community college accredited by the Western Association of Schools and Colleges (WASC). The college makes every effort to provide a catalog for its constituencies that is accurate and consistent with Los Angeles Community College District’s standards and policies.

The college catalog is updated and published annually to include the information below. All page numbers are based on the 2006-2007 catalog. Key policies printed in the college catalog that impact students are also reprinted in the schedule of classes each semester.

- Official name, Address(es), Telephone(s), Web Site and Mission – first page of the catalog
- Educational Mission – page 1
- Course Program and Degree Offerings – beginning on page 56
- Academic Calendar and Program Length – listed in the schedule of classes
- Academic Freedom Statement – page 50; also available in the AFT agreement, Article 4: The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students. (http://www.laccd.edu/collective_bargaining_agreements/AFT/aft.htm)
- Available Student Financial Aid and Scholarships – beginning on page 15
- Available Learning Resources – beginning on page 28
- Names and Degrees of Administrators and Faculty – beginning on page 139
- Board of Trustees and District Information – page 156
- Admissions and Registration Requirements – page 5
- Student Fees, Refund Policy and Other Financial Obligations – beginning on page 8
- Degree, Certificates, Graduation and Transfer for 2004 – 2005 (II-B-5)
  AA/AS Degrees – 400 Awarded
  Certificates – 114 granted
  Graduated – 514
  Transfer – 243
- Graduation requirements on page 55 of the catalog
- Transfer information on page 61 of the catalog
- Academic regulations, including Academic Honesty – Academic standards are listed in the college catalog beginning on page 37 through page 52. Currently, dishonesty of all types is prohibited under Section 9803.12 of the Standards of Student Conduct, which may be found on page 48. The districtwide Academic Integrity Taskforce is currently drafting new text that will separate this policy into two separate and distinct policies focusing on Academic Dishonesty and Non-Academic Dishonesty respectively. The acting dean of Student Services has been a member of this taskforce since January 2005.
STANDARD II.B: Student Support Services

- Nondiscrimination – pages 49 and 156
- Acceptance of Transfer Credits – beginning on page 55 with transfer websites, advising forms, and general information about CSU’s, UC’s, and private institutions. Page 61 details acronyms (UC, CSU) used to identify transfer courses throughout the catalog.
- Grievance and Complaint Procedures – page 47, pages 51-52
- Sexual Harassment – Complaint procedures pertaining to allegations of sexual harassment are found on page 50.
- Enrollment Fee Refund Policy – page 8
- Locations or publications where other policies may be found – LAMC is one of nine colleges in the Los Angeles Community College District. Policies and procedures such as Board Rules, Administrative Regulations, and Personnel Guidelines may be found on the district website at the following addresses:
  - http://www.laccd.edu/board_rules
  - http://www.laccd.edu/admin_regs
  - http://www.laccd.edu/personnel_guides/numerical_index.htm
  Additionally, a hard copy of the Board Rules is maintained in the Office of the President.

A copy of the LAMC catalog is provided to students who attend an on-campus orientation. The catalog is also available at the information desk, the college bookstore as well as in various student support service areas; i.e., Counseling, EOP&S, and Financial Aid. The catalog is available to view online and download at the college’s website (www.lamission.edu), and is accessible to persons with visual or other disabilities. All faculty and staff receive a copy of the college catalog each year. For articulation and transfer purposes, the catalog is also sent to representatives at local transfer institutions, as well as local high schools and their counseling staff.

The semester and intersession schedule of classes are published each semester and are available in hard copy as well as online. Students are provided with a schedule of classes at orientation, the information desk, and the college bookstore as well as various student support service areas. The schedule provides information regarding admissions and enrollment, fees and refunds, the matriculation process, the academic calendar by semester, and general information including Student Right to Know Disclosure, Student Code of Conduct, Student Grievance Procedures, and the Prerequisite Challenge Process. To also assist the students, the Non-Discrimination Policy and Equal Opportunity Policy Compliance Procedure are both printed in English and Spanish in the college catalog.

Program information and Student Support Services brochures are available at the information desk, Counseling Department, DSP&S, faculty offices, Student Services Office and all Student Services Departments. The Survival Guide and Student Handbook contain valuable information for students and resources to help them succeed.

Information on the Associated Student Organization (ASO) is available in the catalog and in the Student Services brochure. The ASO offers support to a wide range of student clubs and activities. During orientation, students are encouraged to visit the ASO office and inquire
SELF-EVALUATION

The catalog contains all required elements.

The timeliness of distributing the catalog to the campus and the community has been an on-going problem for the past several years. Part of the problem has been the high turnover in Academic Affairs leadership. Producing the catalog late causes problems for counseling, orientation, student outreach and marketing. The catalog is an important document that is used by counselors to advise students, prepare their Student Educational Plan and select classes for future semesters. It is also used during campus orientations to assist students with the matriculation process.

The process of annually revising the catalog involves faculty, staff and administrators meeting with the vice president of Academic Affairs to ensure its accuracy and currency. Unfortunately, since the last accreditation, there have been four vice presidents of Academic Affairs including one permanent and three interim vice presidents, which has affected the timely production of the catalog. The Curriculum Committee meets monthly during fall and spring semesters to evaluate and approve any instructional changes that may also be included in the catalog. The transfer information and basic curricular changes are generally reviewed by the Articulation Officer for correctness in the first draft of the proposed catalog. The Office of Academic Affairs collaborates with the department chairs, faculty, support services and program heads to review the second draft for their respective departments/programs. In the past, this review process has not always resulted in the highest level of catalog accuracy.

PLANNING AGENDA

- By spring 2007, Los Angeles Mission College will create a Catalog Taskforce to review and update catalog information, ensure catalog accuracy, facilitate final approval and expedite printing.

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

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

DESCRIPTIVE SUMMARY

“The mission of Los Angeles Mission College is the success of our students.”(II-B-6) Since success is not possible for all students without equitable access, the college strives to ensure equitable access through various means. For example, the Outreach Taskforce focuses on enrollment of a wide scope of potential students, including those who are traditionally under-
represented and who may be unlikely to attend college. The college website provides access to online applications, catalogs, class schedules, the registration/enrollment system and financial aid information. The Information Technology Department works to keep these services accessible to all students, including those with disabilities.

Many special programs and projects, described elsewhere within this standard, support equitable access for at risk and underrepresented students. These programs are EOP&S, CARE, DSP&S, Veterans, and certain Specially Funded Programs (SFP’s) programs including Team Research Approach in Laboratory Science (TRAILS), Student Support Services, Tech-Prep and its related projects, and Title V.

The campus has recently purchased the Scheduling and Reporting System (SARS Grid) to be adopted by departments with counseling services. Once fully implemented, this system will allow students to schedule counseling appointments with various departments. This will improve student access to services, accounting of services provided, and coordination among departments.

In addition, during the 2005 – 2006 academic year, Los Angeles Mission College sponsored or co-sponsored a number of events including: High School Senior Day, Welcome Week, Club Day, Transfer Fairs and Health Fairs. These events bring the campus community together and provide information about the college, transfer options, club activities and health issues. Through these events, the campus reaches out to the college and community populations.

**SELF-EVALUATION**

For the past three years, outreach programs had been limited to individual programs, such as EOP&S and Financial Aid, visiting the surrounding schools and community. The Outreach Taskforce was reestablished in August 2006 under the new administration and has been very effective in meeting enrollment targets for the fall semester 2006. The outreach effort has increased substantially in scope and activity level with a redelegation of resources toward visiting and actively recruiting in all high schools in LAMC’s service area.

The taskforce organized various means of outreach, including high school visits, phone banks for students on wait lists, and distributed campus materials at churches, supermarkets and other retail outlets. Also of note here is the successful strategy instituted by the Enrollment Management Committee in recent semesters to create late start classes based on analysis of lengthy class waiting lists during the initial registration periods. Thus more students are able to access the classes they need.

In the spring 2006 semester, the Office of Institutional Research conducted a survey of student satisfaction. (II.B.7) The survey was distributed to 1,156 students, with 562 responses, which represents a 49 percent return rate. The students were asked to respond to questions designed to solicit student opinions on a variety of issues pertaining to access and satisfaction with college services.
The following percentage of students responded that the items listed below had either not been a problem or had been a minor problem for them in attending Los Angeles Mission College:

- Question 5b. Support services (81%)
- Question 5d. Cannot get classes I need (71%)

The following percentage of students either agreed or strongly agreed that the services below were available when needed:

- Question 21a. The Business/Fiscal Office (70%)
- Question 21b. Registration (84%)
- Question 21c. Admissions and Records (81%)
- Question 21d. Assessment and Placement (68%)
- Question 21e. Campus Orientation (60%)
- Question 21f. Financial Aid (65%)
- Question 21g. Tutoring Services (65%)
- Question 21h. Transfer Center (46%)
- Question 21i. Career Center (50%)
- Question 21j. Counseling (60%)
- Question 21k. Bookstore (83%)
- Question 21l. Food Service (79%)
- Question 21m. Health Service (51%)

The Spring 2006 Student Survey results indicate areas that can be improved. While 71 percent indicated having no problem or little problem getting needed classes, 29 percent did have a moderate to major problem. More effective outreach strategies need to be developed to entice more prospective students to the campus. Strategies such as that developed by the Enrollment Management Committee in regard to selected late start classes need to be even further incorporated into a comprehensive plan. Also, the need to make career, transfer and health services more accessible are clearly indicated by survey results.

Beginning fall 2006 a transfer coordinator was hired to provide direction, guidance, and support to the Transfer Center. This has resulted in increased hours of operation, more university representatives at LAMC, better coordination with local universities/colleges, and more assistance for students in the university/college selection and application process.

**PLANNING AGENDA**

- Based on surveys and unit assessments to be conducted by Student Services to assess student needs, by fall 2007 the college will provide improved services and accessibility to the Transfer Center, Career Center, and the Student Health Services Center.

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

Los Angeles Mission College has numerous clubs and a student government association—Associated Student Organization (ASO)—with four executive officers and fourteen senators. The ASO is open to all current students of Los Angeles Mission College and all students are welcomed and encouraged to participate. The Associated Student Organization provides a framework for many college student activities and an opportunity to develop leadership skills. Through active participation in student government and clubs, students render service, increase social and cultural awareness, improve leadership abilities, and create a close association with other students. Students are encouraged to serve on ASO and shared governance committees.

Student clubs and organizations provide a variety of cultural, community, and vocational opportunities. Once a semester, the ASO sponsors “Club Day” to introduce new students to the various clubs on campus. Service clubs, special interest clubs, department-related organizations, and religious clubs offer a variety of opportunities for student involvement. Students find their college experience more meaningful and valuable through active participation in some social or co-curricular activity of the college program. Any group wishing to become a recognized LAMC organization or club must submit a constitution and be approved by the Associated Student Organization Executive Council.

Additionally, a number of programs were developed by the campus Diversity Committee to address issues of culture, ethnicity, gender, and civic engagement. The mission statement of the college’s Diversity Committee reads as follows: (II-B.8)

The committee will focus its resources by fostering tolerance and promoting the social, emotional, spiritual and academic development of students, staff, faculty and community. The committee’s goals include increasing awareness through educational events of underrepresented groups and those who are often seen as “invisible” in our society. Time and resources for those events will be evaluated through a proposal process to ensure proper representation of all groups.

The Diversity Committee was active in the planning and funding of campus-wide programs designed to offer students and staff opportunities to enhance cultural awareness. This committee supported and encouraged the intellectual and personal development of all students, staff, and faculty by exposing people to art, literature, music, guest speakers, and social welfare concepts. Due to lack of funds, the committee is no longer active as of fall 2006.

The college has employed one full-time Student Activities Director/ASO Advisor to support and engage students in co-curricular activities. The activities and programs sponsored by the ASO are helpful to the college’s outreach and retention efforts, but are not officially part of these endeavors at this time. The campus has one main gathering area (the campus quad) located between the Campus Center and the Learning Resource Center. The Quad doubles as both the main programming area and the free speech area. The college recognizes the value and contribution of co-and extra-curricular activities to student education.
In addition to clubs, the college incorporates many methods and activities to encourage the personal, aesthetic, and intellectual development of all students. Several specific examples include students from the Art and Multimedia programs creating innovative and aesthetic displays throughout campus, political science courses which encourage civic responsibility, and personal development classes which enrich the college experience. Additionally, many Specially Funded Programs (SFP’s) enhance student personal and intellectual development, such as: Community Literacy Academy (CLA) – Even Start, the English Literacy and Citizenship Center, Team Research Approach in Laboratory Science (TRAILS), Student Support Services, and Title V.

SELF-EVALUATION

Los Angeles Mission College has had an active and involved student leadership body which has engaged in the forefront of presenting and debating issues considered important to the welfare of the students. This is evidenced by an active free speech area where students are invited to present their opinions and viewpoints. The ASO and Inter-Club Council meet on a weekly basis during each semester. A variety of clubs offer programming aimed at increasing student awareness and participation concerning issues related to civic, cultural and social responsibility. They support blood drives, food and toy drives, and fundraising such as AB 540 scholarships on the local level, and activities for national relief efforts such as hurricane Katrina and Tsunami Relief efforts.

The results of the Spring 2006 Student Survey indicate that students feel that the college’s programs provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development.

The following percentages of students agree or strongly agree with the statements below:
- Question 27 - Students are treated fairly (78%)
- Question 30 - Instructors encourage different points of view (81%)
- Question 31 - Instructors treat me with respect (94%)
- Question 39 - Students want more courses on other cultures (72%)

The following percentages of students agree or strongly agree that the college has assisted them in areas involving:
- Question 66 - Becoming aware of different cultures (84%)
- Question 67 - Becoming clearer about own values (83%)
- Question 70 - Developing ability to learn on my own (90%)
- Question 71 - Understanding other people (89%)
- Question 72 - Gaining awareness of civic responsibility (80%)

However, when asked whether they attend campus events (Question 55), or participate in student activities including clubs and student government (Question 56), only 30 percent said they sometimes or often attend campus events, and only 22 percent said they sometimes or often participate in student activities including clubs and student government.
The above-mentioned evidence indicates that although club members are visible and vocal in their viewpoints, club membership remains relatively small in numbers. This may be in part a result of the fact that if a student is not present at “Club Day” at the beginning of each semester, information about clubs is not readily available. Likewise, student knowledge of SFP’s and the services they provide also can be difficult to find. In order to assist with ASO events and activities, by the end of the spring 2007 semester, the college will place an ASO link on the LAMC Web page to include a master calendar for campus events, a list of current LAMC clubs, and a list of specially funded programs and the services they provide.

PLANNING AGENDA

No recommendations at this time.

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

DESCRIPTIVE SUMMARY

The Counseling Department at Los Angeles Mission College offers services that are delivered to students, faculty and the local community by a diverse staff of office assistants and professional counselors. Focusing on the needs of the individual student, academic, transfer, vocational, career and general counseling are the main services that are offered. These services are delivered in an atmosphere where students openly engage in discussions that involve course selection, career/vocational interests and personal concerns. This dialogue between the counselor and student is vital because it allows them to address their immediate academic/career interests while planning for their future or long-term goals.

Before 2006, the Counseling Department reported to the Office of Academic Affairs; however, as a result of an administrative reorganization in August 2006, the Counseling Department has been incorporated into the Student Services Division. This new organizational structure is intended to provide a focal point for all student support services.

Several programs within the Counseling Department contribute to the academic, vocational and general counseling services that students receive. Those programs are Matriculation Services, the Student Transfer Center, Articulation, Career Center, Outreach/High School Relations, Personal Development, Job Placement and Vocational Services. The areas of DSP&S, EOP&S/CARE, Honors, CalWORKs, Veterans/International Students Program, Title V, and the Student Support Services Program also provide counseling services. Before the fall semester of 2006, the SARS Grid software program was implemented by all areas with counseling services to track student appointments in order to facilitate student appointments and assist with student tracking and data collection.

Matriculation, with the Assessment and Orientation components, meets the needs of incoming students. The Matriculation Office assists students with the completion of the college applications, administers the math and English placement assessment instruments, in-
interprets the results, creates a one-semester educational plan during orientation, and performs
counseling follow-up after students have enrolled in classes.

The Student Transfer Center assists students to be “transfer ready” in order to continue
their education at a four-year college or university. Students are assisted in identifying their
university of choice, confirming major preparation courses needed and reviewing to ensure
that all academic and application requirements are completed. Additional information re-
garding on-campus housing, scholarships, campus tours, college fairs, a resource library and
computers are available for student use.

The Articulation Office works closely with all teaching faculty and the Curriculum Com-
mittee. This relationship is also extended to all public, private and independent universities
and colleges. The articulation officer works with these public and private universities and
colleges to develop a formal, written and published agreement that identifies courses (or
sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of,
specific course requirements at a “receiving” campus. Continuous updating and maintenance
of agreements between LAMC and these four-year public, private and independent institu-
tions is performed on a daily basis.

The Student Career Center provides career exploration and counseling to undecided stu-
dents who are choosing a major or vocational choice. Students explore their interests, skills
and values through the use of career and vocational assessments. Additional services offered
by the Center include information and job-related training in resume writing, job search skills
and labor market outlook, which are accessible through the use of computerized resources.
Workshops related to career planning and vocational development are also offered every
semester.

The Outreach and High School Relations Program assisted local and feeder high schools
and their students throughout the 2002–2003 academic year with all the necessary tools,
equipment, paperwork, updated information and staff that are needed to facilitate their atten-
dance at Los Angeles Mission College. Recruiters visited each high school on a regular basis
and engaged in mentoring and informational counseling with high school students. However,
since funding was eliminated in 2003, the Counseling Department has not actively partici-
pated in outreach.

The Personal Development Program is the instructional section of the Counseling Depart-
ment. Currently, counselors offer four personal development courses to LAMC students.
The four courses are Career Planning (Personal Development 4), College Survival Skills and
Development (Personal Development 17), The Transfer Process (Personal Development 22)
and Internet Research (Personal Development 485). These specific course offerings allow
the first-time college student to understand how to adapt and meet the challenges faced in
higher education. They also assist the student in gaining a better understanding of the trans-
fer process. For undecided students, they engage in a series of self-exploratory exercises that
assist them in deciding on a career path.
Job Placement and Vocational Services assisted students throughout the 2002–2003 academic year in seeking job placement and developing their job preparation skills in order to increase their chances of becoming employed. Vocational services included resume writing, dress-for-success, networking and interviewing workshops.

Title V is a five-year integrated Math and Counseling program which focuses on improvement of retention and progression in math. Innovative academic and counseling support is provided to students enrolled in the program. Curricula which promote critical thinking in students are supported by computer-assisted instruction and individual tutoring.

Disabled Students Programs and Services (DSP&S) provides programs and services to enhance equal educational access for students with physical, communication, learning and psychological disabilities, including educational support services and accommodations, which assist students to overcome physical and educational barriers and allow access to the college’s regular programs and services.

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

Cooperative Agencies Resources for Education (CARE) Program provides services, under the auspices of EOP&S, to Temporary Assistance to Needy Families (TANF)/CalWORKs single heads of household recipients with children under the age of 14. Services include personal and academic counseling, tutorial services, peer support groups, and development of occupational/career opportunities. Additional services include financial assistance with educational expenses. The program is designed to provide eligible students with the resources they need to complete their academic goals.

The Honors Program promotes academic excellence to stimulate discussions of academic issues among students and faculty. The program increases awareness of current social issues which in turn encourages community service that celebrates cultural diversity and prepares students for successful university transfer. Students are referred to the Counseling Department for individual and academic counseling which prepares the student to be “transfer ready.”

CalWORKs supports students receiving Temporary Assistance to Needy Families (TANF) through individual academic/career counseling, on-campus childcare, job placement, advocacy, vocational testing, work-study opportunities and on-the-job training experiences. The purpose and the goal of CalWORKs is to provide students with a program that will get them “job ready” within the allowable time of eighteen months.
**Student Support Services Program (SSSP)** provides a supportive environment to selected participants who are first-generation college students, low-income, and/or disabled in order to foster educational and personal growth. Students undergo a comprehensive needs assessment to identify academic deficiencies, learning style preferences, personal challenges and economic barriers to success. SSSP provides personal counseling, tutoring, workshops, field trips and student grant aid.

**Veterans and International Students Program** provides educational assistance for veterans who served on active duty for a period of more than 180 days. Veterans Services assists students in applying for veterans’ educational benefits. The student’s eligibility status is certified by the institution and reported to the Veterans Administration. The International Students Program enhances the college culturally and ethnically through the recruitment and support of international students. Specialized support services designed specifically for international students include orientations on available campus services, assistance in registration and obtaining housing, international student admissions packet, personal and career counseling, cultural events and field trips. The program includes verification on INS qualifications and compliance and visa monitoring.

Delivering accurate and up-to-date information is essential and critical for student success. The Counseling Department meets bi-weekly to discuss and disseminate such information. Different teaching disciplines and student services areas such as Financial Aid and Admissions and Records are invited to present and discuss their individual programs. Public and private universities also frequent these meetings to deliver updates and information.

The college is planning the construction of a new Student Services building that will house Counseling and all counseling-related programs. Completion of this project is expected in spring 2011. The faculty and staff of all the counseling areas who will move into the building will hold meetings to discuss how they will interact, cross train and share resources to increase the efficiency in working with students.

The Counseling Department is currently working closely with other counseling departments in the district and Los Angeles Mission College faculty to develop and assess its student learning outcomes. This will provide the department with another means of assessing its efficiency in addition to student surveys.

The Counseling Department also has a close working relationship with the academic division of the college. An example of this is seen in the Title V Math Assistance Program (MAP). The Math and Counseling Departments, along with assistance from the administration, collaborate to support students who have not been successful in completing college-level math courses. Student support includes assistance from faculty members and tutors in computerized study groups. Focus is placed on the subject matter that was covered during class lecture. Counselors meet with students individually to provide a comprehensive follow-up. This follow-up includes academic, career, vocational, transfer and personal counseling.
As a means of reporting annual achievements, the Counseling Department provides an annual report to the campus. This report indicates the number of students served in the various components. The categorically funded programs EOP&S, DSP&S, the Financial Aid Office, and the Child Development Center submit annual reports to the California Community College Chancellor’s Office. The federally funded programs, Title V, and the Student Support Services program submit annual reports to the U.S. Department of Education. (II-B-9)

SELF-EVALUATION

Even though the Counseling Department does conduct bi-weekly meetings, not all areas offering counseling services participate on a regular basis. For various reasons, programs such as EOP&S and DSP&S have not attended or participated in the last few years. In order for all counselors to be informed and provided with updates, this will need to change. It is anticipated that this will be corrected by the spring of 2007.

In spring 2006, the Office of Institutional Research conducted a student survey that asked students about their satisfaction with college counseling services. A summary of the results indicates that of the 562 students who were surveyed, 60 percent either agreed or strongly agreed that counseling services were available to them when needed, 25 percent either disagreed or strongly disagreed with the statement, and 15 percent did not know. Further results indicate that 64 percent of respondents agreed or strongly agreed that the staff was knowledgeable and 67 percent agreed or strongly agreed that the staff was considerate and helpful. Though the majority of students are satisfied with counseling, there appears to be room for improvement of availability and delivery of services.

During the 2002-2003 academic year, Los Angeles Mission College and the district had a large number of unfunded full-time equivalent students (FTES). For this reason, recruitment, outreach and funding of a Student Career Center were not an institutional priority. In fact, in fall 2002, the chancellor of the district sent out a directive requesting colleges to take steps to decrease the number of Weekly Student Contact Hours (WSCH)/FTES over cap. The college responded by eliminating most of the outreach and recruitment funding at the time. In retrospect, this was not a wise decision because the college enrollment growth and fiscal stability were negatively affected in the following years. Under the new administrative leadership, Los Angeles Mission College developed a new Outreach Taskforce in summer 2006 to create new strategies and goals to develop a comprehensive and successful marketing plan for college recruitment and outreach.

PLANNING AGENDA

• With the cooperation of all other programs/departments that offer counseling services, the Division of Student Services will develop student surveys to evaluate the effectiveness of its delivery and services to students. This will be accomplished by mid-spring 2007.

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

The student population of Los Angeles Mission College is ethnically diverse. The college serves a large population of Hispanic students. LAMC’s diverse student population is composed of 67.46 percent Latino, 13.16 percent Anglo, 7.34 percent Asian, 5.75 percent African American, 0.49 percent American Indian, and 5.80 percent other. (II-B-8) This diverse population enhances the learning environment of LAMC through the various celebrations of cultural and ethnic pride.

Los Angeles Mission College upholds the Board of Governors of the California Community Colleges’ call to develop and implement the provisions of the California Community College Commitment to Diversity. The Board of Governors’ Commitment to Diversity Policies and the educational philosophy of the Los Angeles Community College (LACCD) can be found on the LACCD website under Board Rules (II-B-9), along with the rules governing the Selection and Assignment of Faculty (II-B-10), and the District Affirmative Action Policy. (II-B-11)

The following campus programs and activities are examples of Los Angeles Mission College’s efforts to maintain appropriate programs, practices and services that support student understanding and appreciation of diversity.

**Associate Student Organization (ASO):** The ASO embraces diversity through their cultural and extracurricular activities. ASO sponsors the Black Student Union, El Movimiento Estudiantil Chicano de Aztlán (MEChA), the International Student Club, Bio-Medical Club, Veterans Organization, Interior Design Club and Alpha Gamma Sigma Honor Society.

**Specially Funded Programs:** Upward Bound, TANF, Gear-Up CSUN, Gear-up Project Grad LA, Team Research Approach in Laboratory Science (TRAILS), Title V, and others (see II.B.1.).

**Division of Student Support Services:** Disabled Students Programs and Services (DSP&S) serve the diverse population of disabilities. Extended Opportunity Programs and Services (EOP&S), International and Veterans Student Program, the Counseling Department, Student Support Services Program and Student Health Services encourage enrollment and retention of students affected by language, social, and economic disadvantages.

**Campus Committees and Community Activities:** The Campus Diversity Committee and Staff Development Committee, comprised of faculty and staff, represent diverse backgrounds. A sample list of activities sponsored by the committees includes the following: Cinco de Mayo, Black History Month, Armenian Heritage Month, “Embracing Diversity,” Video Conference—Diversity Film Series, Clothesline Project and Denim Day, and International Language Day.
SELF-EVALUATION

Los Angeles Mission College has depth and breadth of activities and programs offered on campus.

PLANNING AGENDA

No recommendations at this time.

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

DESCRIPTIVE SUMMARY

The Admissions and Records Office accepts applications for college admission via paper and online formats year round. In August 2006, under the direction of the Los Angeles Community College District Chancellor, the Office of Admissions and Records implemented the California Community College online application format, CCCApply. This implementation was an emergency district mandate issued to the eight LACCD colleges that had not yet gone live with this application system during the fall 2006 registration period.

According to the Title V Regulation 78212(b)(3), matriculation services are to be made available by the college and are to include assessment and counseling upon enrollment. Los Angeles Mission College currently uses the College Board’s Accuplacer Online version to assess English (Sentence Skills and Reading Comprehension) and Math (College level, Elementary Algebra, and Arithmetic) competency levels. The Secondary Level English Proficiency (SLEP) instrument, modified by the district and the English as a Second Language (ESL) writing samples are used for the ESL assessment process. The only eligibility guideline is that students must have an application on file with LAMC in order to go through the assessment process.
The following tables represent English and math placement for students from fall 2000 to fall 2005:

<table>
<thead>
<tr>
<th>Course Level</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Level (FL) Eng. 101</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>23</td>
<td>12</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>One level below FL Eng. 28</td>
<td>11</td>
<td>12</td>
<td>14</td>
<td>20</td>
<td>16</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Two levels below FL Eng. 21</td>
<td>27</td>
<td>32</td>
<td>28</td>
<td>26</td>
<td>24</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Three levels below FL DC 1 or LS 2</td>
<td>34</td>
<td>30</td>
<td>31</td>
<td>13</td>
<td>34</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>Two levels below FL ESL 6A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Three levels below FL ESL 5A</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Four levels below FL ESL 4A</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Five levels below FL ESL 3A</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Six levels below FL ESL 2</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seven levels below FL ESL 1</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

As can be seen from the preceding chart, in 2005, 86 percent of incoming LAMC students place in non-transferable, lower-level English, ESL or Developmental Communications courses. Only 14 percent of students place in English 101, College Reading and Composition, which is transferable to University of California and California State Universities. The rest of the students placed below English 101 as follows: 15 percent placed one level below (English 28), 27 percent two levels below (English 21), 30 percent three levels below (Developmental Communications 1), and 18 percent placed in ESL courses. (II-B-14)
The table below illustrates the placement data for incoming math students. Almost all incoming math students, 99 percent, place in lower-level math courses that are not transferable. In 2005, 11 percent of incoming students placed in arithmetic (Math 105), 66 percent placed in pre-algebra (Math 112), 13 percent placed in elementary algebra (Math 115), and 9 percent placed in intermediate algebra (Math 125). Only one percent of incoming math students placed in trigonometry (Math 240), and a negligible number placed in pre-calculus (Math 260) or calculus (Math 265). The abnormal placement distribution in 2003 was caused by a change in the assessment tool, which was subsequently adjusted to reflect student abilities more accurately. One of the major changes that has occurred in the last few years is a substantial increase in the number of Math 112 sections that are offered to address the low success rates in Math 115. Another option available to students placed in elementary algebra is to take Elementary Algebra A and B (Math 113 and 114) over two semesters. (II-B-15)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Level</td>
<td>Percent Students</td>
<td>Percent Students</td>
<td>Percent Students</td>
<td>Percent Students</td>
<td>Percent Students</td>
<td>Percent Students</td>
<td>Percent Students</td>
</tr>
<tr>
<td>Calculus* (Math 265)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pre-calculus* (Math 260)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trigonometry* (Math 240)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Int. Algebra (Math 125)</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>10</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Elem. Algebra (Math 115)</td>
<td>37</td>
<td>33</td>
<td>34</td>
<td>18</td>
<td>13</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Pre-algebra (Math 112)</td>
<td>N/A</td>
<td>38</td>
<td>38</td>
<td>5</td>
<td>62</td>
<td>66</td>
<td>36</td>
</tr>
<tr>
<td>Arithmetic (Math 105)</td>
<td>41</td>
<td>9</td>
<td>9</td>
<td>60</td>
<td>13</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

* Transferable mathematics courses

**SELF-EVALUATION**

The recent implementation of CCCApply has enabled a more comprehensive admissions evaluation of student needs and increased accessibility of applications to students statewide. CCCApply made the Los Angeles Mission College application immediately available to more students. Also, many students are attracted by the online system. The Admissions Office would like to improve services and provide more encouragement to CCCApply students. One way to improve would be to have more detailed forms and instructions available on the admissions portion of the Web page. In addition, both the budget for and the staffing of the
STANDARD II.B – DOCUMENTATION

II-B-1 Los Angeles Mission College Institutional Research Website, www.lamission.edu/research

II-B-2 Los Angeles Mission College Student Services Division Organizational Chart.

II-B-3 Self Reported Study by Student Services areas.

II-B-4 Survey of High School Seniors taken April 5, 2006.

II-B-5 LAMC’s Institutional Research Report (Institutional Effectiveness, Degrees and Certificates), http://www.lamission.edu/research/insti_effect.html


II-B-9 Annual Reports submitted to the California Community College’s Chancellor’s Office and to the U.S. Department of Education.

II-B-10 LAMC’s Institutional Research Report (Student Characteristics), http://www.lamission.edu/research/stud_chars.html

II-B-11 Board Rules, Chapters II, Article II, Section 1200 (Philosophy), Section 1201 (Mission) and Section 1202 (Non-Discrimination Policy), http://www.laccd.edu/boardrules/documents/Ch.I-ArticleII.doc

II-B-12 Board Rules Chapter X Article III - Section 10301 http://www.laccd.edu/board_rules/documents/Ch.X-ArticleIII.doc

II-B-13 Board Rules Chapter X Article XIII - Affirmative Action – Section 101301 http://www.laccd.edu/board_rules/documents/Chapter%20X/Ch.%20X%20-%20Article%20XIII.doc
