

# DRAFT

## Planning Matrix for Section B - Program Components

Please state your college's Long-Term Goals (5 yrs.) for Section B (Program Components) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

### Long-Term Goals (5 yrs.) for Section B:

**Maximize the use of assessment, orientation, student workshops, personal development instruction, and data tracking to ensure the ongoing success of basic skills students. Ensure that all student services and instruction have a seamless union which serves to facilitate the success of basic skills students.**

Action Plan for Section B  
Academic Year 2007- 2008 (*please specify year*)

District: LACCD \_\_\_\_\_  
College: Los Angeles Mission College \_\_\_\_\_

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
---------	----------------	---------------------------------	----------------------------	--------------------------------------

	<p>Train all counselors to facilitate assessment, orientation, placement and to provide guidance to basic skills students.</p>	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p>	<p>Spring 2008</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, the Basic Skills Counselor, the Basic Skills Task Force, Noncredit Program Director</p>
	<ul style="list-style-type: none"> <li>• Coordinate student services including all counseling units with academic programs to promote a more effective and seamless relationship between the instructional support components and student service programs.</li> <li>• Increase coordination among all counseling units, (including but not limited to Counseling, EOPS, DSPS, Financial Aid, and those SFP grants with counseling services).</li> </ul>	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p>	<p>Fall 2008</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, the Basic Skills Counselor, the Basic Skills Task Force, Noncredit Program Director</p>

	<p>In accordance with Title V regulations, institute mandatory assessment for both credit and noncredit students. Examine practices in colleges which have mandatory assessment in place and implement best practices. Make assessment easily accessible and available so that students do not need to return for assessment appointments and results. Examine the issue of placement in terms of identification as native or non-native speakers</p> <p>Ensure that funding for both credit and non credit assessment be linked to this initiative, especially in terms of computer/software upkeep and personnel. Tie this effort into the Master Technology Plan.</p>	<p>B.1.2 Mandatory assessment exists for all new students.</p>	<p>Fall 2009</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, the Basic Skills Counselor, the Basic Skills Task Force, Noncredit Program Director</p>
	<p>Designate a lead basic skills counselor who would be actively involved in the assessment, orientation, placement, and guidance of basic skills students. This counselor would visit classes, help with professional development classes offered to basic skills students, and work closely with basic skills faculty and the basic skills coordinator.</p>	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p>	<p>Spring 2008</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, the Basic Skills Task Force, Noncredit Program Director</p>

	Assure that all students receive orientation. Examine practices in colleges which have mandatory orientation in place and implement best practices.	B.1.1 Mandatory orientation exists for all new students.	Fall 2009	Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, the Basic Skills Counselor, the Basic Skills Task Force, Noncredit Program Director
--	--	--	-----------	---

	<p>Every semester the Basic Skills Task Force and the Institution will review and publish the number of new students (credit and noncredit) who were assessed and placed into developmental classes. Future planning and continuous improvement will be based on the following:</p> <ul style="list-style-type: none"> <li>• Whether students placed in developmental coursework actually enrolled in their first semester</li> <li>• Course completion rates of students who were placed into developmental classes</li> <li>• Whether students continue in the developmental sequence in successive semesters</li> <li>• Success rates of students in mainstream courses who have completed developmental courses</li> <li>• Degree completion of students who initially placed in developmental courses</li> <li>• Transfer rates of students who initially placed in developmental courses.</li> </ul>	<p>B.2.2 Formative program evaluation activities occur on a regular basis.</p>	<p>Spring 2008</p>	<p>Basic Skills Task Force, institutional researcher, Noncredit Program Director</p>
--	--	--	--------------------	--

	<p>Institutionalize financial aid outreach mechanisms to educate developmental students about various opportunities to acquire financial aid.</p>	<p>B.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.</p> <p>B.4.2 Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.</p>	<p>Fall 2008</p>	<p>Basic Skills Coordinator, Financial Aid Director, Noncredit Program Director</p>
--	---	--	------------------	---

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date