

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)
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<p>Assure that all students receive orientation. Examine practices in colleges which have mandatory orientation in place and implement best practices.</p> <p>Ensure that funding is linked to this initiative. Tie this effort into Personal Development Instruction and student workshops which are linked to <u>basic skills classes and learning communities</u>.</p>	<p>B.1.1 Mandatory orientation exists for all new students.</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.</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>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 in order to determine the following. Future planning and continuous improvement must be based on this data.</p> <ul style="list-style-type: none"> • Whether students placed in developmental coursework actually enrolled in their first semester • Course completion rates of students who were placed into developmental classes • Whether students continue in the developmental sequence in successive semesters • Success rates of students in mainstream courses who have completed developmental courses • Degree completion of students who initially placed in developmental courses • Transfer rates of students who initially placed in developmental courses. 	<p>B.2.2 Formative program evaluation activities occur on a regular basis.</p>		
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	<ul style="list-style-type: none"> • 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. • Increase coordination among all counseling units, (including but not limited to Counseling, EOPS, DSPS, Financial Aid, and those SFP grants with counseling services). 	B.3.2 Counseling and instruction are integrated into the developmental education program.		
	Institutionalize financial aid outreach mechanisms to educate developmental students about various opportunities to acquire financial aid.	<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>		

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date