

## **Standard Five: Student Support and Development**

*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

1. *The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

### **Descriptive Summary**

The district, through its Senior Director of Instructional and Student Services, as a member of the Council of Student Services, reviews and recommends policies in keeping with State standards and law. State and Federal policies governing admissions are found in Chapter 8 of the board rules. Local colleges have policies regarding special services and concurrent high school enrollment (Doc. 5.1).

Registration can be done in person, by phone, and online through the district website. The majority of LATTC students continue to register in person. Applications for admission are accepted on a year round basis. Admissions applications are included in the schedule of classes and on the web, in addition to instructions for applying, registering, and paying fees (Doc. 5.2).

The college catalog and schedule of classes (Docs. 5.3 and 5.4) provide admissions policies and procedures. Both the admission policies and matriculation process are outlined clearly in the schedule, and a “Steps to Enroll” flow chart illustrates the sequence. A student information guide explains all policies and procedures and is available in the back of the schedule.

LATTC has an open admissions policy for any student eighteen years of age or older, or any high school graduate, and policies are in place for those under eighteen who have not graduated from high school. Classes are open to all students with the exception of contract education classes and courses that require admission to a special program, such as Culinary, Nursing, GAIN/CalWORKs, and PACE. International students admissions procedures are available on the website and in the International Students Admissions packet given to prospective students (Doc. 5.5). These procedures are in compliance with federal regulations. Admission procedures for all special programs are outlined in the supporting documents, for example, in the EOP&S packet, DSPS packet and the GAIN/CalWORKs packet.

Continuing students register in the order of the number of units completed. New students register in the order in which they apply and complete the matriculation process. In accordance with Title 5 regulations, Extended Opportunity Programs and Services

(EOP&S) and Disabled Students Programs and Services' (DSPS) students receive priority registration at LATTC.

### **Self Evaluation**

As of July 1999, LATTC was challenged with the impact of administrator turnover in the Admissions and Records division. The division has had four administrators since the prior 1997 Self-Study. In addition, changes in policies and procedures have significantly affected the continuity of services to students.

The current administrator provides leadership in changing and improving admission policies, by updating the staff with current technology and relevant information. This includes telephone/online registration and online orientation featuring a personal, interactive CD-ROM. In compliance with the new AB540 regulations, information to students is being disseminated appropriately (Doc. 5.6). Additional staff have been hired to meet the needs of students and to ensure that admissions policies are consistent with our mission goals. According to a survey completed in the fall of 2000, nearly seventy percent of students surveyed found the services provided by Admissions and Records to be helpful and the staff to be pleasant, knowledgeable and available (Doc. 5.7).

### **Planning Agenda**

Despite the continued changes in administration and the proposed construction on campus, funded by Proposition A, every effort should be made to continue to facilitate and implement new services. In conjunction with these efforts, ongoing staff training on technology and information services should also be implemented.

2. *The institution provides to all prospective and currently enrolled students up-to-date and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.*

### **Descriptive Summary**

The college catalog is updated annually and the schedule of classes is reviewed and updated each session includes the following information: admissions policies, graduation requirements, academic policies, refund policies, rules of student conduct, and complaint and grievance procedures. The college mails the schedule of classes to every continuing student each semester. Copies of the schedule are available to new students at the Information Center, Counseling Department, Career Center, EOP&S, GAIN/CalWORKs and many other locations. During new student enrollment, college policies and procedures are explained in detail.

All new students are provided a printed or CD-ROM copy of the college catalog and are informed of access options such as the availability of the campus online catalog and

schedule of classes from the campus website. Current and past printed catalogs and schedules are available both online and in the library.

The LACCD Council of Student Services, consisting of the nine Vice Presidents of Student Services meets monthly, and reviews, as necessary, student discipline and student grievance procedures. The Vice President of Student Services provides informational presentations on student discipline and written documents to faculty and staff (Doc. 5.8). Revisions to student grievance procedures are forwarded to the Board of Trustees for approval.

### **Self Evaluation**

The college catalog, class schedule and student handbook (Doc. 5.9) are comprehensive for student use. New students receive these materials during orientations. Since the last Self-Study in 1997, student services has streamlined and automated services by providing computerized and individualized assessments using laptops, CD-ROMs orientations. In addition, computer access in the Admissions department lobby is provided for students to self- enroll, drop classes and review their records.

In the fall of 2002, a pilot online orientation process began, allowing new students to register by phone to alleviate the long wait in line for the large number of in-person registrants.

The processing of financial aid applications has become increasingly automated. Applications and corrections can be processed within seventy-two hours, rather than the former four-week turnaround. EOP&S orientations and the book voucher system have also been streamlined and ongoing counseling for students on financial aid probation has been implemented. The individual programs will describe other related services.

### **Planning Agenda**

It is suggested that the college undertake an extensive evaluation of the Online Orientation Pilot Program within the next few years.

The campus compliance officer must provide annual formal training on student grievances to all staff, through in person workshops and online information.

The fall 2002 Student Handbook will be replaced with the enhanced academic planner (Doc. 5.10), which consolidates key points from the schedule of classes, catalog and the student handbook. It will be distributed to all newly matriculated students during orientation.

3. *The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.*

## Descriptive Summary

The Division of Student Services, directed by the Vice President of Student Services, is designed to meet the wide range of student needs. The college identifies the support needs of students through the admissions process, orientation sessions, individual counseling, and interactions with faculty and staff. The Division of Student Services includes the following areas.

*Admissions and Records:* The Admissions and Records Office serves all students and faculty and is a critical aspect of the college's instructional program. It facilitates student access to the institution and maintains and protects student records. Specifically, the *Admissions and Records* office provides the following services: processing applications for admissions (walk-in, by mail, and on web), enrollment/registration, degrees and enrollment verifications, transcripts, petitions (Course Repetition, Academic Renewal, Return from Disqualification, Substitute Credit, request for more than 18.5 units per semester, waive residency, Credit By Examination, Grade Change, Name Change and merging of records), evaluation of transcripts, Graduation Evaluation and Veterans Affairs. Most general petitions are reviewed by counselors and in some cases are sent to various departments for recommendation. Currently the applications are accepted and processed on a year round basis.

Since the 1997 Self-Study, the Division of Student Services has become more automated and efficient with twenty-eight additional computers and four new classified support staff. However, there are not enough Internet drop lines to facilitate all the new computers, so this resource is not fully utilized.

To accommodate more students, the A&R office extended its working hours from 8:00 a.m. to 8:00 p.m., Monday through Thursday, and 8:00 a.m. to 4:00 p.m., on Fridays. To serve the needs of the students and faculty who only come to the college on Saturdays, the Office of Admissions and Records now opens every Saturday from 9:00 a.m. to 1:00 p.m.

One-hour transcripts and verification services are now available. Telephones, computers and printers were installed in the A&R lobby for students use.

Another service that the Office of Admissions and Records provides is Attendance Accounting. The Admissions and Records staff processes rosters such as census, exclusion, positive attendance, multipurpose, and grade, in lieu of grade cards and other related documents.

*AmeriCorps:* The AmeriCorps Early Childhood Education Literary Program was introduced at LATTC in August 2000. It is a part of the National Service Program of AmeriCorps Corporation. Participating students are required to offer one year of service. AmeriCorps provides a service learning component in Child Development, and Liberal Arts, and mainstreams students, which allows them to perform tutoring service activities at local schools and childcare centers to infant toddlers, preschoolers and K-3 grade

children who are low-income, limited English speaking, reading or functioning below age appropriate level (Doc. 5.9).

The students, known as “members” by AmeriCorps may serve either 450 hours at ten service hours per week or 900 service hours at twenty service hours per week. Each member will work with the same one to five children on a one-to-one and/or small group basis for approximately ten to twenty hours per week during the course of one year. Members receive six to eight hours of pre-service orientation and training prior to starting the tutoring service. Each member is fingerprinted and cleared by a criminal background check to insure eligibility. Members are also required to engage in a minimum of three, short-term group community service projects.

Members are required to engage in a minimum of three, short-term group community service projects, which include: “Make A Difference Day” in October; “Martin Luther King Day” in January; “Cesar Chavez Day” in March; and “National Youth Day” in April. Compensation for the members’ services include an Educational Award of \$1,250 for 450 service hours and \$2,362 for 900 service hours is awarded at the end of the program.

In compensation for the members’ services, an Educational Award of \$1,182 for 450 service hours and \$2,362 for 900 service hours is given upon successful completion of the program.

*Articulation:* The Articulation Officer maintains a database that meets the needs of students transferring to the California State University (CSU), University of California (UC) and independent four-year institutions. The college has created agreements for transfer of lower division general education and major course requirements with all twenty-two CSU campuses and nine UC campuses. LATTC has successfully articulated 2 + 2 programs, allowing the vocational areas to transfer to three Engineering Technology programs at CSU Los Angeles and Occupational Studies program at CSU, Long Beach.

Articulation agreements with several independent universities such as the University of Southern California (USC), University of Phoenix, and Mount St. Mary's College have been established. Several out-of-state articulation agreements on general education requirements are in progress, including a new initiative with eight Historically Black Colleges and Universities in Atlanta. The Articulation Officer continuously works on expanding the list of transfer courses and increasing the number of agreements with CSUs, UCs and other independent institutions to provide LATTC students with vast transfer opportunities (Doc. 5.10).

The district maintains a directory of programs and courses that lists transferability to CSU and UC. College course equivalencies, articulation agreements and evaluation of foreign transcripts are decentralized and lie with each college. The college increased the articulation officer’s release time to 50 percent, in acknowledgement of the importance of maintaining and supporting the transfer function at LATTC. The articulation officer is

located in the University Transfer Center and acts as a valuable liaison in focusing attention to transfer courses and offerings at LATTC.

As of October 1, 2002 articulation has been transferred from the Student Services to the Academic Affairs division.

*Assessment Center:* The assessment center provides new and returning students with a basic skills assessment. As a component of the matriculation program, the assessment center is committed to ensuring student success by providing accurate assessment of student competency in computational and language skills for all nonexempt students.

Assessment testing is done with the ACCUPLACER system, which is a computer adaptive assessment instrument approved by the California State Chancellor's Office. Prior to 1997, assessment was completed using paper and pencil. LATTC offers both types of assessment. Students are given placement results immediately upon completion of the test and may register for classes without delay. At the time of assessment, students view an orientation video of the college programs and services. The center also administers Ability to Benefit exams required by federal financial aid programs.

A new assessment lab is located in the R building and provides assessment on a walk-in basis. The new lab has reduced confusion and enhanced the delivery of services for students by centralizing matriculation staffing and services. The assessment lab offers thirty wireless laptops and two stationary computers, one of which is wheel chair accessible.

*Associated Students Organization:* The students of LATTC govern their activities through the Associated Student Organization (ASO). The student government is diverse and it reflects the composition of the campus enrollment. Each student who enrolls at the college may become an ASO member by paying an optional fee. The ASO provides student and faculty and staff identifications using a newly updated system, on-campus accident insurance, book loans, and discounted admission at many movies, concerts, amusement centers, and selected businesses.

The student council meets biweekly to discuss student concerns and plan activities. Campus clubs meet regularly with the inner club council to update their club charters and report on their club activities.

The ASO sponsors many social activities that promote cultural and multicultural events such as musical and dramatic presentations, interactive seminars and conferences, voter registration drives, political forums, and trips to state, county and city government meetings and student forums.

*Career Center:* The career center provides students with an opportunity for personal assessment and career search and planning, such as the Myers-Briggs Personality Assessment (Doc. 5.14) and COPS-COPES-CAPS Career Inventory (Doc. 5.15). A battery of assessments enable students to identify their personality types, their values,

interests and abilities. A profile is provided for each student and the results are reviewed with a counselor. The EUREKA Career Information System provides in-depth online information covering careers, job markets and academic programs. A library of audiotapes, videotapes and books are also available. In addition to individual assessments, career counseling appointments, classes and workshops are offered for students who are undecided about their career or educational goals.

In the 1997 Self Study, the career center operated as the career and equity center, a specially funded program that provided assistance to students and community members pursuing nontraditional occupations, career development choices and personal improvement. Services were aimed at reducing and personal improvement. Services were aimed at reducing the anxiety and stress of re-entering students. Presently, the Career Center is funded by GAIN/CalWORKs and a small, one semester, Partnership for Excellence grant, and continues to offer career counseling, as well as additional information on labor market trends, job preparation and placement.

*Child Development Center:* The campus child development center is designed to provide childcare while parents attend classes or job training or work. The center serves children between the ages of two and five. Childcare is free for income-eligible parents, and nutritious meals are included. The center offers a developmentally appropriate state preschool program staffed by teachers trained in the field of early childhood education. Student assistants and college lab students work with the staff to provide an environment and activities planned to meet the child's emotional, social, physical and intellectual needs.

The center has expanded since the 1997 Self-Study report. Cal/WORKS funds have assisted the expansion of childcare programs with a new facility able to provide school age care from 4:00 p.m. to 9:00 p.m. The new childcare facility has increased capacity and offers twenty-four additional spaces for toddler day care and twenty-four preschool spaces in the evening.

The center continues to raise funds through the ASO Parent Club for educational field trips and supplies. The Maxie CDC Parent Scholarship Fund provides scholarships for students. Through the Parent Participation Program, each family is required to participate for the benefit of the center a minimum of one hour per week (Doc. 5.16).

*Counseling:* The services provided include: academic and vocational; personal; transfer; and career counseling. Counseling services are also provided in the following specialized programs: Puente, PACE, EOP&S, Middle College, high school, school relations, financial aid and matriculation, and Cal/WORKS. The counseling faculty offers several personal development courses, such as interpersonal relationships, career planning, and college survival.

Counselors assist students with student educational plans (SEP), general petitions, which include permission for course repetition, academic renewal, return from disqualification (probationary hold), request for substitution of credit, or request for more than 18.5 units

per semester. These services are critical because the majority of LATTC students have been identified as at-risk and require intervention to help ensure retention and success.

Since the 1997 Self-Study in collaboration with the matriculation office, counselors participate in the new student enrollment process and provide orientations, counseling and advisement, and make appropriate referrals to vocational seminars and student support services for all new matriculating students. During the fall 2001, a new Dean of Enrollment Management and a new Associate Dean of Matriculation were hired and a more efficient enrollment process was developed. Counseling, matriculation and admissions and records continue to collaborate closely to streamline and create a “one-stop” matriculation process. A year-round computerized mathematics and English assessment test for new students has been adopted. All new and returning students are encouraged to take the assessment, regardless of major, for more accurate academic advisement and placement in courses, improved basic skills and increased student success.

The faculty mentor program is being reevaluated. Faculty in the various programs provide vocational seminars and continue to participate in the new student orientation process. The enrollment of new students involves an assessment test, orientation, counseling and registration in classes. Students can talk to counselors and receive the orientation on an individual basis or during group orientation. The students can see a counselor during matriculation or they can go to the counseling center.

Presently, students see counselors directly for advisement and counseling. Counselors have the expertise, knowledge and objectivity to guide and direct students to programs offered by the college, as well as transferring to four-year colleges and universities. A critique of the former faculty mentor program was that some faculty mentors wanted to become a mentor solely to increase their own class enrollment, rather than provide a broader base of information that would help students select programs and courses (Doc. 5.15).

*Disabled Students Programs and Services (DSPS):* Students with physical, psychological, or learning disabilities are offered a wide range of services, including counseling and advisement, priority registration, interpreters (for the deaf), tutoring, TDDs (teletype-writer device for the deaf), learning disability assessment, testing accommodation, mobility assistance, parking assistance for disabled, high tech adapted computer lab, and special classes for deaf and learning disabled. DSPS networks with 80 to 90 Department of Rehabilitation Counselors, and assists students to comply with their regulations and procedures, for example, completing book and supply lists (Doc. 5.16).

Since the 1995 Program Review, the number of students served in DSPS has doubled from 425 in 1995 to 1165 in 2002. As a result, there has been an increased need of the Hi-Tech Lab and tutoring services. Although, there have been more TDDs available, based on the 2001 program review, students with communication-related disabilities still experience difficulty obtaining interpreter services; a violation of Title 5, Section 56026 requirements for support of students with disabilities (Doc. 5.17).

In addition, the 2001 program review team proposed several recommendations for improved services. The DSP&S coordinator has insufficient counseling and clerical support staff to fulfill her administrative responsibilities to the college and the program. There is no full-time Learning Disabilities (LD) Specialist at the college, which creates lengthy delays in assessing LD-related disabilities. The High Tech Center (HTC) is still lacking current software and hardware to provide adequate access to technology by students with disabilities.

*Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE):* EOP&S is designed to supplement existing college programs and to provide assistance to aid financially and educationally disadvantaged full-time students. The following are the eligibility requirements for the EOP&S program: students must apply for financial aid, Board of Governor's grant; enroll in twelve units or more, have less than seventy units, and not more than six consecutive semesters in the EOP&S program. EOP&S services include professional counseling, book service, cash grants, tutoring, academic scholarships, personal development classes in career planning and interpersonal relationships, and transfer services and field trips to universities, volunteer program opportunities, a peer mentoring program, priority registration. In addition, specialized workshops in study skills, job seeking, college success, and optical program services are offered.

The CARE program is a part of EOP&S and provides the following services: assistance with Child Expenses during study hours; counseling; educational and personal development workshops; access to community resources; meal tickets and transportation assistance. CARE requirements are the following: EOP&S eligibility, AFDC Recipient, single head of household status, and at least one child age fourteen, or younger.

The EOP&S program is governed by Title 5 regulations and funded by the State Chancellor's Office and is currently serving 2,987 students. EOP&S students are required to have three contact sessions in order to remain eligible.

EOP&S provides academic and literary skills student scholarships and cash grants to eligible students. The awards are distributed annually to students at an annual awards luncheon attended. The EOP&S/CARE Advisory Committee members and volunteer directors are from the community, faculty, administration, students and staff (Doc. 5.19).

The EOPS program is involved in a multitude of activities to increase the number and percentage of students enrolled at our campus who are affected by language, social needs, economic disadvantages. A strength of the program is the monthly high school recruitment at local public and private high schools, correction facilities, adult schools, occupational centers, Department of Social Services, recreational centers, local churches and the YMCA. The EOP&S program makes every effort to recruit students who represent our global population by providing brochures and other printed materials about the program in Spanish, Mandarin, Vietnamese, Korean and Russian.

During the spring semester 2002, the EOP&S program received a program review from the State Chancellor's Office. The review results were very positive about program's effectiveness on campus and in the community. Two components within the program, the Volunteer Program and International Film Series, were cited as innovative and exemplary practices and will serve as state models for other EOP&S programs.

*Volunteer Program:* Established in 1993 the Volunteer Program offers EOP&S students opportunities to volunteer and give back to the community. Currently the program works with thirty community agencies, community-based organizations, cultural centers, public and private schools, local businesses and surrounding hospitals to provide volunteer experience for our students.

The volunteer experience and community service hours have provided scholarship awards through the Norman Toppings Scholarship Foundation at the University of Southern California for three EOPS Volunteer students. Volunteer students enroll in a personal development class, Interpersonal Relationships that is taught by one of the EOP&S counselors. This credit/no credit class earns students one unit, which can apply towards graduation and is also California State University transferable. Volunteer students are required to complete a minimum of thirty volunteer hours each semester in one of our approved agencies. Community leaders from these organizations are guest speakers in the volunteer class and members of the EOP&S /CARE Advisory Committee. Students receive community service hours, which can be applied to scholarship and resumes.

*International Film Series:* The EOP&S program hosts a cultural film series during the spring semester each year. This series allows students to view films representing the social, political, economic, educational, and religious views of a particular culture. The LATTC student population represents over one hundred countries from around the world. The series is offered on Tuesdays and Wednesdays and instructors make reservations with the EOP&S office to bring entire classes.

*Optical Program:* The EOP&S Optical Program is proud to provide eyeglasses to EOPS Students needing this service. The program director coordinates services with downtown optometrists to give eligible students an eye examination, lenses, and frames at a discounted price. Students who receive this service do so on a first come, first served basis.

*Health Film Series:* The EOP&S program hosts a health film series in October of each year, during the fall semester. Films on a variety of health topics are screened, including HIV and Aids, nutrition, women issues, heart disease, prevention and early detection of cancer, Chinese medicine, alternative medicine, healing ourselves, blood types and many more. The series is offered on Wednesdays and Thursdays and is open to the entire campus. Instructors bring their classes and students suggest health topics of interest by filling out an evaluation form at the end of each film. The EOPS Program works cooperatively with the college health center and the Physical Education Department to provide a comprehensive presentation at the films series. A question and answer session

is provided after each film. The health instructor and the nurse answer questions from the audience.

*Financial Aid and Scholarship Program:* The Financial Aid office provides funds for educational expenses for low-income students who may not otherwise be able to afford post-secondary education. The office determines eligibility for federal and state financial aid and processes payment applications of eligible applicants. The office is responsible for the following financial aid programs: Community College Board of Governors Grant (BOGG); federal Pell grant, federal work study, federal Perkins loans, federal Supplemental Educational Opportunity Grant (SEOG), California State Grants B and C and institutional and private scholarships.

The LATTC Financial Aid office participated in a district-wide task force mandated by LACCD Chancellor; Dr. Mark Drummond. The task force is charged with the responsibility of advertising the availability of financial aid expediting the delivering process. As a result of the task force efforts, the processing of financial aid applications is increasingly automated. Applications and corrections are processed within seventy-two hours, rather than the previous four-week turnaround time. Financial aid warrants are mailed directly from the district office instead of from the campus, as was the previous process. This has eliminated a two to three week delay in delivery of warrants to students. Electronic fund transfer allows student aid funds, except loans, to be deposited directly into student accounts. Fee waivers are processed automatically for students who complete the Free Application for Federal Student Aid (FAFSA). The automatic fee waiver eliminates the need for many of our students to stand in line for a fee waiver (Doc. 5.19).

*GAIN/CalWORKs:* Greater Avenues to Independence (GAIN) and California Work Opportunities and Responsibility to Kids (CalWORKs) programs provide services to students that are referred from the Department of Public Social Services (DPSS) and students who are Self Initiated Participants (SIP). CalWORKs funding provides services in coordination, curriculum development and redesign, work-study, job development and job placement, and childcare. Students are provided an orientation and assisted with completion of county contracts, reports, book forms, and other forms, i.e. verification of employment, training and enrollment. Other services include basic skills instruction, short-term vocational training, academic, career and personal counseling, case management and advocacy with DPSS.

Since the 1997 Self-Study, the number of students served by the GAIN/CalWORKs programs has increased to 2,861, and the college now supports the GAIN/CalWORKs programs. In response to changes in federal welfare policy, California passed new legislation, which now includes CalWORKs SIP with a twenty-four month period of training.

As of July 1, 2002, the Employment Development Department (EDD) representative no longer makes LATTC visits due to state budget cuts. Due to the collaboration between LATTC, DPSS and EDD, representatives from the two agencies are available to better serve students on campus (Doc. 5.20).

*Student Health and Wellness Center:* A variety of health services are available in the student health and wellness center located in the electronics building. The center provides first aid, health care counseling, preventive health screenings, lab testing, immunizations, physical, and medical referral assistance. It also provides testing, diagnosis and treatment for sexually transmitted diseases. A physician is available once a week for physical exams and prescription services. Referrals for low-cost family planning are among the other services offered. Students are welcome to drop in or call for an appointment to see a physician, the college nurse, or a nurse practitioner. Free condoms and over-the-counter medications are also provided on an as-needed basis (Doc. 5.21). Staffing, equipment and medical services are provided through a partnership through White Memorial Hospital.

The Health and Wellness Center was created with Partnership for Excellence funds. It began offering psychological services to students with personal and emotional problems in February 2002. The center is staffed twenty hours per week with licensed therapists who provide short-term therapy, crisis management, consultation, mental health education workshops, and referrals. Individual counseling for such issues as anxiety, depression, stress, and relationship difficulties affecting students' educational success is offered. The center therapists work in collaboration with DSPPS, counseling and classroom faculty in identifying and assessing students at risk, for appropriate treatment and referral (Doc. 5.22).

*International Students Program:* International education at LATTC is expanding. The college seeks to foster mutual respect for and understanding of the global diversity of cultures, languages, and ideas. A warm welcome is extended to students from all over the world. The international students program has experienced significant growth this year, doubling the number of new students for the fall 2000 semester. The office processes admission applications, change of visa from tourist to student visa, application for a one year work permit, financial emergencies, lost passports and other documents, work opportunities on campus, and applications for drop-out and returning students. Students meet with the international students office at least four times per semester for social activities such as potluck gatherings and trips to museums, concerts and places of interest. For academic advisement, students are referred to the general counseling department (Doc. 5.23).

*Matriculation:* The matriculation area encompasses the following services: information center, assessment, orientation, counseling, early alert follow-up and the faculty mentor program seminars (Doc. 5.24).

Since the 1997 Self-Study, many departmental changes have occurred that are beneficial to students. A full-time associate dean oversees the operations of the matriculation department and a limited full-time counselor has been hired to work with new and returning students via scheduled and walk-in appointments. The counselor completes the student educational plan (SEP), provides an orientation, and follows up with the student after the first few weeks of school. Workshops are conducted that are geared towards promoting student success, including note taking, college survival and time management.

The “early alert” intervention process provides workshops that target students who are having difficulty in the class.

The counselor is a liaison between the matriculation, counseling and vocational programs, and facilitates the communication between these three critical departments. Due to the high volume of assessment waivers that LATTC has approved in the past, a more stringent approach is enforced to assist the student in succeeding. A student desiring to waive the matriculation process is encouraged to seek counseling first. A counselor speaks to the student and explains the various benefits of assessment, orientation and counseling and encourages the student to take advantage of the services at LATTC.

Communication and cooperation between the counseling department chair and the associate dean of matriculation is essential for the campus to continue operating in a student success mode. The funding provided for hourly counseling to participate in the highly successful new student orientations during peak periods, evening hours and on Saturdays, will continue to be available through the matriculation department.

Orientation currently is provided in the following ways: in-person orientation with hourly counselors; seminars given by faculty mentors, depicting their specific program at LATTC; on-line orientation which is a computerized orientation that enables student to obtain information about LATTC via the Internet; and an orientation on CD-ROM (Doc. 5.25) that provides information about the college and takes the student on a virtual campus tour.

An academic planner has been developed to enhance the information provided to each fall 2002 matriculated student. The planner will replace the student handbook and provides information about the college and the various LATTC programs offered. The fact sheets about LATTC’s academic and vocational programs are in depth. Estimated costs of programs are currently being developed and are scheduled be available to students for the winter intersession 2003.

The matriculation department is currently working jointly with the English and mathematics department in the enforcement of prerequisites.

The Information Center is responsible for providing a vast array of information to prospective new students, the general public and to continuing students attending LATTC. The information center also provides tours of the campus, mail-outs and directs incoming calls to respective areas. The information center has been separated from assessment and orientation to alleviate the confusion of the two distinct operations. The staffing for the information center currently services various ethnic populations, which provides students from different countries an easier transition to LATTC. A full-time classified administrative intern oversees the Information Center.

*Puente Program:* The Puente program prepares students to compete academically in a university environment. It is open to all students and emphasizes the Mexican American and Latino American experience through English writing, counseling, and mentoring

components. Puente students receive academic, personal, and career counseling, transfer information, including university tours, exposure to student motivational and transfer conferences, and assistance with the transfer process.

An outstanding aspect of the program is the opportunity for students to establish personal mentor relationships with professionals from the Mexican American and Latino community. Working together as a Puente team, a campus English instructor, a counselor, and community leaders join with students to establish a foundation for the students' academic and professional success (Doc. 5.26).

*School Relations Program:* Through the Middle College High School Program grant, LATTC has established partnerships with fifteen feeder high schools in the area. In addition to recruitment at all Los Angeles Unified School District high schools, the college recruits students from surrounding districts such as Montebello, Glendale, Santa Monica, Torrance, and Long Beach. Ambassadors from the program visit high schools, make classroom presentations, meet with students in the college center to assist them with college applications and assessment, and provide information about concurrent enrollment and enrollment after high school graduation.

The program is expanding. LATTC has been hosting high school counselor luncheons for counselors and principals from all surrounding. These meetings provide information about LATTC's institutional programs and opportunities for students. In the last academic year, 2001-2002, the middle college high school grant provided 730 high school students with textbook loans and bus tokens. In addition, with funding from Partnership for Excellence grants, the program initiated a Saturday learning center where a study hall environment has been created for students to study and receive tutoring, counseling, and mentoring. The center also offers workshops for students and parents on topics related to college education.

*Student Employment Center:* During the 2001-2002 academic year, the Student Employment Center served 3,416 students in job preparation and seeking full-time, part-time and/or temporary employment. Individual employment advisement and resume writing are provided. The center provides employment information to alumni related to their academic or vocational program. Students may obtain information on internships, working abroad and summer employment. The center also maintains job bulletins from city, state, county, the federal government school districts, and private industry.

Individual employment advisement is available upon appointment as well as assistance with resumes and cover letters. The office maintains a current listing of job announcements from civil service agencies and schools. Information from a commercial computerized job listing service is also available. LATTC hosts an annual job fair that is co-sponsored with Employment Development Department (EDD) and Department of Public Social Services (DPSS). Over one hundred employers participate in this very successful event, which includes assistance with creating online resumes and online job searching.

*University Transfer Center:* The center provides a variety of services to students interested in transferring to four-year colleges and universities; it houses a large library of reference catalogs, articulation agreements, brochures and informational correspondence from four-year colleges and universities. Walk-ins, as well as appointments are available for students to meet with a counselor or a university representative. Student workshops on completing applications, campus-specific information sessions and general transfer to the UC, CSU and private institutions are provided and scheduled throughout the year.

A fall university transfer day representing more than thirty colleges and universities is sponsored in collaboration with the Associated Student Organization. A smaller mini-fair for local institutions is held in the spring. College and university field trips are co-sponsored and supported by EOP&S and CalSOAP CSULA. Small group visits, university open houses and informational days are promoted and an information calendar of transfer events on and off-campus is produced monthly throughout the academic year.

Since the 1997 Self-Study, one of the most significant changes has been the transfer of the Articulation Officer into the University Transfer Center. This critical liaison identified existing courses for articulation and proposed new courses to diversify and expand lower division transfer. This has resulted in increases in the number of students transferring. For example, LATTC has the largest number of transfer students entering the engineering programs at the California State University, Los Angeles (CSULA). LATTC has also provided assistance to six students who received a scholarship award through the Norman Toppings Scholarship Foundation at the University of Southern California. Three of these students were from the EOPS Volunteer Students Program. The center has extended its hours one night a week to support evening students, including the PACE program students. In addition, the University Transfer Center Director co-authored a Student Success grant to provide LATTC students' field trips to UC Berkeley, UC Davis, San Francisco State and the University of San Francisco.

As of October 1, 2002 articulation has been transferred from the student services to the Academic Affairs division.

Through Block grant funds, a computer will be available for student access to ASSIST, a web-based articulation depository that allows access to online university applications and other college and university information. A Partnership For Excellence grant provided funds to purchase outdoor sign holders to place transfer information in high traffic locations on campus. A grant co-sponsored by the UC system and the California Community Colleges Chancellor's Office (CCCCO) provided \$20,000 in seed money to pilot the Puente Program and fund a counseling position for a halftime Puente and halftime transfer center counselor. Another vital partnership is with CSULA's CalSOAP program. It has been instrumental in acquiring bus transportation for field trips and staffing a transfer information table on campus (Doc. 5.27).

Veterans enrolled at the college may be eligible for educational benefits under the Veterans Administration Educational Benefits Program, which include a monthly educational allowance. Most of the LATTC courses are approved for payment of Veteran

Administration benefits. The Veterans Affairs service is housed in the Admissions and Records Office.

### **Self Evaluation**

*Student Needs:* The campus does not currently have a sufficient number of Internet drop lines to accommodate the new computers in the Student Services office. This results in critical computer and technology resources not being fully utilized on campus, despite recognized student need for automation of the student services office.

The college has increased efforts to systematically identify student needs. Access to current student information assists LATTC in assessing college needs in terms of developing and enhancing student programs and services and meeting student needs.

The Enrollment Management Committee was formed to facilitate communication between the student services, academic affairs, and administrative services. The goal is to create a communication forum through ongoing monthly meetings to devise methods of coordinating all campus services.

*Programs and Services:* LATTC provides a broad array of quality support services to students. Quantitative and qualitative data indicate that these services are major factors contributing to students' success. In contrast, staffing and coordination issues persist and threaten the college's ability to expand, improve, or in some cases, sustain services. The Admissions and Records department services are critical as it is the key intake point for the college. Sustaining adequate permanent staffing has been a continual problem and providing sufficient office space for staff is another area of concern. Space allocation is a college wide issue that greatly impacts student services.

Inadequate office space limits the availability of resources such as computers, for student use. It is a major concern for many programs including assessment, career and transfer center, counseling, orientation, tutorial and related learning services. Currently, student services are geographically dispersed among multiple building across the campus. Locating student services in several of the outlying campus buildings provides inefficient access for students and results in confusion and difficulties for students and in referring students confidently. Effective access entails designing an architectural plan that physically and philosophically coordinates campus service areas. The college Facility Master Plan proposes consolidating all student services in a single building with Proposition A funding that is anticipated in the next five years.

The matriculation process encompasses a majority of LATTC student services. An essential factor in the successful matriculation of a student is counseling. The LATTC counseling department is understaffed and the department is spread out in different buildings. Counseling department understaffing results in increased difficulties for students and in delivering services to students.

DSP&S provides a crucial service to our special needs student population and it is also inadequately staffed. The district has crippled the process for hiring qualified staffing. Currently there is no existing category for alternate media specialist or learning disability (LD) specialist, regardless of state mandates. The district personnel commission has also hampered efforts by the DSP&S coordinator to hire interpreters in a timely manner as mandated by the Americans with Disabilities Act (ADA).

Although access to facilities and the physical plant at LATTC is generally adequate for DSP&S student and faculty needs, facility improvements with attention to facilitating access in the following areas are needed: electrical doors; lifts inside of split-level buildings; lowered counter tops at student service locations; ADA compliant student restrooms to insure student accessibility.

Physically consolidating student services into the same location would provide more efficient service to students. The Proposition A-funded new student services building will house financial aid and assessment services, will bring most student services programs to the front of the campus and will increase the visibility of programs to students, faculty and the community. It is recommended that current, well designed marketing materials be developed and continuously updated and maintained for invigorating recruitment and for providing accurate campus program information to potential students and the community.

### **Planning Agenda**

It is recommended that the college develop an updated ADA transition plan indicating how and when ADA access will be improved throughout the campus.

The college will explore updating and expanding technology into all service areas as a partial solution to addressing limited budget and staffing needs.

Developing, maintaining and updating current, well designed marketing materials will assist the college in invigorating recruitment and will provide accurate campus program information to potential students and the community.

Centralizing service delivery in order to create more efficient access to programs and services will stabilize and increase faculty and staff and provide faculty, staff and students a seamless process for obtaining information. Enhancing the allocated space for program and services through Proposition A funding will provide all relevant programs and services with necessary private counseling areas.

Enhanced collaboration between all student services areas will be supported through monthly meetings conducted by the Vice President of Student Services. In addition, reviving the Enrollment Management Committee that meets during the first weeks of the semester will ensure ongoing, seamless services for students.

Effective access regarding programs and services entails designing an architectural layout that physically and philosophically coordinates service areas. The college will investigate

following through on the Facility Master Plan proposal consolidating all student services in a single building with Proposition A funding.

4. *The institution involves students, as appropriate, in planning and evaluating student support and development services.*

### **Descriptive Summary**

LATTC promotes student involvement campus wide. Student workers are hired in service areas, often functioning informally as part of a program's staff, and their input is included in improving services. In addition, students participate as peer advisors and student representatives on campus wide committees. Student evaluation forms are distributed in many academic and vocational and certificate programs, in order to gain valuable input regarding student needs and perspectives. Periodic student surveys are conducted through the Office of Research and Planning (Doc. 5.28).

Students participate in shared governance committees, including the Academic Senate, Planning and Advisory Committee, the Matriculation Advisory Committee (MAC), and all functioning advisory committees. Students including the Associated Student Organization President are involved with the Accreditation Self-Study Standard Committees.

### **Self Evaluation**

Students are often unable to take advantage of the opportunities to participate in planning, development, and delivery of student services because of class schedule conflicts. Judging by intermittent student attendance and participation at committees, there is some degree of student apathy. LATTC is a commuter campus and lack of time and class schedule conflicts may make it difficult for students to be active members on committees. Even when students agree to participate, it is difficult for them to learn the committee history, method of conducting meetings, and the goals of the committee. Since many students are only attending LATTC for a short time, many feel that they would rather concentrate on their studies. Students need mentoring by other committee members to participate successfully. The college continues to make a concerted effort to involve students in all aspects of evaluation and planning.

### **Planning Agenda**

It is recommended that the college more actively support student involvement in shared governance activities relating to student support and development services. It is also suggested that the college expand its efforts to involve more students in student activities, clubs, and events.

5. *Admissions and assessment instruments and placement practices are designed to minimize test and other biases and are regularly evaluated to assure effectiveness.*

## **Descriptive Summary**

The admissions and assessment programs at LATTC follow state and federal regulations that assure equitable accessibility and are found in Chapter 8 of the LACCD Board rules, as well as in the matriculation guidelines.

The assessment center provides new and returning students with a basic skills assessment. Each student is given a printout summarizing their responses to background questions and assessment results. Assessment testing is done with the ACCUPLACER system, which is a computer adaptive assessment instrument approved by the State Chancellor's Office. Validation studies for ACCUPLACER were submitted in December 2001.

LATTC placement instruments are reviewed and validated on a six-year approval cycle by the State Community College Chancellor's office, based on the college's submission of supporting evidence (Doc. 5.29). These tests are screened for bias and disproportionate impact. The Department of Research and Planning, in conjunction with the English and Mathematics Departments also validate test content and format.

Prior to July 1999, assessment testing was accomplished by using a paper and pencil instrument. Computerized testing began in December 2000, after a period from July 1999 through November 2000, of using "Student Informed Decision," regarding placement in English and mathematics.

Students who identify themselves as ESL (English as a Second Language) are advised to take the Levels of English Proficiency (LOEP) Assessment Test. LATTC in collaboration with the college board is currently a field site for LOEP Listening, Reading and Sentence Skills assessment. These two testing options promote appropriate class placement to the ESL students that will enhance their academic success.

The assessment center staff tries to accommodate all student needs. All nonexempt students are directed to take placement exams prior to their first semester at LATTC. Approximately 10,000 students yearly take the placement exams. Assessment exams are readily available to all students and testing is available throughout the year on a walk-in basis. Test results are available immediately after the student completes the computerized exam, and are used in counseling students into appropriate classes.

## **Self Evaluation**

The college has seriously considered the matriculation site review and has responded emphatically to recommendations (Doc. 5.30). The college supports the matriculation process with the services of a full-time administrator, a full-time research analyst, and two full-time matriculation staff specialists. In addition, to facilitate student access, scoring, data collection, and reporting, LATTC administers ACCUPLACER, a computerized web-based assessment test.

## Planning Agenda

It is recommended that the college research options for providing online access for assessment testing to accommodate the growing number of students who live in outlying areas and distance education students.

The college will explore the need to increase the number of computers available to students in the assessment lab.

6. *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.*

## Descriptive Summary

The college offers a broad array of student services that are geographically dispersed campus wide, resulting in confusion and inconvenience for students.

The college provides information and selected services on a twenty-four hour, seven days a week basis via extended hours during the first days of the new semester, telephone and web registration, e-mail, and the college website. Telephone and web registration are vital links in reaching out to every student; and offer complete course descriptions, current class schedules, applications and registration information, forms for requests of copies of unofficial transcripts, and financial aid information.

Six computers were recently installed in the lobby of the admissions and records building to provide student access to the college and district website and resources. Staff is available to help students access the information using the computers. These stations are wheelchair accessible. Students can also access student services information remotely via the web, or onsite via the campus computer labs, the learning center and the library.

The selection of easy-to-use registration procedures has enabled students to conveniently and efficiently register for classes online or in person, for the past several years. Telephone and web registration require diligent monitoring to continuously maintain the systems.

The DSPS office assists students with their application, registration, counseling, and other appropriate accommodations for disabled students. In the counseling center, counselors have computer access and can supply information concerning specific student requests via the college web site. Currently there is no formal mechanism for providing comprehensive counseling services to all students who do not come to the campus. The college is investigating the process of developing a formal advising procedure for these students.

The high school outreach program has grown extensively resulting in a doubling in the number of college applications from the previous year. Campus outreach representatives visit various high schools offering information and applications to prospective students.

To expedite the matriculation process, assessment testing and orientation are offered onsite at some high schools.

### **Self Evaluation**

Telephone and web registration are means of access for students, but in-person remains the primary services. In-person registration continues to be a service that requires high levels of quality customer service.

Currently there is no formal mechanism for providing comprehensive counseling services to all students who do not come to the campus. The college is investigating the process of developing a formal advising procedure for these students.

The new voicemail system installed in 2002, the college website, and the assessment lab significantly enhance the delivery of student services. All service areas are described in the college's website and some service areas have developed departmental web pages linked to the college website. All student service areas need to create and maintain an updated web page to increase access for students and the community.

### **Planning Agenda**

To promote the consolidation of student services currently diffused campus wide, and in support of enhancing student access, the college's facilities master plan includes a large student services building, funded by Proposition A. It is designed to provide integrated student services including admissions, counseling, DSP&S, and EOP&S.

It is recommended that all student services programs develop and maintain an updated web page for their program, linked to the college website by fall 2003 to promote access to current student services information.

Telephone and web registration require diligent monitoring and adequate staffing to maintain the systems continuously.

Currently there is no formal mechanism for providing comprehensive counseling services to all students who do not come to the campus. The college will continue to explore the process of developing formal advising and counseling procedures for all students who do not come to the campus students.

*7. The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.*

### **Descriptive Summary**

Student support services and programs serve its diverse student population: <http://www.lattc.cc.ca.us/dept/tisp/index.cfm> in many different ways to create and maintain a positive, open and respectful campus climate. The counseling department

provides counseling service support for all of the following programs and services: academic petitions; articulation; GAIN/CAL/Works; EOP&S; financial aid; health services; international students, matriculation, Middle College, Puente, and the transfer center. The Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE) Programs, offer educational support services and grants to single parents and eligible students who have historically experienced economic, social, or linguistic disadvantages, and who are often the first in their families to attend college. The Puente project unites an English instructor, a counselor, and mentors from professional Mexican American and Latino communities to assist students in achieving academic and professional success.

The college creates and maintains a climate to support diversity that is consistent with its mission and the mission of the district. The college explicitly endorses and embraces the nondiscrimination policy published in both the catalog and the schedule of classes, which states, “All programs and activities of the LACCD shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability, or veteran’s status” (Board Rule 1202). In keeping with its mission, the college provides information and resources on diversity for students and faculty, as well as the community at large. The college Equal Employment Opportunity Officer addresses student concerns and complaints.

In addition, the college celebrates its diversity by offering programs primarily focused on designated awareness issues, such as Women’s History Month, HIV Awareness, and Black History Month.

### **Self Evaluation**

The college is committed to maintaining and further expanding the number of diverse populations it serves. There are several organizations that help identify barriers to student access. The Matriculation Advisory Committee tries to ensure that the matriculation process does not create unnecessary obstacles, while still ensuring that students have the information they need.

The college is also committed to providing activities to promote awareness and the celebration of cultural diversity. More faculty involvement would enhance the variety of events that could be offered. Faculty encouraging the students to attend these events and integrating the events themselves into their course outlines could accomplish this.

Although the college has made significant progress in expanding the diversity of its student and staff populations, there is still much room for improvement.

### **Planning Agenda**

The college should enhance marketing and outreach for more prospective Asian,

Hispanic, Native American and African American students, and establish appropriate support services for them.

It is recommended that faculty awareness of and support for campus events promoting and celebrating campus cultural diversity be encouraged. Increasing faculty involvement and encouraging student attendance at events would enhance the variety of events offered. Integrating campus events promoting cultural diversity in course outlines by faculty would support campus cultural diversity.

*8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

### **Descriptive Summary**

The college offers many opportunities for student involvement, including becoming an officer in the Associated Students Organization (ASO) and serving on campus wide shared governance committees in support of a co-curricular environment that fosters intellectual, ethical, and personal development.

In addition, the campus has several active clubs including the Black Student Union, Culinary Arts and Fashion Design and organizations open to all students. To enhance curricular offerings, the ASO sponsors culturally diverse activities including performances such as Aztec dancers for Cinco de Mayo, Black History Month (music, food and speakers), and a presentation on terrorism.

### **Self Evaluation**

Since the 1997 Self-Study, the Associated Student Organization has not been a viable campus force in fostering intellectual, ethical, and personal development for students. Increased student participation on decision-making committees is necessary to assist in reestablishing communication with campus students.

The campus does not current have Honor Societies that recognize student academic merit and excellence. The campus needs to increase social and cultural activities on campus promoting student involvement and expand the diversity of clubs on campus and recruit faculty advisors and mentors to club activities.

Increase collaboration between the ASO, administration and English department faculty (Journalism), to sustain the newly revived *Trade Winds* newspaper.

### **Planning Agenda**

It is recommended that the campus establish Honor Societies that recognize academic merit and excellence.

The campus will benefit from increasing social and cultural activities on campus promoting student involvement, expanding the diversity of clubs on campus, and importantly supporting student participation by recruiting faculty advisors and mentors to club activities. In addition, increasing student participation on decision-making committees is critical.

Increasing collaboration between the ASO, administration and the English department journalism faculty, is vital to sustaining the newly revived LATTC campus *Trade Winds* newspaper.

9. *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

### **Descriptive Summary**

The college directly adheres to procedures from Chapter 8, Board Rule 8400, which discusses maintaining student records and ensuring their security and confidentiality. From 1974 to 1986 both paper and computer records were kept, and from 1986 to 2002, only computer transcript records exist. Many records have been transferred to microfiche, but there is a backlog of information requiring proper filing. The college has recently purchased a new document imaging scanner to ensure more secure information and document storage.

The computer records are secured by password access and there is an audit trail of all transactions. Everyone in the admissions office with computer access is required to sign a document detailing the security and confidentiality of the records. Whenever anyone signs on to the student records computer system, a confidentiality message appears. Family Educational Rights and Privacy Act (FERPA) regulations ensure that only appropriate information is released without the student's signature (Doc. 5.31).

### **Self Evaluation**

There is only one vault for student records on campus and there are security concerns as to the privacy and the confidentiality of the information stored. Currently all student records are placed away from student access and behind the counter. Only authorized staff members have access to these records. Grades and student information are for the most part, securely stored away, but there is a severe shortage of storage space and many records are placed in boxes at the back of the registration office. Although a buzzer was installed to allow only authorized staff into the registration area, it was suggested that the Office of Admissions and Records install security cameras.

The Dean of Admissions and Records is taking steps to ensure adequate backup of all files. The office staff has access to these records via their desktop computers, which provide quick service to students. All classified staff and student workers are thoroughly trained on the issue of student record confidentiality.

## **Planning Agenda**

It is recommended that the Dean of Admissions and Records ensure that the transfer of older records to the new imaging scanner system be fully implemented by spring 2003. The safety and security of personnel and records in the admissions and records area will be enhanced by the installation of security cameras and by providing counter security.

10. *The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.*

## **Descriptive Summary**

The college is currently conducting a system to enact a program review of the various areas on campus. Student Services conducts program review every five years. Each unit of student services will be reviewed at five-year intervals, but not simultaneously. Site reviews emanating from the State Chancellor's Office occur approximately every six years for financial aid, veterans, the child development center, EOP&S, DSP&S, and matriculation. Student surveys for the accreditation process are conducted and used for evaluating program effectiveness.

## **Self Evaluation**

Since the 1997 Self-Study there has been an increase in staffing and therefore, an increase in availability of services to students, including extended daytime, evening and weekend hours for student services. Simultaneously, the student population has grown from 11,383 in 1998 to 13,250 in 2002 creating continued fiscal constraints and resource limitations.

Individual student services programs have become more cohesive in meeting student needs. The recent DSPS and EOP&S site reviews have been positive. Since the 1997 Self-Study, the tension between the counseling department and other areas in Student Services has eased. Currently counseling has become a more integral part of the campus providing staff and students with support and services in a more user-friendly style.

Although the 1995 matriculation site visit praised the Faculty Mentor program, the 1997 Self-Study noted that there is a lack of comprehensive counseling offered through the faculty mentor program. Since the spring 2001 administration change in matriculation, this issue has been revisited and discussed as it relates to the practicality and feasibility of the program. As a result, the faculty mentor program has been diminished, but faculty involvement during new student enrollment has been encouraged through vocational seminars.

Presently, not all Student Services programs conduct monthly internal meetings that provide ongoing review of the adequacy and effectiveness of their service area. In

addition, regular meetings between the activity and area supervisors in student services are need in order to improve communication and for staff to remain current on policies and procedures.

### **Planning Agenda**

It is recommended that monthly departmental meetings in each of the Student Services units, conducted by the Vice President of Student Services will be held to support enhanced collaboration between all student services areas.

It is also recommended that staffing level increase in response to rising enrollment and that Student Services technology is updated and maintained to accommodate current growth trends.

### **Standard Five: Student Support and Development Supporting Documents**

- 5.1 Los Angeles Community College District (LACCD) Board Rule, Chapter 8
- 5.2 Los Angeles Trade-Technical College Application
- 5.3 Los Angeles Trade-Technical College Catalog
- 5.4 Los Angeles Trade-Technical Schedule of Classes
- 5.5 International Students Admissions Planning and Advisory Committee
- 5.6 Student Survey, Fall 2000
- 5.7 Student Handbook
- 5.8 Academic Planner
- 5.9 AmeriCorps Procedure
- 5.10 CSU and IGETC General Education Worksheets, CSU-Los Angeles 2+2 Articulations
- 5.11 Career Center Application and Information Sheet
- 5.12 Myers-Briggs Personality Assessment
- 5.13 COPS-COPES-CAPS Career Inventories
- 5.14 Child Development Center Parent Handbook
- 5.15 Student Educational Plan, General Petitions, and General Education Plans
- 5.16 DSPS Information Packet
- 5.17 DSPS Program Review
- 5.18 EOP&S Information Packet
- 5.19 Financial Aid Information and Application Packet
- 5.20 GAIN/CalWORKs Information Packet
- 5.21 Student Health Center Brochures
- 5.22 Wellness Center Information Sheets
- 5.23 International Students Information Packet
- 5.24 Matriculation Information Packet
- 5.25 Online Orientation Video
- 5.26 Puente Program Information
- 5.27 Transfer Center Information
- 5.28 Student, Faculty and Staff Surveys
- 5.29 LATTC Placement Instrument Validation
- 5.30 Matriculation Site Review
- 5.31 FERPA Regulations

Office of Research and Planning <http://www.lattc.cc.ca.us/dept/tisp/index.cfm>