

Educational Master Plan

2010-2015

Los Angeles Mission College

Submitted to the Academic Senate by the
Educational Master Planning Committee

March 3, 2011

Mission Statement

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Encouraging students to become critical thinkers and lifelong learners;
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education;
- Providing services and programs that improve the life of its immediate community.

Vision

Los Angeles Mission College is committed to maintaining high academic standards, promoting student success, and creating opportunities for life-long learning. The college will inspire students to become informed, active citizens who recognize and appreciate the common humanity of all people through diverse curricula, and through cultural, academic, and artistic events. The college will practice an honest, collegial, and inclusive decision-making process that respects the diversity and interdependence of the college, student body, and community LAMC is privileged to serve.

Values

LAMC values:

1. The pursuit of excellence in all our endeavors.
2. Intellectual curiosity and the desire to learn.
3. A global vision that understands and appreciates the common goals and purposes of all people.
4. An appreciation of diversity that nourishes mutual respect and solidarity.
5. Integrity and collegiality in all our interactions
6. Service to the campus and the local community

Theme

Our Mission is Your Success

Future Assumptions

- 1. Mission College will continue to expand both physically and programmatically. Physically, facilities expansion is being pursued in four directions: on campus development of new buildings (current construction), off campus at the East Campus site (current construction), off campus in the Tujunga community (discussion stage), and off campus on Hubbard Street (discussion stage). Programmatic expansion is taking place in both the academic transfer disciplines as well as in Career and Technical Education disciplines to meet the needs of LAMC's student body, community, and work force.**

In regard to physical expansion, as sites are procured and buildings are developed, care must be taken to ensure that the educational needs of the facilities are addressed in all areas. Academic supports include classroom and office spaces, technology, and adequate storage for materials and equipment. Student Services support includes admissions, counseling, book store, food services, tutoring, etc. When full service support is neither viable nor possible, a presence of these services must be provided to ensure that students have access to the quality education and support that they would have on campus.

Facilities expansion also requires that careful thought is given to "swing space" to ensure that access to programs is as seamless as possible during construction and transitions. In order to coordinate the diverse needs and issues associated with physical expansion, the reconstitution of the facilities planning shared governance committee is essential. Membership (either voting or resource) should include faculty members who have user group experience as well as those who are currently undergoing facilities expansion or reorganization.

Programmatically, as new programs are explored and proposed, care must be taken to ensure that the development of these programs is done thoughtfully in terms of impact on existing programs and offerings. Where possible, dialogues between and among current faculty and administrators must address implications including opportunities for collaboration. When appropriate, advisory boards and task forces should be developed with community members and students to gain important information and recommendations for effective development.

- 2. Budget: The current financial crisis has precipitated serious cuts to the state's educational budgets. The budget will continue to be impacted for the foreseeable future.**

The budget will be a challenge for LAMC over the next several years, and it will impact virtually all facets of the school. The State of California began to run a serious budget deficit even before the recent recession, and this recession has hit California particularly hard. Both class availability and student support services have already been heavily affected by the decrease in

funding. There is no reason to believe that these general trends will change, or that the budgetary picture will improve for several years to come.ⁱ

The Los Angeles Community College District (LACCD) 2009-2010 total budget fell by more than 8% from its last-year level, and the Unrestricted General Fund (the District's principal operations budget) fell by 5%.ⁱⁱ Categorical funds were hit hardest, and saw cuts averaging 40%.ⁱⁱⁱ For LAMC the cuts meant that the college began 2009-2010 with a roughly 6% (\$2.4 million) reduction in unrestricted funding from the previous academic year.^{iv} Even without adding the faculty and student support services needed for new buildings, the college administration projects a deficit of about \$1.5 million beginning the 2010-2011 academic year.^v

3. Access to Community Colleges will, at least for the short term, decrease as the budget crisis continues to force colleges to adopt austerity measures—fee hikes, increased class sizes, decreased course offerings—and the recession swells the number of applications.

Economic downturns typically increase the number of applications to and enrollments in the Community College system,^{vi} and the current recession has already impacted LAMC. Between 2006 (when the housing bubble burst) and 2008, LAMC's total enrollment increased over 35%, and Resident FTES increased over 40%.^{vii} LAMC expects enrollment to continue to increase.^{viii}

At the same time, the budget shortfall has already forced the Community College system to reduce class offerings and campus services by approximately 51%, and this will probably continue until the budget crisis is resolved. (Fiscal Condition Review, 2010) To offset this, the class sizes for faculty have been increasing at LAMC: average class size has grown from 26.5 students per class in 2006 to 40.9 per class in 2010. (Fiscal Condition Review, 2010)

However, increasing class size can only do so much. Ultimately, LAMC is faced with more applicants than the system can accommodate. Statewide, colleges were forced to decrease course offerings by 5% this year.^{ix} Many Community Colleges already find themselves taking the unprecedented step of denying admission to large numbers of students.^x Furthermore, given the state's fiscal problems, fee hikes are a very real possibility, and this would further limit access to the system, particularly for the poorest students. Finally, some experts believe that government grants and financial aid to students will also begin to decrease.^{xi} As a result, access to the Community College system can be expected to become increasingly restricted over the next few years.

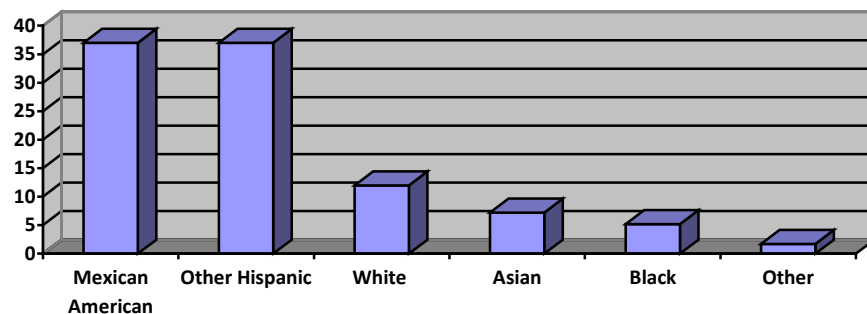
Eventually, the number of people applying to attend the Community College system should increase over the next five years, but at the same time budgetary cutbacks will force colleges to decrease course offerings. The result will be in an increase in class size, increased competition for admission, and an overall decrease in access to the Community College system.

- 4. Demographics: The college will continue to serve a significant number of students who are: eligible for financial aid, Hispanic, female, members of the 18-24 year-old population, and full-time or part-time workers; LAMC can also expect, given the recession, an increase in students who are newly laid off or unemployed, and more students who are unable to attain access to courses at four-year universities.**

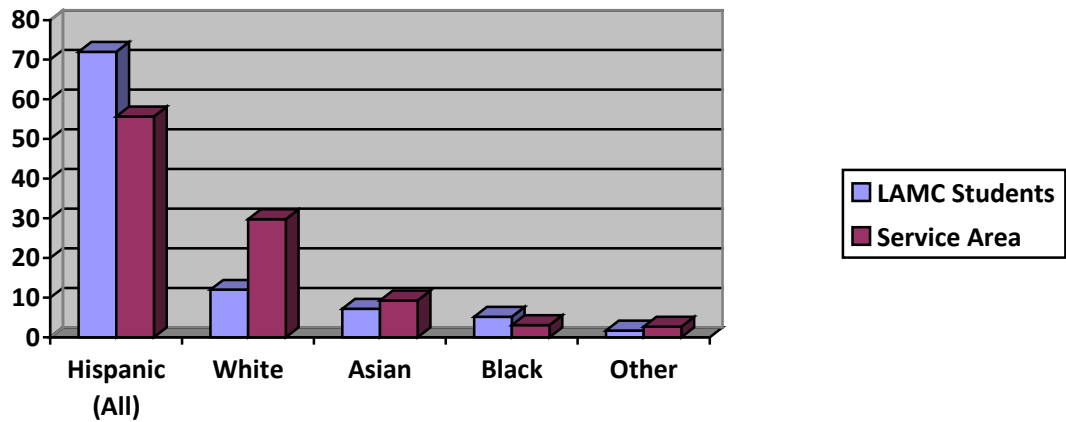
Since 2005 (the year of the last Educational Master Plan), LAMC's total enrollment number (headcount) has increased from about 7,500 to over 10,000, a growth of 33%. This growth has also resulted in changes in the demographic characteristics of LAMC student population. Some of these changes are highlighted below.

- The average number of units taken by students at Los Angeles Mission College has declined over the last five years. The percentage of full time students enrolled in 12 or more units decreased from 28.5% in 2004 to 23.3% in 2009. The percentage of students carrying fewer than 6 units increased from 32.9 to 38.8% during the same time period.
- The median age of LAMC's students is 25 and has been declining since 1991. Even though there has been a small increase in male students over the last two years, female students continue to outnumber male students by a very high margin (62.5% females versus 37.5 % males).
- The ethnicity of students at Los Angeles Mission College is as follows: Mexican-American or Chicano 37.0%, Hispanic Other 37.0%, White 12.0%, Asian 7.2%, Black 5.2%, and other 1.7%.

Graph 1: Percentage of LAMC Students by Ethnicity (Fall, 2009)



- The ethnicity of LAMC students differs from the diversity of the extended service area.

Graph 2: LAMC Students and Extended Service Area by Ethnicity (Fall, 2009)

- LAMC has seen a rise in the number of students whose primary language is English (63.8% in 2004 versus 71.2% in 2009). This trend is particularly evident since 2007. This may in part be due to the fact that more students are enrolling at the college because they are facing decreased access to four-year universities (see assumption # 7 below).

5. Workforce development training will continue to be an important part of LAMC’s mission. Job growth in the U.S. through 2015 will not be evenly distributed across occupations and industries, with most jobs created in the next few years in areas such as Child-care, Health Care, Education, Administrative Support Services, and Scientific and Technical Services.

Both national projections from the U.S. Department of Labor and state and local projections from the California Employment Development Department project dramatic growth in several areas relevant to LAMC. Nationally, dramatic growth is projected for the following areas: health care; child care; education (especially K-12 teachers); and administrative, support, scientific, and technical services. On the national level, moderate growth is expected in food preparation and serving jobs, while in California and in Los Angeles, food service job opportunities are expected to grow slightly more slowly than the average.^{xii}

6. Basic skills, remedial, and pre-collegiate instruction will continue to be in high demand for incoming freshmen and returning students, particularly as the increased graduation requirements in math and English will dramatically increase demand in those areas. Spending cuts may particularly challenge Basic Skills education as funding for the Basic Skills Initiative declines.

Placement Test data collected from 2006-2009 indicates that more than 85% of those students tested require Basic Skills courses in English, and over 75% require Basic Skills courses in Math.

These numbers have remained fairly steady for the four-year period. Commencing fall 2009, the requirements to graduate with an A.A. or A.S. degree have increased from Math 115 (Beginning Algebra) to Math 125 (Intermediate Algebra) and from English 28 (Intermediate Reading and Composition) to English 101 (College Reading and Composition I). Undoubtedly these new requirements will affect a great number of LAMC students, creating a sharp increase in demand for math and English Basic Skills courses.

These changes come at a particularly bad time since math and English tutoring have already faced extensive cuts due to the budget. Furthermore, the state's 2009-2010 budget cut LACCD's Basic Skills Initiative funding more than 33%.^{xiii} This will make providing adequate Basic Skills education a particularly challenging priority for LAMC for the foreseeable future.

- 7. Student Support Services such as Orientation, Counseling, Career Counseling, Financial Aid, Extended Opportunity Program and Services (EOP&S), Disabled Students Programs and Services (DSP&S), tutoring, and student workshops remain a vital part of student success. However, steep cuts to categorical student-services programs endanger the effectiveness of and access to traditional and online services.**

LAMC's student population continues to grow, increasing the demand for student support services. Budgetary cuts and restrictions have significantly impacted the services available to support students. The reduction and elimination of categorical funding has directly affected the ability to purchase online assessment test units, renew contracts/service agreements with vendors, hire student workers and support staff, print necessary flyers, brochures, etc. and almost completely cut in-person group orientations.

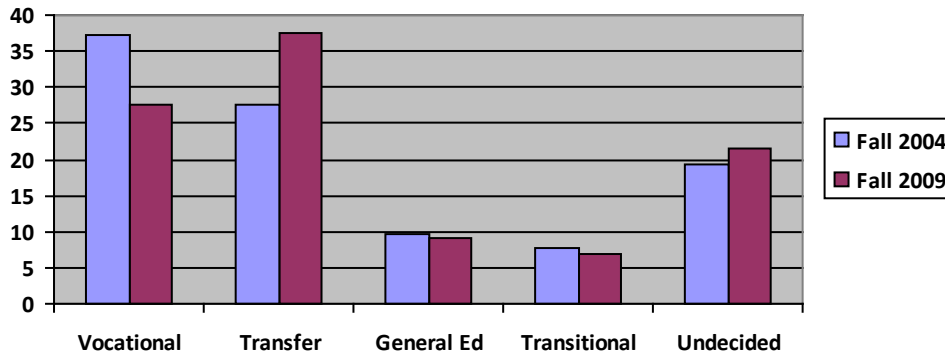
Student-services areas are faced with budgets insufficient to meet their staffing and program needs, particularly in the hiring of counselors. For example, career counseling has been diminished to information offered through a Personal Development course, impeding the career counseling process and the one-on-one counseling.

- 8. Transfer will continue to be an important part of the school's mission. Transfer issues have been impacted by the current budget crisis in that community colleges and the CSU and UC systems have all faced budget constraints. For community colleges the impact has been felt in colleges struggling to accommodate rising admissions as students are either denied entry to universities or face economic challenges that make community college tuition the primary option.**

The percentage of incoming students who identify their primary educational goal as transfer increased from 27.6% in 2004 to 37.6 % in 2009. During the same time period, the number of students who identify that their primary educational goal as Career Technical Education (CTE or Vocational), decreased from 37.3% to 27.7%. Because students must self-identify as either CTE

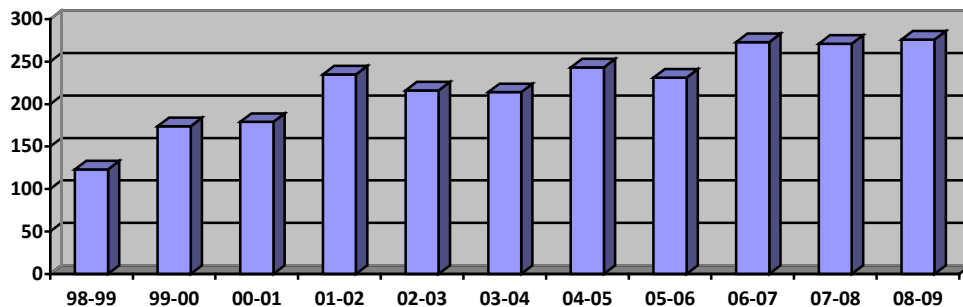
or Transfer, this data does not reflect the fact that many CTE students may be included in the “Transfer” data.

Graph 3: Primary Educational Goal of Incoming Students (Self-Identified During Application Process) at Los Angeles Mission College (Fall 2004 vs. Fall 2009)



There has been a slow, but steady increase of LAMC students transferring to four-year public institutions in California (243 in 2004-05 versus 279 in 2008-09). About 90% of these transfers are to a California State University (CSU) Campus, while the remaining 10% are to a University of California (UC) campus. These numbers do not include transfers to private and/or out-of-state colleges.

Graph 4: Transfers to Four-Year California Public Institutions (CSU and UC)



The demand for courses at the Community College level is raising, which is evident in larger class sizes and classes filling quickly, calling for transfer students to be better prepared. The growth is evident as students enroll at and commute to various Community Colleges to meet their academic needs or return from the universities to supplement their education due to lack of availability.

The difficulty of accommodating rising community college admissions with dwindling resources will likely increase due to the inception of the Student Achievement Act, AB 1440, through which it is anticipated that many additional students will choose to pursue associate degrees because of the guaranteed-admission via a streamlined pathway to the CSU system.

Recommendations by legislators and the CCCCCO include campuses having adequate resources to make the programmatic and curricular changes required by AB 1440. All community campuses will in addition need to participate fully in statewide initiatives such as the Joint Task Force announced by the CCCCCO and other statewide dialogues.

Programs that reflect academic and professional currency are critical to meeting student need for transfer. Transfer challenges must be met by community colleges' commitment to offering current degree options that provide the greatest opportunities for admission to the UC/CSU systems and other universities. LAMC must remain flexible and responsive to transfer needs through innovative and researched curricular change. LAMC must rely on accurate research and data analysis regarding students' declared transfer plans and preparation in order to effectively allocate resources to support transfer.

9. The demand for online education will continue to grow. LAMC's online-program growth necessitates a college-wide Substantive Change prior to adding additional services, sections and programs.

In recent years, enrollment in online courses has grown more rapidly than enrollment in the traditional, face-to-face courses at institutions of higher education. Nationwide, some 4.6 million students took at least one online class in the fall 2008 term, a 17% increase in online enrollment compared to the previous year.^{xiv} Perhaps more tellingly, the Chronicle of Higher Education reports that in 2008 one in four students enrolled in an online course.^{xv} Enrollment in online courses at LAMC is aligned with the nationwide demand and growth rates cited above. Meeting the demand for online courses requires that the Distance Education Committee address issues such as course enrollment limits, differing size classes, faculty absence policies, faculty certification, student services, learning resources, and course approval processes. LAMC is faced with a greater demand for online courses than it is currently able to provide. It is becoming increasingly critical for the college to provide more professional growth and development for teaching online and hybrid courses.

The College is currently addressing the consequences of its own rapid, unplanned growth in online instruction. Currently, LAMC has several programs that offer more than 50% of their courses online. The college is carefully monitoring online course offerings and is preparing a request for a Substantive Change for online education. The Substantive Change will create the opportunity for the College to address all of the current and future online education demands and maintain compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC).

10. Assessing student learning for the purpose of systematic improvement of instruction and services is an institutional commitment and has become part of the culture. Student Learning Outcomes (SLOs) and Assessment are an important focus for all courses, programs, certificates, and degrees

at Los Angeles Mission College. As the volume of assessment documentation increases, it is imperative to have an online assessment management system.

In the next five years, it will be mandatory that students demonstrate evidence of learning by outcome assessments rather than just by courses completed and grades earned in classes. To accomplish this, communication and collaboration of faculty within and across disciplines and student services will be essential in the delivery and assessment of student learning. Faculty and staff must work together to define what learning outcomes are desired for students in their classes and programs, identify appropriate measures of that learning, participate in a collaborative assessment process, evaluate ways to enhance learning, and look for appropriate interventions to address learning gaps.

This collaborative effort to address learning gaps implies a “paradigm shift” in community college instruction and service delivery. Student Learning Outcomes (SLOs) have become a central part of the accreditation evaluation of program quality and are closely tied to other essential accreditation topics such as program review, planning, budgeting, and the allocation of resources. Beyond accreditation, student learning is central to LAMC’s mission, and the inquiry results of how well LAMC advances in all areas of student learning are and will be used to improve courses and programs.

To meet accreditation standards, outcomes and their assessment will be made public. Establishing and maintaining a website will continue to be an important factor in making SLO efforts public and as a mechanism for keeping the campus as well as the community aware of progress in supporting student learning. Within the next five years, all program outcomes will be published in the College Catalog.

The use of technology for SLO assessment is growing and becoming more sophisticated. It will be valuable for LAMC to have an online SLO assessment program. This online site will make it easier for faculty, students, and administrators to monitor progress of outcome assessment.

The teaching and learning environment has changed. Today’s educational environment necessitates the expanded use of active learning pedagogies, such as collaborative and cooperative learning, problem-based learning, and community service learning. Development and assessment of outcomes on all levels will enable LAMC to meet the educational needs of an increasingly diverse student body.

11. Technology will continue to grow at an increasingly rapid pace. This growth will increasingly challenge LAMC’s students, faculty, and the institution as a whole. This phenomenon can cause an increase in reverse transfers and dropout rates at the 4-year college level.

Technology skills become more important every year, and as technology continues to develop, the demand for skills involving computer, information, and media resources and technology will

only increase. It is therefore incumbent on the college to provide access to and training in these technologies, for both students and faculty.

For students, specific skill requirements will vary from course to course and program to program, but in general the issue of *computer literacy* (the knowledge and ability to use computers and technology efficiently) will be at the forefront for many students at the college. Students who have the ability to search for classes, look up grades, and register online are already at an advantage over those who cannot. More importantly, computer literacy is vital to success at transfer institutions and in the workplace environment.

For faculty, appropriate use of educational technology in the classroom, online, and in hybrid courses is vital for student retention and success. As LAMC seeks to introduce more educational technology campus-wide, faculty concerns with its merits, and faculty inexperience with that technology may be issues the school will have to address.

12. Accountability Requirements will Increase in the period 2010-2015 and will probably require more college resources.

LAMC will be required to meet accountability standards imposed by external agencies such as the California Community Colleges' Chancellor's Office, the Los Angeles Community College District, the U.S. Department of Education, and the ACCJC. These accreditation standards and accountability measures are being mandated to ensure continuous quality in planning, resource allocation, and shared governance processes. These data driven external and internal accountability requirements are bound to increase over time as funding grantors require documentation pertaining to performance outcomes. State agencies have relied increasingly on information from the state MIS systems such as Accounting Reporting for Community Colleges (ARCC), the Integrated Postsecondary Education Data System (IPEDS), and Student-Right-To-Know systems. To satisfy ACCJC accreditation standards, LAMC allocates resources to maintain local accountability systems such as those used for program review, student learning outcome reporting, strategic planning goals, and general reporting/information, publicizing information and data on the college's website.

District and state and federal accountability requirements are largely satisfied through the LACCD student information systems (SIS).

The Los Angeles Community College District (LACCD) is currently in the process of upgrading its student information system will also include a process to validate data integrity. LACCD is planning to implement a new SIS in 2011/2012. The LACCD is also pursuing a strategy of developing locally customizable program review, SLO, planning, and reporting systems.

Even with the district-wide systems modernization, there will be increased resource needs to support accountability at both the District and college level.

Goals and Action Items

1. THE COLLEGE WILL ENSURE STUDENT RECRUITMENT, RETENTION AND SUCCESS.

1.1. Refine and implement the Strategic Enrollment Management Plan.

| Action Item | Responsible Party(ies) |
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| 1.1.1. <u>Student services resources should be planned to correspond to enrollment increases so that there is adequate support for program growth.</u> | <u>Vice President of Academic Affairs</u> <ul style="list-style-type: none"> • <u>Strategic Enrollment Management Committee</u> <u>Vice President of Student Services</u> |
| 1.1.2. <u>Pursue dedicated funding to enhance recruitment and for recruitment staff development.</u> | <u>Vice President of Student Services</u> |

1.2. Strengthen the institutional commitment to developmental and basic skills education.

| Action Item | Responsible Party(ies) |
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| 1.2.1. <u>Assess and counsel students' earlier development of math, writing and reading skills.</u> | <u>Vice President of Student Services</u> <ul style="list-style-type: none"> • <u>Assessment Office</u> • <u>Counseling Chair</u> |
| 1.2.2. <u>Broaden participation in the Basic Skills Initiative across disciplines.</u> | |
| 1.2.2.1. <u>Annually assess basic skills programs and services.</u> | |

1.3. Broaden student awareness of and utilization of student support services.

| Action Item | Responsible Party(ies) |
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| 1.3.1. <u>Provide in-reach services to students on campus so that they will be familiar with the following student services: Admissions & Records, Assessment & Orientation, Counseling Department, Financial Aid &</u> | <u>Vice President of Student Services</u> |

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| <u>Scholarship Office, EOPS/CARE Program, Disabled Student Program & Services, Student Support Services Program, International/Veteran Students Programs, the Transfer/Career Center, the Health Center, and other related programs.</u> | |
| <u>1.3.2. Develop a brochure that emphasizes the student support services on campus</u> | <u>Vice President of Student Services</u> |
| <u>1.3.3. Hold campus-wide workshops specifically about Financial Aid, Transfer Options, Career Opportunities, and Academic Success</u> | <u>Vice President of Student Services</u> <ul style="list-style-type: none"> • <u>Director of Financial Aid</u> • <u>Transfer Center</u> • <u>Career Center</u> • <u>Basic Skills Coordinator</u> • <u>Learning Resources Center</u> |
| <u>1.3.4. Conduct two Student Services Day events; one each in the fall and spring semesters</u> | <u>Vice President of Student Services</u> |
| <u>1.3.5. Work closely with LAMC's ASO to promote Student Services activities</u> | <u>Vice President of Student Services</u> <ul style="list-style-type: none"> • <u>ASO Advisor</u> |

1.4. Strengthen program planning for incoming students.

| Action Item | Responsible Party(ies) |
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| <u>1.4.1. Institutionalize successful aspects of Summer Bridge and First-Year Programs</u> | <u>Vice President of Academic Affairs</u> |
| <u>1.4.2. Explore the establishment of an Early College Program for high school students</u> | <u>Vice President of Academic Affairs</u> <u>Vice President of Student Services</u> |
| <u>1.4.3. Encourage students to develop Educational Plans early in their college careers</u> | <u>Vice President of Student Services</u> <ul style="list-style-type: none"> • <u>Counseling Chair</u> |

1.5. Improve transfer-students' success at four-year schools. (See also sec. 4.4)

| Action Item | Responsible Party(ies) |
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| <u>1.5.1. Identify, implement, and institutionalize best practices that promote success for transfer-students</u> | <u>Vice President of Academic Affairs</u> <ul style="list-style-type: none"> • <u>Transfer Center</u> • <u>Articulation Office</u> |
| <u>1.5.2. Develop and strengthen connections between disciplines, the Transfer Center, and university programs and department (see also 4.4)^{xvi}</u> | <u>Transfer Center</u> <u>Department Chairs</u> |

1.6. Enhance students' financial literacy and participation in financial planning.

| Action Item | Responsible Party(ies) |
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| <u>1.6.1. Offer student financial planning workshops in various modalities</u> | <u>Director of Financial Aid</u> |
| <u>1.6.2. Increase the participation of eligible students in Financial Aid</u> | <u>Director of Financial Aid</u> |

2. EFFICIENTLY ALLOCATE RESOURCES TO PROVIDE QUALITY PROGRAMS AND COURSES THAT MEET STUDENT NEEDS.**2.1. Seek to increase LAMC's ratio of full-time to part-time faculty.****2.2. Continue to analyze and adjust program and course offerings in response to student and community needs.**

| Action Item | Responsible Party(ies) |
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| <u>2.2.1. Continue to stress accountability (budget, curriculum currency, faculty evaluation, program review and follow-up, etc.) to allow growth in thriving areas and to allow less productive areas to address their issues with the Educational Planning Committee's and Academic Affairs' full support</u> | <u>Academic Senate</u> <u>Educational Planning Committee</u> <u>Vice President of Academic Affairs</u> |
| 2.2.1.1. Continue to improve and | <u>Academic Senate</u> |

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| implement the Program Viability Review process in order to recommend appropriate program and course changes | <u>Educational Planning Committee</u> <u>Vice President of Academic Affairs</u> |
| 2.2.1.2. Update campus staffing plan and faculty hiring plans annually to reflect staffing and faculty needs as prioritized by the Academic Senate and Academic Affairs | |
| <u>2.2.2. Ensure that staff and administrative resources correspond to enrollment increases so that there is adequate support for program growth</u> | <u>Vice President of Academic Affairs</u> <u>Budget and Planning Committee</u> |
| <u>2.2.3. Research service learning as a part of the student experience</u> | <u>Vice President of Academic Affairs</u> |

2.3. Continue to analyze and adjust course scheduling practices.

| Action Item | Responsible Party(ies) |
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| <u>2.3.1. Align scheduling with the Strategic Enrollment Management goals</u> | <u>Vice President of Academic Affairs</u> <u>Strategic Enrollment Management Committee</u> |
| <u>2.3.2. Evaluate alternative scheduling and delivery systems</u> | <u>Vice President of Academic Affairs</u> <ul style="list-style-type: none"> • <u>Distance Education Committee</u> • <u>ITV</u> • <u>PACE Director</u> |
| <u>2.3.3. Consult with Financial Aid to ensure that schedules comply with federal and state eligibility requirements</u> | <u>Vice President of Academic Affairs</u> <u>Director of Financial Aid</u> |
| <u>2.3.4. Continue investigation into campus-wide use of two- and three-year planning grids that will facilitate</u> | <u>Vice President of Academic Affairs</u> |

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| <u>completion of degree, transfer, and certificate requirements</u> | |
| <u>2.3.5. Consider student access, retention, and success when establishing schedules</u> | <u>Vice President of Academic Affairs</u> |

2.4. Continue to optimize use of classroom and laboratory space.

| Action Item | Responsible Party(ies) |
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| <u>2.4.1. Develop and implement a plan to assess and respond to changing technology needs campus-wide</u> | <u>Vice President of Academic Affairs</u> <u>Technology Committee</u> <u>Director of Facilities</u> |

2.5. Develop a process for the long-term planning of new buildings and programs.

| Action Item | Responsible Party(ies) |
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| <u>2.5.1. Continue to establish user-groups (with appropriate constituencies) for campus facilities to align with the Facilities Planning Shared Governance Committee charter (see 2.6.1)</u> | <u>Vice President of Academic Affairs</u> <u>Vice President of Student Services</u> <u>Vice President of Administrative Services</u> |

2.6. Strengthen links between facilities planning and program review.

| Action Item | Responsible Party(ies) |
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| <u>2.6.1. Align the Facilities Master Plan with program expansion needs as prioritized by Academic Affairs and the Educational Planning Committee</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Facilities Planning Committee</u> |
| <u>2.6.2. Support the Facilities Planning Committee's role in campus planning</u> | <u>Facilities Planning Committee</u> <u>College Council</u> |

2.7. Seek alternative revenue resources to support quality academic programs.

| Action Item | Responsible Party(ies) |
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| <u>2.7.1. Strengthen links between educational planning and the search for alternative funding</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Budget and Planning Committee</u> |
| 2.7.1.1. Coordinate the search for funding with Academic Affairs' funding priorities list | |
| 2.7.1.2. Coordinate the search for funding with the goals set by the Educational Planning Committee and the Budget and Planning Committee | |
| <u>2.7.2. Broaden efforts to secure external funding</u> | <u>Vice President of Academic Affairs</u> <u>Vice President of Student Services</u> |
| 2.7.2.1. Broaden administrative support for obtaining grants | <u>Vice President of Academic Affairs</u> <u>Vice President of Student Services</u> |

3. ASSESS AND MODIFY EDUCATIONAL PROGRAMS, DISCIPLINES, AND COURSES TO PROMOTE STUDENT LEARNING AND MAINTAIN APPROPRIATE ACADEMIC STANDARDS.**3.1. Continue to utilize and refine the Program Review process.**

| Action Item | Responsible Party(ies) |
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| <u>3.1.1. Continue and complete the 3-year Program Review cycle</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> |
| <u>3.1.2. Continue to tie program review and recommendations responses to annual unit planning, budgeting, scheduling and other critical areas</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> |

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| | <u>Academic Senate</u> |
| <u>3.1.3. Modify the reporting mechanism for ease of use by departments</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> <u>Manager of Information Technology</u> |
| <u>3.1.4. Add a section for detailed report of curriculum status</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> |
| <u>3.1.5. Add a process for annual updates on recommendations made at initial program review</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> |
| <u>3.1.6. Review the need for additional data and encourage greater analysis of data in decision-making and planning</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> <u>Institutional Researcher</u> |
| <u>3.1.7. Include additional data on student success rates and grade distributions so that maintenance of academic standards is a strong focus and a basis for departmental work on teaching effectiveness</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> <u>Institutional Researcher</u> |
| <u>3.1.8. Provide additional data and reporting mechanism so that departments can analyze the impact of incoming math and English skills on retention and student success rate and connect this data to curriculum development and pre-requisites</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> <u>Institutional Researcher</u> |

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| <u>3.1.9. Add reporting of collaborative work between departments and area deans regarding degree currency</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>Academic Senate</u> |
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3.2. Academic Affairs/EPC will explore opportunities to assess general education as a program.

3.3. Academic Affairs/EPC will explore opportunities to assess basic skills as a program.

3.4. Continue to assess Student Learning Outcomes (SLOs) at the course level, and proceed with assessment at the discipline, program and institutional level and implement changes as identified.

| Action Item | Responsible Party(ies) |
|--|---|
| <u>3.4.1. Complete current program assessment initiative by fall 2012</u> | <u>SLO Coordinator</u> <u>Department Chairs</u> |
| <u>3.4.2. Promote seamless learning outcomes between sequential and other discipline-related courses and continue to support ongoing assessment of these within the discipline</u> | <u>SLO Coordinator</u> <u>Department Chairs</u> |
| <u>3.4.3. Include program learning outcomes in the 2012-13 catalogue</u> | <u>Vice President of Academic Affairs</u> <u>SLO Coordinator</u> |
| <u>3.4.4. Academic Affairs/EPC in conjunction with the SLO Coordinator will develop a timeline/cycle for assessment of institutional learning outcomes, beginning with Written and Oral Communication 2010-11. (see 3.5 below)</u> | |
| <u>3.4.5. All student learning outcomes will be assessed and reported annually for courses, programs, and degrees</u> | |
| <u>3.4.6. Results of assessment will be used for institution-wide dialogue resulting in improvement and further alignment of institution-wide practices and decisions</u> | |

3.5. Academic Affairs/EPC will assess the institutional outcome “Written and Oral Communication” by fall 2011 and initiate a “Writing Across the Disciplines” project in collaboration with faculty.

| Action Item | Responsible Party(ies) |
|--|---|
| <u>3.5.1. Academic Affairs will work with the SLO Coordinator and EPC to design an all-campus assessment of Written and Oral Communication to take place Spring 2011</u> | <u>Vice President of Academic Affairs</u> <u>Educational Planning Committee</u> <u>SLO Coordinator</u> |
| <u>3.5.2. Academic Affairs will utilize data gathered from the assessment above to develop a “Writing Across the Disciplines” initiative in collaboration with leadership and representation from each department/discipline</u> | <u>Vice President of Academic Affairs</u> <u>Council of Instruction</u> <u>Learning Resource Center Director</u> <ul style="list-style-type: none">• <u>Writing Center</u> |
| <u>3.5.3. Utilize data gathered from assessment above to guide LRC and Writing Center support of writing within the disciplines</u> | <u>Vice President of Academic Affairs</u> <u>Council of Instruction</u> <u>Learning Resource Center Director</u> <u>Writing Center</u> |

3.6. Link assessment results with program and institutional planning and resource allocation.

3.7. All transfer and CTE programs will examine current certificates and degrees to ensure that students have a clear and viable transfer pathway and that programs represent current approaches to disciplines and fields.

| Action Item | Responsible Party(ies) |
|---|---|
| <u>3.7.1. Establish transfer degrees to comply with SB 1440</u> | <u>Articulation Officer</u> <u>Academic Senate</u> <u>Department Chairs</u> |
| <u>3.7.2. Review and assess all certificates for currency</u> | <u>CTE/Workforce Development</u> |

| | |
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| <u>according to current industry standards and workplace needs</u> | <u>Associate Dean</u> <u>CTE Chairs</u> |
| <u>3.7.3. Submit all certificates and degrees to Curricunet by 2013</u> | <u>Academic Affairs Dean</u> <u>CTE/Workforce Development Associate Dean (Resource)</u> |
| <u>3.7.4. Create transfer-ready degrees to correspond to four-year schools' offerings</u> | <u>Curriculum Dean</u> <u>Academic Senate</u> |
| 3.7.4.1. <u>Pursue greater dialogue with four year campuses regarding new and innovative approaches to degree offerings such as interdisciplinary degrees</u> | <u>Vice President of Academic Affairs</u> <ul style="list-style-type: none"> • <u>Articulation Officer</u> • <u>Council of Instruction</u> |

3.8. Continue critical curriculum work.

| Action Item | Responsible Party(ies) |
|--|---|
| <u>3.8.1. Continue updating course outlines of record</u> | <u>Curriculum Dean</u> <u>Curriculum Committee</u> <u>Department Chairs</u> |
| <u>3.8.2. Promote reflective curriculum work</u> | <u>Curriculum Dean</u> <u>Curriculum Committee</u> <u>Department Chairs</u> |
| 3.8.2.1. Institute an annual curriculum retreat for Academic Affairs, chairs, and Senate representatives | <u>Curriculum Dean</u> |
| <u>3.8.3. Continue to assess the use of Prerequisites, Corequisites, and Advisories</u> | <u>Curriculum Dean</u> <u>Curriculum Committee</u> |

| | |
|---|---------------------------------------|
| | <u>Department Chairs</u> |
| 3.8.3.1. Support the Curriculum Committee's focus groups in their analysis of key issues outlined in the "Los Angeles Community College District Policy on Prerequisites, Corequisites, and Advisories" | |
| 3.8.3.2. EPC will review the prerequisite and corequisite advisory process | <u>Educational Planning Committee</u> |

3.9. Assess how we meet the needs of high performing students and foster under-represented groups to transfer and graduate studies.

| Action Item | Responsible Party(ies) |
|---|---|
| <u>3.9.1. Promote UCLA Tap Alliance Honors Program and additional honors transfer agreements to qualified students</u> | <u>Honors Program Advisor</u> |
| <u>3.9.2. Devote additional resources to departmental efforts to establish internships and research opportunities</u> | <u>Vice President of Academic Affairs</u> |
| <u>3.9.3. Participate in national organizations that foster attainment of graduate work by under-represented students</u> | |
| <u>3.9.4. Pursue STEM and other grants</u> | <u>Vice President of Academic Affairs</u> |

3.10. Institute periodic validity studies of placement test scores through analysis of student success data.

| Action Item | Responsible Party(ies) |
|---|---|
| <u>3.10.1. English, ESL and Developmental Communications to develop timetable for collaborations on review of annual placement cut scores</u> | <u>English Chair</u> <u>ESL/Developmental Communications Chair</u> |

4. IMPROVE STUDENTS' SUCCESS IN EARNING CERTIFICATES AND DEGREES, CONTINUING THEIR EDUCATIONS, SEEKING EMPLOYMENT AND ATTAINING PERSONAL GOALS.

4.1. Increase the percentage of students making the successful transition from basic skills courses to college level courses.

| Action Item | Responsible Party(ies) |
|---|---|
| <u>4.1.1. Establish structured data-collection and analysis of student performance in basic skills courses and beyond</u> | <u>Basic Skills Coordinator</u> <u>Educational Planning Committee</u> <u>Essential Skills Committee</u> |
| <u>4.1.2. Encourage students to seek advisement, counseling and other student support services early in their college careers</u> | <u>Vice President of Student Services</u> <ul style="list-style-type: none"> • <u>Counseling Chair</u> |

4.2. Increase the percentage of students earning certificates.

| Action Item | Responsible Party(ies) |
|---|--|
| <u>4.2.1. Ensure that all advisory committees develop and represent industry partnerships such as internships, practicum placements, and mentoring programs</u> | <u>Academic Affairs Dean</u> <u>CTE/Workforce Development Associate Dean</u> <u>CTE Chairs</u> |
| <u>4.2.2. Review all current certificates and submit all certificates for state approval so that low-unit certificates appear on transcripts</u> | <u>Academic Affairs Dean</u> <u>CTE/Workforce Development Associate Dean</u> <u>CTE Chairs</u> |
| <u>4.2.3. Participate in regional initiatives that enhance certificate currency and relevance</u> | <u>Academic Affairs Dean</u> <u>CTE/Workforce Development Associate Dean</u> <u>CTE Chairs</u> |

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| <p><u>4.2.4. Encourage coordination between certificate development and Financial Aid to meet federal and state student eligibility requirements</u></p> | <p><u>Academic Affairs Dean</u></p> <p><u>CTE/Workforce Development Associate Dean</u></p> <p><u>CTE Chairs</u></p> <p><u>Director of Financial Aid</u></p> |
| <p><u>4.2.5. Employ 2- and/or 3-year schedule cycles, and post the cycle used on department/discipline websites to assist students' and counselors' planning</u></p> | <p><u>Academic Affairs Dean</u></p> <p><u>CTE/Workforce Development Associate Dean</u></p> <p><u>CTE Chairs</u></p> |
| <p><u>4.2.6. Develop short-term certificates to provide entry-level jobs in high-wage, high-demand industries</u></p> | <p><u>Academic Affairs Dean</u></p> <p><u>CTE/Workforce Development Associate Dean</u></p> <p><u>CTE Chairs</u></p> |

4.3. Increase the percentage of students earning degrees.

| Action Item | Responsible Party(ies) |
|--|---|
| <p><u>4.3.1. Streamline certificate requirements and review scaffolding of skill sets so that they support continued academic work towards degrees and/or transfer</u></p> | <p><u>Academic Affairs Dean</u></p> <p><u>CTE/Workforce Development Associate Dean</u></p> <p><u>CTE Chairs</u></p> <p><u>Transfer Center</u></p> <p><u>Articulation Officer</u></p> <p><u>Counseling Chair</u></p> |
| <p><u>4.3.2. Explore traditional and non-traditional program models, scheduling, and delivery methods for degree completion</u></p> | <p><u>Educational Planning Committee</u></p> |

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|--|---|
| <p><u>4.3.3. Review local and state certification linkages to prevent redundancy and overlap of coursework</u></p> | <p><u>Academic Affairs Dean</u></p> <p><u>CTE/Workforce Development Associate Dean</u></p> <p><u>CTE Chairs</u></p> |
|--|---|

4.4. Increase the percentage of students transferring to universities.

| Action Item | Responsible Party(ies) |
|--|---|
| <p><u>4.4.1. Plan to allocate sufficient staff, administrative and other resources to fully address SB 1440</u></p> | <p><u>Vice President of Academic Affairs</u></p> <p><u>Vice President of Student Services</u></p> |
| <p><u>4.4.2. Identify programs offering priority registration at universities (such as honors and transfer agreement programs) and promote them to qualified students</u></p> | |
| <p><u>4.4.3. Encourage student awareness of the transfer process and appropriate student support services</u></p> | <p><u>Transfer Center</u></p> <p><u>Counseling Chair</u></p> |
| <p><u>4.4.4. Pursue available grants that support A.A./A.S. to B.A./B.S. programs</u></p> | <p><u>Vice President of Academic Affairs</u></p> |
| <p><u>4.4.5. Provide first-time students with information about the matriculation process at a community college (LAMC), including what departments in the Division of Student Services will assist in an efficient pathway to success</u></p> | <p><u>Matriculation Officer?</u></p> <p><u>Transfer Center</u></p> <p><u>Counseling Chair</u></p> |
| <p><u>4.4.6. Counseling will improve student awareness of the possible advantages of preparation beyond the minimum requirements</u></p> | <p><u>Counseling Chair</u></p> |
| <p><u>4.4.7. Develop relationships with four-year schools to facilitate transfer</u></p> | |

History of Academic Organization at Los Angeles Mission College

Introduction

Los Angeles Mission College, the ninth college established in the Los Angeles Community College District, first opened its doors to the public in February of 1975.^{xvii} That Spring, approximately twelve hundred students attended classes at the fledgling institution. The graduating class of 1975 consisted of a single student, who had transferred to the college that semester.^{xviii} Within two years, over 3,000 students were taking classes in fifty different disciplines, including Administration of Justice, Business, Chemistry, Chicano Studies, English, Family and Consumer Studies, Geography, Journalism, Microbiology, Real Estate, and Zoology.

An extremely dedicated and visionary group of founding faculty members, worked hard to develop thriving academic and vocational programs under challenging circumstances (see Founding Faculty and History of Active and Inactive Disciplines).

One of the major obstacles the college community encountered was the lack of a permanent campus for sixteen years. Students attended classes in high schools, churches, office buildings, shopping centers, and other locations scattered throughout the cities of San Fernando and Sylmar. Countless community and campus leaders worked arduously for many years to secure a permanent site for the college. In the summer of 1991 the college moved to its permanent campus, built on 22 acres of land in the city of Sylmar. As the college quickly grew to serve over 8,000 students every year, it soon became apparent that the original site was not large enough to accommodate the growing demand for educational services in the community. Many programs including Art, Physical Education, noncredit offerings, and specially funded programs had to be based at satellite locations due to the lack of space or facilities on the main campus. Students unable to park in one of the 400 spaces in the student lot soon overflowed into the surrounding neighborhood.

Voter approval of two major bond construction issues, Propositions A and AA, marked the beginning of an exciting new chapter in Los Angeles Mission College history. The influx of bond and state money has allowed the college to expand its facilities to serve up to 15,000 students by the year 2015.^{xix} Our former College President, Dr. Adriana Barrera, was involved in complex negotiations to secure additional property to expand the campus. Since the 2005 Master Plan, the college has completed construction of a state funded Child Development Center, and a beautiful Health, Physical Education, and Fitness Center on the east campus. Buildings currently under construction include a Media Arts Building, Student Services Center, a Family and Consumer Studies Building, and a science building on the east campus. Today, as Los Angeles Mission College approaches its 35th anniversary, it looks forward to growing and continuing to serve a vibrant and diverse population that has embraced its presence and mission.

College Administration

The first college President was Dr. Herbert Ravetch, who served from 1975-1978. Judith Valles is the eleventh President to lead the college in thirty-five years (see Los Angeles Mission College Administrators 1975 - 2004). During the first nine years of its existence, the college administration consisted solely of a President and several Deans. Two Vice President positions, Academic Affairs and Administrative Affairs, were created in 1983. In 1999, a third Vice President position was formed for Student Services. Between 1989 and 1992 instead of a Vice-President of Administrative Affairs, the college had a Business Manager. An Associate Vice President of Administrative Services position was created in 2002.

The college's longest serving administrator, Carlos Nava worked from 1975 to 2002 in various capacities as Dean, Vice President of Administration, and Vice President of Student Services. Several of the college's former administrators are currently Presidents of other campuses throughout the state.

Founding Faculty Members of Los Angeles Mission College 1974-78

| Name | Area | Name | Area |
|-----------------------|-------------------------------------|-------------------------|--|
| Clela P. Allphin | English | George Mucherson | Sociology |
| Althea Baker | Counseling | Allan Mundsack | Math |
| Robert Baker | Theater Arts | Lee Musgrave | Art |
| Allen Bishop | Psychology | Carlos Nava | Asst. Dean of Community Relations |
| Armida Bolton | Journalism | Eliseo Nino | Physical Education |
| Terry Bommer | Accounting | Frederick P. Obrecht | English |
| Marie E. Brown | Counseling | Sally O'Krent | Family and Consumer Studies |
| Eloise J. Cantrell | Home Economics | Phillip M. Padilla | Vocational Education |
| Charles Cook | Chemistry | Donna Mae Pitluck | Library Science |
| Edward H. Clark | Coordinator of Instruction | Ronald D. Portillo | Counseling |
| Charles E. Dirks | Political Science and History | Francisco Quiambo | Coordinator of Student Services |
| Marie Dowd | Office Administration | Ruth Rada | Dean of Student Personnel |
| Lucille Duffy | Psychology | Margarita Raigoza | Counseling |
| Helen C. Edwards | Assistant Dean of Instruction | Edward Raskin | Management |
| Luise Ehrhardt | Library Science | Herbert Ravetch | President |
| Donald Fellows | Geography | Phoebe Rivera | English |
| Joseph Flores | Bilingual Education Coordinator | Febronia R. Ross | Spanish |
| Horacio R. Fonseca | History | Ronald Rotter | Business Administration |
| Cecile A. Forbes | English | Karen Roy | Physical Education |
| Ralph D. Forbes | Romance Languages | Cleveland Rush | Management |
| Dudley E. Foster, Jr. | Music | Cedric Sampson | History, Cluster B Chair |
| Sherrill Frank | Secretarial Science | Evangelina Sandoval | Child Development Center |
| William J. Gallagher | Philosophy | Laverne H. Sawyer | Cooperative Education |
| Louis R. Garcia | Counseling | Gerald Scheib | Art |
| Eunice Goad | Math | Aaron L. Schrier | Counseling |
| Anabelle P. Goodwin | Child Development | William B. Scott | Psychology |
| Kenneth Gorham | Business / Business Data Processing | Patricia Siever | History |
| Mary L. Green | Child Development Center | Marshall L. Smith | Biology |
| Rayma Greenberg | Library Science | Richard A. Smith | Psychology |
| James A. Grivich | Assistant Dean of Instruction | Lloyd Thomas | English |
| James Helder | Music | Sandy Thomsen | Library Science |
| Alice J. Hernandez | Child Development Center Director | S. Gregory Tiernan | English |
| Penelope Jarecke | EOPS Counseling Tutoring | Andres Rodriguez Torres | Speech |
| John H. Kearney | Cooperative Education | Stanley S. Viltz | Coordinator of Community Services |
| Thomas G. Lakin | Acting Dean of Instruction | Gwen Walker | EOPS Counseling & Peer Counseling |
| Rachel L. Leeds | Speech | John B. Weidler | Real Estate |
| Benjamin Lopez | Spanish and French | Irving B. Weinstein | Speech and Humanities |
| Philip V. Lozano | PE and Health | Robert N. William | Dean of Instruction and Student Services |
| Robert Marek | Math | David B. Wolf | Assistant Dean of College Development |
| Doris G. Mc Clain | Child Development | Alex R. Yguado | Economics |
| David L. Moss | Sociology | | |

| Year | College President | Academic Affairs Vice President | Administrative Vice President | Vice President Student Services | Deans, Associate and Assistant Deans, and Other Administrators |
|------|-----------------------|---------------------------------|-------------------------------|---------------------------------|--|
| 1975 | Dr. Herbert Ravetch | | | | Nava, Williams, Grivich, Wolf, Padilla, Greenberg |
| 1976 | Dr. Herbert Ravetch | | | | Nava, Williams, Grivich, Wolf, Edwards |
| 1977 | Dr. Herbert Ravetch | | | | Nava, Williams, Grivich, Edwards |
| 1978 | Dr. Herbert Ravetch | | | | Nava, Lakin, Rada, Tayloe, Hernandez |
| 1979 | Dr. Arthur Hernandez | | | | Nava, Lakin, Rada, Cardoza, Tayloe |
| 1980 | Dr. Arthur Hernandez | | | | Nava, Lakin, Rada, Cardoza, Tayloe |
| 1981 | Dr. Alfred Fernandez | | | | Nava, Rada, Cardoza, Wieder, Weinstein, Urmstrom |
| 1982 | Dr. Alfred Fernandez | | | | Nava, Rada, Cardoza, Wieder, Weinstein, Urmstrom |
| 1983 | Lowell Erickson | Raul Cardoza | Marilyn Urmstom | | Nava, Wieder, Oliver, Weinstein, Garcia, Follosco |
| 1984 | Lowell Erickson | Raul Cardoza | Marilyn Urmstom | | Nava, Wieder, Oliver, Weinstein, Brown |
| 1985 | Lowell Erickson | Raul Cardoza | Marilyn Urmstom | | Nava, Wieder, Oliver, Weinstein, Brown |
| 1986 | Lowell Erickson | Anatol Mazor | Carlos Nava | | Nava, Wieder, Oliver, Wainwright |
| 1987 | Lowell Erickson | Anatol Mazor | Carlos Nava | | Wieder, Oliver, Wainwright |
| 1988 | Lowell Erickson | Anatol Mazor | Carlos Nava | | Wieder, Oliver, Wainwright |
| 1989 | Lowell Erickson | Anatol Mazor | | | Nava, Wieder, Richart, Lozano, Austin |
| 1990 | Lowell Erickson | Anatol Mazor | | | Nava, Wieder, Richart, Lozano, Farren, Austin |
| 1991 | Dr. Jack Fujimoto | Anatol Mazor | | | Nava, Cantrell, Richart, Farren, Lozano, Austin |
| 1992 | Dr. Jack Fujimoto | Victoria Richart | | | Nava, Cantrell, Tronto, Farren, Lozano, Austin |
| 1993 | Dr. Jack Fujimoto | Victoria Richart | David Ching (I) | | Nava, Cantrell, Tronto, Hunt, Farren, Foster, Austin |
| 1994 | Dr. Jack Fujimoto | Victoria Richart | David Ching (I) | | Nava, Cantrell, Tronto, Hunt, Farren, Foster |
| 1995 | Dr. Jack | Paul McKenna | David Ching (I) | | Nava, Cantrell, Tronto, Hunt, Farren, Foster |
| 1996 | Dr. William Norlund | Thomas Oliver | Shari Borchetta | | Nava, Cantrell, Tronto, Hunt, Russell |
| 1997 | Dr. William Norlund | Thomas Oliver | Shari Borchetta | | Nava, Cantrell, Tronto, Russell, Scott |
| 1998 | Dr. William Norlund | Thomas Oliver | Shari Borchetta | | Nava, Cantrell, Russell, Scott |
| 1999 | Dr. William Norlund | Thomas Oliver | Shari Borchetta | Carlos Nava | Nava, Cantrell, Russell, Scott, Zayas |
| 2000 | Dr. Thomas Oliver (I) | Daniel Castro | Shari Borchetta | Carlos Nava | Cantrell, Russell, Scott, Zayas, Pearl |
| 2001 | Dr. Adriana Barrera | Vacant | Shari Borchetta | Carlos Nava | Cantrell, Scott, Zayas, Pearl, Yguado |
| 2002 | Dr. Adriana Barrera | William Farmer | Shari Borchetta | Carlos Nava | Cantrell, Zayas, Pearl, Ramirez, Yguado |
| 2003 | Dr. Adriana Barrera | William Farmer | Shari Borchetta | Jose L. Ramirez | Cantrell, Zayas, Pearl, Soto, Arvizu |
| 2004 | Dr. Adriana Barrera | William Farmer | Karen Hoefel | Jose L. Ramirez | Zayas, Soto, Pearl, Arvizu, Green |
| 2005 | Dr. Jose Leyba | Mark Roche | Karen Hoefel | Jose L. Ramirez | Zayas, Soto, Pearl, Arvizu, Acuna |
| 2006 | Ernest Moreno | K. Burke-Kelly | Karen Hoefel | Jose L. Ramirez | Zayas, Johnson-Hawkins, Pearl, Arvizu, Acuna |
| 2007 | Ernest Moreno | K. Burke-Kelly | Karen Hoefel | Jose L. Ramirez | Zayas, Johnson-Hawkins, Pearl, Arvizu, Acuna |
| 2008 | Judith Valles | JohnsonHawkins | Karen Hoefel | Jose L. Ramirez | Zayas, Pearl, Romulo, Rhi-Kleinert |
| 2009 | Judith Valles | JohnsonHawkins | Karen Hoefel | Jose L. Ramirez | Swerdlow, Pearl, Villegas-Vidal, Rhi-Kleinert |
| 2010 | Judith Valles | JohnsonHawkins | Karen Hoefel | Jose L. Ramirez | Swerdlow, Pearl, Atkinson-Alston, Brinkman, Villegas-Vidal, Rhi-Kleinert |

Academic Organization

The academic organization of Los Angeles Mission College has evolved significantly since its inception in 1975. The most dramatic changes have occurred in the last twelve years, in which it has progressed from a cluster model to a department model. As such, the college moved from a non-traditional organization to a more traditional one, based on common academic interests and objectives among disciplines. These changes were primarily stimulated by increasing enrollments and subsequent growth in the number of faculty.

Each phase in the change of academic organization was characterized by various levels of coordination between the administration and the faculty, represented by the Academic Senate and the American Federation of Teachers College Guild (AFT).

Those transitions in which all of these parties contributed to the reorganization process appear to be the most logical and productive. It is the hope of this Educational Master Plan Committee that the lessons learned from the first thirty years can be used wisely in future college reorganizations and planning.

1. Initial Academic Organization: The Cluster System

Effective Dates: Spring 1975 - Spring 1993

Basic Structure: 2 Clusters (classroom) and 2 Departments (non-classroom)

- Cluster A
- Cluster B
- Library Department
- Counseling Department (beginning in 1985)

For the first 18 years of the College, academic disciplines were organized into two groups called Cluster A and Cluster B. This structure was developed after much deliberation and well-attended workshops among the newly organizing faculty and administration. One description of the cluster concept is revealed in a memo from the chair of one of the clusters to the Dean of Academic Affairs, prior to the first reorganization in 1993:

In an attempt to fulfill its philosophy and its objectives and its orientation to human values, the College has developed the "Cluster" arrangement of programs and services...

In each of these clusters, the student will find support and assistance not only from his major subject area faculty, but also from the other instructors, the counselors, and the administrators attached to that cluster. At the same time, these interacting "families" of students, faculty, counselors and administrators will encourage innovative and interdisciplinary approaches to student and community needs.

It is the belief of the College that, through removing the traditional divisions of departments and fostering full and open communication within and between the clusters, a broader approach to the understanding of human existence can be developed. The College believes that this understanding is an essential part of the growth of each student and to his ability to take his place as an integral productive part in human society.^{11xx xxi}

Full-time instructors were divided into two units, with representatives from English, Speech, History and Counseling in each. Since each group included many different programs (and some of the same disciplines), the term “cluster” was chosen instead of department or division. Without a descriptive distinguishing term, the groups were identified as Clusters A and B.

Additional programs were added and subtracted over time. Engineering, Electronics, and the PACE program were eventually added to Cluster B. As the college grew, the number of faculty and students were no longer equally divided. The Library Department was established at the inception of the college and remains a department today. Although at first the Library was called the Learning Resource Center (LRC), it was changed to in 1995. Initially, two counselors were assigned to each Cluster. In 1985, Counseling became an independent department.^{xxii} Instructors in Counseling, Library, and Child Development Center selected their own chairs/director and no longer voted in elections of the cluster chairs, although they continued to vote for Academic Senate representatives within a specific cluster.

One of the original goals of the cluster organization was to offer interdisciplinary programs and classes. However, small enrollments, budget restrictions and lack of a centralized campus limited the implementation of this plan. Another goal was to assign students to one cluster based on interest, but scheduling generally required students to enroll in classes offered in both clusters. Space limitations also prevented student identification and interaction within the cluster organization.

It was expected that as new faculty were hired and programs were expanded an additional cluster would be formed. Likewise, "change will be considered by an Academic Senate committee at the request of faculty and administration."^{xxiii} During the first few years, clusters were administrated and managed by Deans hired through administrative processes and compensated on an A-basis. This changed sometime during the first few years of the college, when the cluster chairs became elected from among the full time faculty in the cluster for a term of three years starting on the first day of July following the election. The two Cluster Chairs were assigned D basis assignments with year round pay. Because of the very large size of the cluster, the Cluster Chairs were also fully released from teaching duties and reassigned 100% (1.0 FTE) to cluster duties.

The original disciplines on campus were organized into the clusters in this fashion:

Cluster A

American Cultural Studies
Art
Child Development
Education Aide
Humanities
Journalism
Music
Psychology
Public Service
Social Sciences
Spanish
Speech
Theater Arts

Library Department

Cluster B

Accounting
Biological Sciences
Business
Business Administration
Child Mental Health
Consumer Education and Home Management
Environmental Science
Mathematics
Physical Education
Physical Science
Secretarial Science
Supervision

Counseling Department

2. First Reorganization: Creation of a Third Cluster

Effective Dates: Spring 1993-Summer 1996

Basic Structure: 3 Clusters and 2 Departments

- Arts and Letters Cluster
- Professional and Interdisciplinary Studies Cluster
- Math and Science Cluster
- Library Department
- Counseling Department

Following Accreditation recommendations to clarify and eliminate the confusion about the Cluster concept, college-wide retreats, numerous committee meetings and discussions provided a consensus that academic reorganization was required.^{xxiv} The growing size of the college was also a major factor that drove this restructuring. During the fall 1992 semester, a committee of the Academic Senate was charged with this task proposed several descriptive groupings. After general discussions and input from the faculty and the Office of Academic Affairs, three clusters were approved by the Academic Senate, the Council of Instruction, and the College Policy and Advisory Council. The Clusters formed were: Arts and Letters, Professional and Interdisciplinary Studies, and Math and Science, effective on January 11, 1993. This process resulted in three clusters that were very well balanced in terms of full-time and hourly FTE, and contained academically related disciplines.

Cluster Chairs continued to be compensated on a D-basis for cluster duties, but because of the slightly diminished size of the clusters, the reassigned time of the Cluster Chairs was no longer 1.0 FTE. The reassigned time of the Cluster Chairs was calculated according to the formula provided by the Collective Bargaining Agreement then in effect:

1 Full-time faculty counted 1.0 FTE
 1 Part-time Faculty counted 0.1 FTE
 One Classified employee counted 2.0 FTE

The reassigned time for cluster chairs was granted based on the total FTE, as follows:

| Department/Cluster FTE | Reassigned FTE |
|---------------------------|----------------|
| 3 or less | 0.0 |
| More than 3 and up to 10 | 0.2 |
| More than 10 and up to 16 | 0.4 |
| More than 16 and up to 24 | 0.8 |
| More than 32 | 1.0 |

For example, for coordinating a typical Cluster with 11 full-time faculty, 55 part-time faculty and 4 classified employees (total FTE = 24.5), the Cluster Chair would be reassigned 0.8 FTE.

The Cluster Chairs were elected following the same procedure used today for the election of department chairs. The Cluster/Department Chair election, every 3 years, followed a process described in the AFT contract, virtually unchanged since 1993.^{xxv} The Vice-President of Academic

Affairs and the AFT Chapter President coordinate the election process. The Cluster/Department Chair position normally starts and terminates his/her term on July 1, with elections take place during the spring semester.

The resulting organization of disciplines in the three clusters was as follows:^{xxvi}

Arts and Letters Cluster

Art
 American Sign Language
 Developmental Communications
 DSP&S
 English and Journalism
 ESL
 Foreign Languages
 History and Chicano Studies
 Learning Assistance Center
 Music
 Photography
 Political Science
 Philosophy
 Speech
 Theatre Arts

Math and Science Cluster

Anatomy and Physiology
 Anthropology
 Astronomy and Physics
 Biology
 Chemistry
 Comp Science / Info Tech
 Engineering and Drafting
 Electronics
 Geography
 Mathematics
 Microbiology
 PE and Health
 Psychology
 Sociology
 Water Technology

Professional/Interdisciplinary Studies Cluster

Accounting
 Administration of Justice
 Business and Marketing
 Chemical Dependency
 Child Development
 Cooperative Education
 Economics and Finance
 Family and Consumer Studies
 Law
 Management and Supervision
 Office Administration
 PACE and Humanities
 Real Estate

Library Department

Counseling Department

3. Second Reorganization: The Transition from Clusters to Departments

Effective Dates: Summer 1996-Summer 1998

Basic Structure: 2 Clusters and 8 Departments

- Professional and Interdisciplinary Studies Cluster
- Math and Science Cluster
- Arts and Letters Department
- Engineering Department
- Computer Science / Information Technology Department
- English as a Second Language (ESL) Department
- Liberal Arts Department
- Learning Assistance Center and Developmental Communications Department
- Library Department
- Counseling Department

In the summer of 1996, after extensive discussions with faculty and with the encouragement from the Vice- President of Academic Affairs, there was another restructuring. Some faculty requested that their disciplines be separated from the clusters in order to form their own department.^{xxvii} The Vice-President of Academic Affairs drafted a recommendation that closely resembled the final result.^{xxviii} Although slightly altered, these recommendations were closely followed and implemented, with the following outcomes:

- The Professional and Interdisciplinary Studies Cluster remained intact.
- Two disciplines (Engineering and Computer Science) separated from the Math and Science Cluster to form their own departments. The remaining disciplines continued to exist as the Math and Science Cluster.
- Six disciplines (English, History, Philosophy, ESL, Learning Assistance Center and Developmental Communications) separated from the Arts and Letters Cluster and became departments. The much smaller Arts and Letters Cluster became the Arts and Letters Department.
- The ESL discipline became a department. The Learning Assistance Center and Developmental Communications joined to form another department. English, History, and Philosophy combined to form the Liberal Arts Department. These changes took effect on July 1, 1996. Although the Political Science discipline initially remained with the Arts and Letters Department, it was eventually moved to the Liberal Arts department in early 1998, at the request of the full-time faculty teaching in the discipline.

The Cluster Chairs continued to be compensated on partial D-basis (year-round pay). However, department chairs were compensated on C-basis (10-months pay). The reassigned time for cluster/department duties of the two cluster chairs and of the six department chairs was calculated in the same manner as before and it was proportional to the size of the cluster/department determined mostly by the number of full-time faculty (as illustrated

above). This reorganization highlights the second major reorganization trend, other than discipline relatedness -- that of reducing the size of the academic units and subsequently eliminating the partial year-round compensation, for which the cluster chair, but not the department chair, remained entitled.

The resulting organization of disciplines was:^{xxix}

Math and Science Cluster

Anthropology
 StudiesGeography
 Mathematics
 Health and PE
 Psychology
 Anatomy and Physiology
 Biology
 Chemistry
 Geography
 Astronomy
 Physics
 Physical Science

Arts and Letters Department

Art
 Chicano Studies
 Foreign Languages
 Music
 Political Science
 Sociology
 Speech

ESL Department

ESL

Library Department

Learning Assistance Center and Developmental Communications Department

Learning Assistance Center and Developmental Communica tions

Professional and Interdisciplinary Studies Cluster

Accounting
 Addiction
 Administration of Justice
 Business, Marketing, Management and Real Estate
 Child Development
 Cooperative Education
 Economics
 Family and Consumer Studies
 Food Service Management
 Humanities
 Interior Design
 Law
 Office Administration
 Supervision

Liberal Arts Department

English
 History
 Philosophy
 Engineering Department
 Engineering and Drafting

Comp Sci Information Technology Department

Computer Science

Counseling Department

4. Third Reorganization: Abolishment of Clusters

Effective Dates: Summer 1998-Summer 1999

Basic Structure: 11 Departments

- Professional and Interdisciplinary Studies Department
- Math and Science Department
- Arts and Letters Department
- Engineering Department
- Computer Science / Information Technology Department
- ESL Department
- Liberal Arts Department
- Business Information Department
- Learning Assistance Center and Developmental Communications Department
- Library Department
- Counseling Department

In 1998, the VP of Academic Affairs was motivated to reorganize disciplines once again. The President sought faculty input and suggested several criteria for the new departments.^{xxx} However, the faculty did not develop a comprehensive college-wide proposal. In February 1998, by administrative decision, the two remaining clusters (Math and Science and Professional Studies Interdisciplinary Studies) were renamed departments, effective July 1st 1998.^{xxxi}

The six other departments remained the same: Arts and Letters, Engineering, Computer Science, ESL, Learning Center and Developmental Communications, and Liberal Arts. Accounting, Business, Management and Marketing decided to separate from the Professional and Interdisciplinary Department, and formed the Business Department in the fall of 1998.^{xxxi}

Following the Collective Bargaining Agreement in effect at the time, all department chairs were compensated on a partial C-basis mostly proportional to the number of full-time faculty (see formula above). With the elimination of the clusters, none of the chairs were compensated on a partial D-basis, eliminating summer compensation, but not summer obligations to the college.

The resulting organization of disciplines was: ^{xxxiii}

Arts and Letters Department

Art
American Cultures
Cinema
Chicano Studies
Foreign Languages
Music
Sociology
Photography

Business Information Department

Business, Marketing, Management
Finance, Supervision

Engineering Department

Engineering and Drafting

ESL Department

ESL

Library Department

Professional and Interdisciplinary Studies Department

Accounting
Addiction Studies
Administration of Justice
Child Development
Economics
Family and Consumer Studies

Computer Science Information Tech Department

Computer Science

Learning Assistance Center and Developmental Communications

Learning Assistance Center

Math and Science Department

Anthropology
Geography
Mathematics
Health and PE
Psychology
Anatomy and Physiology
Biology and Microbiology
Chemistry
Geography
Astronomy
Physics
Physical Science
Speech

Liberal Arts Department

English
History
Philosophy
Political Science

Counseling Department

Food Service Management
Humanities
Interior Design
Law
Office Administration

Developmental Communication

5. Fourth Reorganization: Separation of Math and Sciences Department, new DSP&S/CDC

Effective Dates: Summer 1999-Summer 2001

Basic Structure: 15 Departments

- Professional and Interdisciplinary Studies Department
- Arts and Letters Department
- Engineering Department
- Computer Science and Information Technology Department
- ESL Department
- Liberal Arts Department
- Business Information Department
- Natural Sciences Department
- Math Department
- Speech Department
- Health & PE Department
- Learning Assistance Center and Developmental Communications Department
- Library Department
- Counseling Department
- Disabled Students Programs and Services / Child Development Center Department

In the winter of 1998, prompted by the elimination of the partial D basis assignment for department chairs (with summer compensation), the Chair of the Math and Science Department submitted her resignation, to be effective July 1, 1999.^{xxxiv} At the same time, the science faculty within that department requested the formation of the new Natural Sciences Department that included only some of the disciplines from the former Math and Science Department.^{xxxv} As this request was in accord with the criteria suggested by the President in a March memo, the administration approved the establishment of the Natural Sciences Department. The remaining disciplines became by default three new departments: Health/PE, Mathematics and Speech. In addition, the Disabled Students Programs and Services / Child Development Center Department was established. The change went into effect July 1, 1999.

The resulting organization of disciplines was: ^{xxxvi}

Arts and Letters Department

Art
American Cultures
Cinema
Chicano Studies
Foreign Languages
Music
Multimedia
Psychology
Sociology

Liberal Arts Department

English
History
Philosophy
Political Science

ESL Department

English as a Second Language

Speech Department

Speech

CDC / DSP&S Department

Counseling Department

Professional and Interdisciplinary Studies Department

Photography
Addiction Studies
Administration of Justice
Child Development
Economics
Family and Consumer Studies

Natural Science Department

Anthropology/Geography
Astronomy/Physics
Anatomy and Physiology
Biology and Microbiology
Environmental Science
Chemistry
Physical Science

Business Information Department

Accounting
Business
Finance
Management and Marketing
Supervision

Mathematics Department

Mathematics

Health and PE Department

Health and PE

Engineering Department

Engineering and Drafting

Library Department

Food Service Management
Humanities
Interior Design
Law
Office Administration

Learning Assistance Center and Developmental Communications Department

Learning Assistance Center Developmental Communications

Computer Science-Information Technology Department

Computer Science

6. Fifth Reorganization: Separation of Professional and Interdisciplinary Studies Department

Effective Dates: Summer 2001-Summer 2002

Basic Structure: 16 Departments

- Arts and Letters Department
- Engineering Department
- Computer Science Information Technology Department
- ESL Department
- Liberal Arts Department
- Business Department
- Natural Sciences Department
- Math Department
- Speech Department
- Health & PE Department
- Professional Studies Department
- Interdisciplinary Studies Department
- Learning Assistance Center and Developmental Communications Department
- Library Department
- Counseling Department
- Disabled Students Programs and Services / Child Development Center Department

In the spring of 2001, the Chair of the Professional Studies and Interdisciplinary Studies Department became Acting Dean of Academic Affairs. Faculty from this department requested separation into unique departments, resulting in two new departments: the Professional Studies Department and Interdisciplinary Studies Department. This process was facilitated by the Vice President of Administrative Services and the AFT Chapter President in consultation with the faculty, as there was no Vice President of Academic Affairs or Dean of Academic Affairs in place at that time.

The resulting organization of disciplines was:^{xxxvii}

Liberal Arts Department

Art
American Cultures
Cinema
Chicano Studies
Foreign Languages
Music
Multimedia
Psychology
Sociology

Interdisciplinary Studies Department

Administration of Justice
Computer and Office Applications
Photography
Addiction Studies
Economics
Law

Business Information Department

Accounting
Business
Finance
Management and Marketing

Computer Sci/Info Tech. Department

Computer Science

Health and PE Department

Health and PE

Speech Department

Speech

Counseling Department

Learning Assistance Center and Developmental Communications Department

Learning Assistance Center

Natural Science Department

Anthropology/Geography
Astronomy/Physics
Anatomy and Physiology
Biology and Microbiology
Environmental Science
Chemistry
Physical Science

Arts and Letters Department

English
History
Philosophy
Political Science
Humanities

Professional Studies Department

Child Development
Family and Consumer Studies
Food Service Management
Interior Design

ESL Department

ESL

CDC / DSP&S Department

Supervision

Engineering Department

Engineering and Drafting

Mathematics Department

Mathematics

Library Department

Developmental Communications

7. Sixth Reorganization

Effective Dates: Summer 2001-2005

Basic Structure: 13 Departments

- Arts, Health and PE Department
- Business and Law Department
- Computer Science / Information Technology and Engineering Department
- English and Foreign Languages Department
- ESL and Speech Department
- Mathematics Department
- Natural Sciences Department
- Professional Studies Department
- Social Sciences Department
- Learning Center and Developmental Communications Department
- Library Department
- Counseling Department
- Disabled Students Programs and Services / Child Development Center Department

In February 2002, a new Vice-President of Academic Affairs was eager to reorganize the academic units based upon more rational criteria.

A memo from the Vice-President suggested a new departmental structure, based on four criteria:^{xxxviii}

1. Create departments that have logical connections among disciplines
2. Create departments that are roughly of the same size
3. Create departments large enough to warrant at least 40% (0.4) reassigned time for the chair.
4. Create departments small enough to allow for future growth in faculty and staff positions.

The initial proposal placed the traditional "classroom" disciplines into seven departments. The Vice-President invited faculty to provide responses and alternative proposals that would satisfy the four criteria established. The department chairs developed an alternative proposal that also followed the established criteria, resulting in nine departments rather than seven.^{xxxix} The differences between the two proposals were mostly in the calculation of department size. The original proposal established department size based on the formula from the Collective Bargaining Agreement about to expire (1999-2002) and was based on the old formula (actual number of full-time and hourly instructors). The alternate proposal used total FTE produced by department (a measure of instructional output) as the criterion for determining size. This alternate proposal was presented to the Vice-President in February and to the full Academic Senate in March. Ultimately, an agreement was reached between the faculty and administration on the reorganization of the traditional "classroom" disciplines into nine departments. Library, Counseling, and the Learning Center and Developmental Communications departments remained as well. Finally, Cooperative Education became part of the new Business and Law Department.

The 2002-2005 AFT contract recognizes that department chairs have obligations during the summer and calculates reassigned time for department duties based on instructional output, measured by total FTE, rather than instructor headcount. The department chairs are compensated on a partial D-basis proportional to the total FTE generated by the department.

This reorganization solidified two trends established at earlier stages of the process. First, the shift from large clusters to departments resulted in the reduction in size of academic units. Second, disciplines were organized into departments according to common academic and professional objectives.

This organization of disciplines resulted in the following structure: ^{xi}

Social Sciences Department

African American Studies
Asian American Studies
Chicano Studies
History
Human Services
Humanities
Philosophy
Political Science
Sociology

Arts Health and PE

Art
Cinema
Health
Multimedia
Music
PE
Theatre

Mathematics

Mathematics

Business and Law

Accounting
Administration of Justice
Business, Management, Marketing
CAOT
Cooperative Education
Economics
Finance
Fire Technology
International Business
Law
Photography
Supervision

CDC / DSP&S Department

Learning Center and Developmental Communications Department

Learning Center

Natural Sciences Department

Anatomy and Physiology
Anthropology
Astronomy and Physics
Biology and Microbiology
Chemistry
Environmental Science
Geography and Geology
Physical Sciences
Psychology

English and Foreign Languages

English
Chinese
French
Italian
Japanese
Journalism
Spanish

ESL and Speech

ESL
Speech

Professional Studies

Child Development
Family and Consumer Studies
Food Service Management
Interior Design

Engineering and Computer Science

Computer Sci. & Information Tech.
Drafting
Engineering

Library Department

Counseling Department

Developmental Communications

2005- Present

In 2005, the Academic Senate approved the requests to separate the Natural Sciences Department into a Life Sciences Department and a Physical Sciences Department. It also approved a request to combine English with ESL, to move Chicano Studies from Social Sciences and to unite it with Foreign languages, and to move Speech to Professional Studies

In 2008, under the direction of the newly formed Educational Planning Committee, a task force was established to review the department structure and recommend changes that would result in a more logical grouping of disciplines. The task force reviewed other colleges and held a number of forums for representatives of academic disciplines to express their views. Once the task force completed its work, President Valles approved a request to separate Foreign Languages and Chicano Studies into two distinct departments, and made ESL (temporarily) its own department. With the approval of the Academic Senate and AFT presidents, final changes were implemented. The structure as of 2010 was the following:

Arts/Humanities/Multimedia

Art
Humanities
Multimedia Studies
Cinema
Music
Theater
Photography

English/Journalism/Speech

English
Journalism
Speech Communications

Chicano Studies

Chicano Studies

Physical Science

Astronomy
Chemistry
Geography
Geology
Physical Sciences
Physics
Oceanography

Life Sciences

Anatomy
Anthropology
Biology
Environmental Science
Microbiology
Physiology

Math/CSIT/Engineering

Math
Computer Science & Information
Technology
Engineering

Child Development

Child Development
Education

Social Sciences

African American Studies
History
Philosophy
Political Science
Psychology
Sociology

Health/Physical Education

Health
Physical Education
Athletics
Hospitality

Business/Law

Accounting
Administration of Justice
Business
CAOT
Economics
Finance
Law
Management
Marketing

ESL/Dev. Communications/Learning Skills

ESL
Learning Skills

Professional Studies

Family and Consumer Studies
Food Service Management
Interior Design

Foreign Languages

French
Italian
Linguistics
Spanish

Library

Library Science

Counseling

Personal Development

Developmental Communications

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- ⁱ Brian Edwards and Julian Leichty, *School Finance 2009-2010: Budget Cataclysm and the Aftermath*, EdSource, 2010
- ⁱⁱ “Final Budget 2009-2010.” [LACCD.edu](http://www.laccd.edu). September 9, 2009. Office of the Chancellor, Los Angeles Community College District <<http://www.laccd.edu/budget/documents/2009-2010FinalBudget.pdf>>.
- ⁱⁱⁱ Brian Edwards. “Community College Funding 2009–10: Increased Demand, Reduced Resources.” [EdSource](http://www.edsource.org). Ed. Mary Perry. May 11, 2010 <http://www.edsource.org/pub_CommCollFunding_01-10_brief.html>.
- ^{iv} “Final Budget 2009-2010.” [LACCD.edu](http://www.laccd.edu). September 9, 2009. Office of the Chancellor, Los Angeles Community College District <<http://www.laccd.edu/budget/documents/2009-2010FinalBudget.pdf>>.
- ^v Los Angeles Mission College. (2010). 2010-2011 Projected Budget. Budget & Planning Documents, Los Angeles Mission College.
- ^{vi} <http://www.usnews.com/articles/education/2009/01/27/the-recession-hits-college-campuses.html> ;
- ^{vii} EMP 2010 Data Appendix, p 2-3.
- ^{viii} www.cccco.edu/Portals/4/News/press_releases/2009/Enrollment_Surge_CCCs_%20Duncan_Release_9-3-09.pdf
- ^{ix} <http://articles.latimes.com/2010/feb/25/local/la-me-colleges25-2010feb25>
- ^x [http://www.cccco.edu/Portals/4/News/press_releases/2010/Jack%20Scott%20Briefs%20Media%20on%202009-10%20Enrollment%20Budget%20and%20Access%20FINAL%20\(2-24-10\).pdf](http://www.cccco.edu/Portals/4/News/press_releases/2010/Jack%20Scott%20Briefs%20Media%20on%202009-10%20Enrollment%20Budget%20and%20Access%20FINAL%20(2-24-10).pdf)
- ^{xi} <http://www.usnews.com/articles/education/2009/01/27/the-recession-hits-college-campuses.html>
- ^{xii} “Projections of Employment by Industry and Occupation.” [Ca.gov](http://www.ca.gov). Employment Development Department. July 14, 2010. <<http://www.labormarketinfo.edd.ca.gov/?PAGEID=145>> and “Economic and Employment Projections.” [bls.gov](http://www.bls.gov). United States Department of Labor Bureau of Labor and Statistics. July 14, 2010. <<http://www.bls.gov/news.release/ecopro.t06.htm>>
- ^{xiii} http://www.cccco.edu/Portals/4/AA/2009-10%20Basic_Skills_Allocations_Revised_%20By_District-College_90Thousand_college_minimum.pdf
- ^{xiv} <http://www.insidehighered.com/news/2010/01/27/online>
- ^{xv} <http://chronicle.com/blogs/wiredcampus/colleges-see-17-percent-increase-in-online-enrollment/20820>
- ^{xvii} Los Angeles Mission College Schedule of Classes. Spring, 1977.
- ^{xviii} Personal Communication from former Dean of Vocational Education, Dr. Eloise Cantrell, November 2004.
- ^{xix} Los Angeles Mission College Facilities Master Plan Project Newsletter. February, 2004.

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- ^{xx} Attachment to memo from Cluster Chair, Carla Bowman, to Dean of Academic Affairs, Carlotta Tronto. May 22, 1992.
- ^{xxi} Los Angeles Mission College Catalog 1975-1976.
- ^{xxii} Personal communication from Chair of Counseling, Gwen Walker. July, 2004.
- ^{xxiii} Attachment to memo from Cluster Chair, Carla Bowman, to Dean of Academic Affairs, Carlotta Tronto. May 22, 1992.
- ^{xxiv} Memo from VP of Academic Affairs, Victoria Richart, December 3, 1992.
- ^{xxv} Current Faculty Contract, page 52 and Appendix J, page 181.
- ^{xxvi} Memo from Chair of Science and Math Cluster, Carla Bowman, November 16, 1992.
- ^{xxvii} E-mail from Mark Pracher. March 27, 1996.
- ^{xxviii} Memo from VP of Academic Affairs, Tom Oliver. June 28, 1996.
- ^{xxix} Memo from President, Bill Norlund and VP of Academic Affairs, Tom Oliver. April 24, 1996.
- ^{xxx} E-mail from the President, Bill Norlund. March 12, 1998.
- ^{xxxi} Memo from VP of Academic Affairs, Tom Oliver. February 23, 1998.
- ^{xxxii} Memo from VP of Academic Affairs, Tom Oliver. July 28, 1998.
- ^{xxxiii} Memo from VP of Academic Affairs, Tom Oliver. February 28, 1998.
- ^{xxxiv} Memo from Chair of Math and Science, Maria Fenyes. December 14, 1998.
- ^{xxxv} Memo from Faculty of Math and Science. December 14, 1998.
- ^{xxxvi} Department Organization Chart, Fall of 1999.
- ^{xxxvii} Departmental Directory compiled by Maria Fenyes for incoming VP of Academic Affairs, Bill Farmer. August 25, 2001.
- ^{xxxviii} Memo from Vice-President of Academic Affairs, Bill Farmer. February 12, 2002.
- ^{xxxix} Alternate proposal to VP of Academic Affairs from Department Chairs for reorganization. February of 2003.
- ^{xl} Academic Department Structure, Office of VP of Academic Affairs. July 28, 2004.