



# Los Angeles Mission College

One of the nine Los Angeles Community Colleges

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## **Submitted by email and regular mail**

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## Supplemental Application – Community College Pathway to Law School Initiative

Applicant: Los Angeles Mission College  
District: Los Angeles Community College District  
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## APPLICATION QUESTIONS

1. The Selection Committee recognizes the significant challenges community colleges face in their attempts to decrease the achievement gap between underrepresented students and their counterparts. Please describe initiatives and activities currently underway at your college that you believe can successfully achieve this goal and how these may be considered in the implementation of this Law School Initiative.

### Faculty Team

LAMC has added Prof. Som Chounlamounry (“*CHEWn-LA-MOON-TREE.*”) to its faculty team who will focus on developing the service learning component of the initiative.



Professor Chounlamounry was born in Laos, and as a result of the aftermath of the Viet-Nam War, his family came to the US in 1981 with less than \$20. He grew up in Southern California, and earned his BA at UCLA and his MA at USC. Som employs his four pillars for success in his Political Science classes, (1) communication (2) participation (3) perseverance and (4) volunteerism. Som uses innovative strategies such as a political scrapbook to heighten political awareness and promotes civic responsibility through service learning, volunteerism, and political empowerment. To engage his students, he has held events like a Candidates' Forum and Potlucks with Policy Makers before major elections and voter awareness campaigns.

Professor Chounlamounry has been teaching for the Los Angeles Community College District since 2005. At Los Angeles Mission College, he has designed and implemented a mentorship program for 120 Teacher Prep Students and over 50 Mentors to advocate for student services and plan for student success at the college level and beyond. Each semester, he encourages his students to engage in community service; they contributed well over 6,000 extra-credit volunteer hours.

Professor Som Chounlamounry, who has been teaching at California State University, Long Beach since 2007, has propelled the Political Science department's service learning offerings through his instruction of POSC 450, Comparative Political Movements. His students have completed more than 5,000 Service Learning hours. Some of their accomplishments have included: creating a promotional video for Tree People, implementing a Public Relations program for the Shoestring City Ranch, designing and building an Android application to log in Service Learning hours, collecting 300 new toys campus-wide for a shelter, holding a fundraiser, which raised more than \$1,000 for The Center in Long Beach, and registering more than the 1,250 voters through a voter awareness program.

He has placed students with various community organizations and opportunities.

Asian Pacific American Legal Center  
California Capital Fellows Program  
Community Development Commission of LA County (Carmelitos Housing Community)  
CSULB Center for Community Engagement (CCE)  
Helpline Youth Counseling (Community Helpline)  
Housing Long Beach  
Khmer Girls in Action  
Long Beach BLAST  
Los Angeles Justice Corps Program  
Los Angeles Community Action Network (LA CAN)  
Meals on Wheels of Long Beach, Inc.  
Orange County Asian and Pacific Islander Community Alliance (OCAPICA)  
Shoestring City Ranch  
Strategic Concepts in Organizing & Policy Education (SCOPE)  
Surf Rider  
Thomas House Temporary Shelter  
Tree People  
US Department of State

His students have also been involved in numerous political campaigns, and volunteered at elected officials' offices.

Los Angeles City Councilmember Felipe Fuentes  
California Assembly Member Raul Bocanegra  
California State Senator Alex Padilla  
Los Angeles City Mayor Eric Garcetti  
Former California Assembly Member Cindy Montanez  
Los Angeles City Mayor Candidate Wendy Greuel  
Long Beach City Mayoral Candidate Robert Garcia  
Long Beach City Mayoral Candidate Bonnie Lowenthal  
Long Beach City School Council Candidate Juan Benitez

For his efforts in teaching and community involvement, Som Chounlamountry has received numerous awards and recognitions.

- 2013 Community Partner of the Year Award The Thomas House Temporary Shelter
- 2006 Teacher of the Year Award by The Los Angeles County Probation Officers' Union
- 2006 Teacher of the Year Recognition by California Assembly Majority Leader Dario Frommer
- 2005 Teacher of the Year Award by Los Angeles County Office of Education Head Start Program

#### New Service Learning Component

LAMC, in conjunction with Prof. Som Chounlamountry, has added another new service learning component with the Office of Los Angeles City Councilmember Felipe Fuentes.

#### Council District 7 Internship Program

The Internship program of Los Angeles City Councilmember Felipe Fuentes offers college students of all majors an excellent opportunity to learn about local government, the policy/ordinance process, city planning, and to provide service to the residents of the 7th Council District.

City Council District 7 has three District Offices located in Sylmar, Pacoima, and Sunland/Tujunga and the Downtown City Hall Office. Participants are welcome to choose which office works best for them to carry out their internship .

#### Internship Program

Interns are expected to commit to the program and make a genuine contribution to the Councilmember's work on behalf of the City of Los Angeles. As such, the internship requires participants to commit to an eight week program. Only 20 participants will be considered at a time.

Participants must attend a mandatory 2 hour session every Friday. During these sessions, guest speakers will present on a wide variety of issues pertaining to both city services and policies relevant to city planning. This allows the participants to learn and understand how projects and developments affect communities through City Planning.

Participants will be asked to work as a group to develop a proposed project that identifies the

needs of a community and how the City Council can restore quality of life to the residents in that area. Through the experiences on the field, weekly guest speakers, and working closely with Area Directors, interns will be able to work on an event, policy/ordinance, and project proposal for the District. This development proposal can range from an idea of a city ordinance, to a community event beneficial to both residents of Council District 7 and the City of Los Angeles. Ultimately, interns will present their projects to the Councilmember during the programs last meeting at the Downtown City Hall Office and be considered for adoption by Councilman Fuentes.

The internship program is an 8 week program. The timeline of the internship program is as follows:

- Week 1: Meet and Greet/Knowing CD7IMeet Staff
- Week 2: Sylmar Community Plan/Planning
- Week 3: Transportation
- Week 4: Professional Development Potluck
- Week 5: Economic Growth and Jobs
- Week 6: Environment
- Week 7: Community Resources and Asset Mapping
- Week 8: Trip to City Hall and Project Presentations
  - Attend Council Meeting
  - Lunch with Councilmember
  - Presentation of Project

### Planning and Land Use

The City of Los Angeles is divided into 35 community plan areas, five of which are within the boundaries of Council District 7. From a planning perspective, the Councilmembers of Los Angeles look at long-range planning such as the community plans as a guide for use of land; and on a more day-to-day use the Zoning Code to look at real-time development occurring within their district boundaries. The 7<sup>th</sup> District deals with California Environmental Quality Act, the Municipal code, division of land, design of projects, neighborhood impacts both short and long-term, overlay zones, transportation, all city departments, and the community.

Participants in the internship program will have the opportunity to work with Planning Deputy Claudia Rodriguez and see how City Planning ties to all aspect of the Councilmember's work.

### Administrative Duties

Duties include answering phone calls, creating in house certificates, processing scheduling and event requests, data input, and case work. The internship program is not limited to the everyday function of the office. Interns will have the opportunity to attend neighborhood council, neighborhood watch and other community meetings. In addition, the 7<sup>th</sup> District office participates in various weekend events including community cleanups to which interns are encouraged to participate in.

### Please Note

Students are not limited to the 8 week program. Students are welcome to participate in the internship program outside of the 8 week program if commitment cannot be made. A minimum of 3 hours a day is required of each student.

## Contact Information

For more information please contact the office of City Council member Felipe Fuentes at 818-485-0600.

## The Office of Institutional Effectiveness (OIE)

The OIE actively works with campus constituencies launching interventions, providing training, workshops, and/or other services so that the impact of those interventions can be assessed and improved. For example, in fall 2013 the Dean of Institutional Effectiveness helped develop assessments to provide meaningful and useful data for improving the following:

- The LAMC fall Kickoff event for new and returning students that was offered for the first time on August 21, 2013
- The transfer fair and workshops offered by the Transfer Center
- The workshops provided by the Counseling Department regarding the services they provide
- The services provided by all the Student Services offices and programs on campus, through the development of a point-of-service survey to be used by all Student Services units

The OIE also works with Career-Technical Education (CTE) programs in the development of industry surveys to assess the demand for specific CTE programs and training in the College's service area (e.g., Culinary Arts) (3.72). The OIE also assists with the collection and interpretation of student outcome data for interventions in which improvements in student success are expected. For example, OIE has helped evaluate the success/retention/persistence rates for students participating in Achieving the Dream English and Math interventions compared to those not involved in the interventions. This information was shared and discussed at the fall 2013 College Council retreat. The OIE has also evaluated the success/retention/persistence rates of students attending the LAMC fall 2013 Kickoff event compared to students who did not attend the event. By providing support for such analyses, the OIE helps the various campus constituencies determine whether specific interventions had the desired effect and how they can be improved in the future.

2. Describe the processes and resources on your campus that are used to connect student support programs and learning communities (such as EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, etc.) with transfer counselors, faculty, and staff to promote and increase transfer success of program participants. How does your campus propose aligning this strategy with this Law School Initiative? Will revisions be required? If so, please explain.

## California College Pathways Program

Through a multi campus network grant issued by the California College Pathways Program network Los Angeles Mission College (LAMC), Los Angeles Valley College(LAVC), Pierce College and California

State University Northridge (CSUN) are currently collaborating on efforts to identify foster youth who are transferring from one of the mentioned community colleges to CSUN by developing an on-campus Guardian Scholars program. Through this grant, all four campuses will plan and design a multi-campus network to support foster youth at the four north LA County campuses (CSUN, LAMC, LAV and Pierce). In addition, the campuses will be developing a transfer referral process that results in seamless support services for foster youth students transferring from either of the three community college campuses to CSUN. The program will monitor and track this network initiative and collect data that will enable the network to refine best practices on the success of foster youth students and campus programs.

### SB 1456: Student Success Support Program (3SP)

One of the new State requirements will be the implementation of SB 1456, the Student Success Support Program (3SP) in AY 14-15. 3SP provides categorical performance-based funding to ensure that incoming students obtain assessment, orientation, abbreviated education plans and comprehensive education plans. Beginning in FY 14-15, 10% of new students must have an orientation, be assessed, and obtain an abbreviated education plan.

Thirty-five percent (35%) must have a comprehensive education plan by the end of FY 14-15. Funding will be allocated if the colleges meet their targets. The following Academic Years the percentages of new students will increase until eventually 100% of all new students are assessed, are oriented, and have Student Education Plans (SEPs).

These new state requirements have brought needed resources to the College. For FY 14-15 the college will receive \$924,000 to implement 3SP. The state allocation will be integrated in the Student Support Services Action Plan that increases staffing resources to meet the diverse needs of our students.

Preliminary conclusions based on all the data analyzed to date from the research activities described above include the following:

- Counseling services for both on-campus and online students require enhancement through additional staffing and additional hours of service.
- The delivery of accurate, clear, and comprehensive information to students must be improved, particularly in Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.
- Training in customer service and professionalism is required in all departments, including in particular Admissions, Financial Aid, and Counseling.

### SB 1070 Community Collaborative

In February 2009, the Los Angeles Community College District (LACCD) and its partner colleges (L.A. Mission College, L.A. Valley College, and L.A. Pierce College) formed a collaboration to develop and enhance its Career & Technical Education capacity within the San Fernando Valley region of the City of Los Angeles. This project focused on one or more areas within the 15 Recognized Industry Sectors and

the career pathways that fall under each sector. Each college has been committed to pooling its resources and unifying local area stakeholders in order to better prepare CTE students for jobs and careers.

The purpose of the SB-1070 bill is to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in postsecondary education by developing career technical education pathways between high schools and community colleges. Previously known as SB-70, and now known as SB-1070, the Career Technical Education Pathways Program was extended until June 30, 2015.

College Specific Pathways include employer engagement, connected support, bridge programs, work based learning, and transition with high schools, link and integrate regional programs, certificates, curricula to more effectively address the workforce needs of industries important to the regional economy, and refine local and regional career pathways, mind the gaps and build on college strengths, provide portability, skills acquisition for entry, mid and advance level workforce, and increased access and success in college certificates/degrees

The Career Pathway enables students to advance over time to better jobs and higher levels of education and training, increase successful completion of college certificates on the way to degree/transfer and align with industry to teach in-demand skills and provide work-based learning opportunities that lead to high-wage, high-skill employment.

The Career and Technical Education Community Collaborative Project (CTE CCP/SB1070)-(The Governor's initiative on improving and strengthening CTE, at both the community college and secondary level, was successfully carried through this bill) funded through the California Community Colleges Chancellor's Office focuses on four main goals:

- Outreach to middle schools providing career information for middle school students and the opportunity to participate and learn about the college programs and the college experience.
- Expand and enhance career pathways from middle school to high school and to college
- Provide professional development activities for the collaborative partners.
- Develop an externship program component

### CTE and LAMC Paralegal Studies Program

LAMC Paralegal Studies program at Mission college has been graduating paralegals since 1988 with a paralegal certificate which requires 12 law classes. Its paralegal certificate is recognized by California Law under Business and Professions Code Sections 6400 and 6450.

The LAMC Paralegal program is part of the Career Technical Educational program at LAMC. The paralegal program graduates approximately 50 students each year, and has placed enumerable students, upon graduation in paralegal jobs throughout the greater Los Angeles metropolitan region.

The LAMC paralegal program will be an active partner in the Pathways to Law School Initiative, along with its paralegal students who are selected to participate in the Pathways program.

## Student and Student Services Staff Focus Groups

LAMC is partnering with California State University, Northridge (CSUN) to conduct focus groups with students and student services support staff. Through the efforts of Dr. William Watkins, CSUN Vice President of Student Affairs, a research team is conducting staff and student focus groups at LAMC during the week of February 24, 2014. The team is meeting with administrators and staff from Admission and Records, Assessment, Counseling, DSPS, EOPS/CARE, ASO, Athletics, Financial Aid, Transfer Center and Veterans and International Students Office. The purpose of the focus groups is to determine the level of services LAMC provides, the number of staff allocated to each department, their workload, and gaps in services on the campus and online. The team is meeting with both on-campus and online students to assess the level of student satisfaction. The CSUN team is scheduled to complete its report on the results of these focus groups by the end of March 2014. This report will contain the final set of data to be used in the formulation of the Student Support Services Action Plan.

The Student Support Services Action Plan for 2012-2017 includes the following six(6) goals which will assist LAMC to improve and enhance student services, but will also accrue to the benefit of the Pathways Initiative:

Goal 1: Increase the percentage the percentage of students that use existing self-service options and enhance the quality of those services.

Goal 2: Increase the percentage of students who declare a major no later than the end of their first year at Mission

Goal 3: Reduce the number of students on academic probation, progress probation and disqualification.

Goal 4 Increase the number of students who graduate with an AA degree, transfer or are prepared to transfer.

Goal 5: Increase student awareness in changes of Title 5, Financial Aid and Student Success Initiative (SB 1456) policy changes that impact student progress and success.

Goal 6: Foster and create partnerships with community organization to enhance on campus support services.

LAMC will provide full support and efforts to accomplish the above. To accomplish Goal 4 to increase the number of students who graduate with an AA/AS degree or are prepared to transfer, LAMC will employ the following strategies:

- Develop student financial aid responsibility contract
- Financial Aid Orientation
- Revamp financial aid appeal process
- Explore usage of self-service Ed Plan feature in PeopleSoft
- Identify students who have complete 15,30, & 45 transferable units and send them notification emails
- Increase collaboration with 4-year institutions to enhance transfer
- Increase the number of transfer agreements with 4-year institutions (TAG)



- Provide more sections of traditional and online class offerings of 1 unit Personal Development (PD) classes such as : PD 22: The Transfer Process, PD 4: Career & Major Exploration, PD17: College Survival Skills and 3 unit PD 40: College Success Seminar
- Develop international students center, club and mentors
- Develop workshops for international students
- Develop and distribute an online survey to evaluate graduates’ experience at LAMC
- Enhance student life on campus
- Develop a virtual campus for DE Students
- Develop an assessment Orientation prior to taking the English and Math placements
- Develop a pre-assessment tutorial
- Revamp petition process

UCLA Transfer Alliance/Honors Program

The Los Angeles Mission College Transfer Alliance/Honors Program (TAP) is designed for motivated students who plan on transferring to a four-year college or university. It consists of academically enriched general education courses in which both written expression and the critical analysis of ideas are stressed. The TAP program offers participating students priority admissions to UCLA and additional opportunities at other universities. Both current and new students may apply to be part of the TAP program.

3. Please provide annual transfer data for 2010, 2011 and 2012 from your EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and other related programs to the UC system, University of Southern California, and Santa Clara University, including ethnicity data and number of years it took for the student to transfer. If you believe the Selection Committee should also consider other transfer data information, please provide.

EOPS, DSPS and CalWorks Annual Transfer Data by Ethnicity, 2010-2012

EOPS, DSPS and CalWorks students going back to 2000 were submitted to the National Student Clearinghouse for a data match. The years reported represent the first year that the student appeared as a transfer. LAMC does not currently offer Puente, Umoja, AANAPISI or PACE programs

		UC System	USC	Santa Clara University
<b>2010-11</b>	Asian	1	0	0
	Black	1	0	0
	Hispanic	7	0	0
	White	1	0	0
	Amer Ind/Other Non-White	1	0	0
	Unknown/Decline to State	0	0	0
	<b>TOTAL</b>	<b>11</b>	<b>0</b>	<b>0</b>

<b>2011-12</b>	Asian	0	0	0
	Black	0	0	0
	Hispanic	6	1	0
	White	0	0	0
	Amer Ind/Other Non-White	0	0	0
	Unknown/Decline to State	0	0	0
	<b>TOTAL</b>	<b>6</b>	<b>1</b>	<b>0</b>
<b>2012-13</b>	Asian	0	0	0
	Black	0	0	0
	Hispanic	7	0	0
	White	0	0	0
	Amer Ind/Other Non-White	1	0	0
	Unknown/Decline to State	1	0	0
	<b>TOTAL</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>TOTAL (2010-11 thru 2012-13)</b>	Asian	1	0	0
	Black	1	0	0
	Hispanic	20	1	0
	White	1	0	0
	Amer Ind/Other Non-White	2	0	0
	Unknown/Decline to State	1	0	0
	<b>TOTAL</b>	<b>26</b>	<b>1</b>	<b>0</b>
<b>Median Time to Transfer in Years</b>	Asian	3.0	-	-
	Black	4.0	-	-
	Hispanic	3.0	6.0	-
	White	3.0	-	-
	Amer Ind/Other Non-White	3.0	-	-
	Unknown/Decline to State	3.0	-	-
	<b>TOTAL</b>	<b>3.0</b>	<b>6.0</b>	<b>-</b>

4. Please provide further details and explanation for any substantial differences between the demographics of the overall enrollment in your community college and the URM (Underrepresented Minority) demographics of those students actually transferring to:
- All UCs including the two participating UCs (Davis and Irvine);
  - Private four-year universities including the two participating private universities (Santa Clara and USC);

Demographics of the LAMC Student Body Compared to LAMC Students Who Transferred from 2010-2011 through 2012-2013

The ethnic breakdown of students transferring to the UC System is reflective of the overall ethnic breakdown at LAMC. Students from LAMC primarily transfer to UCLA when transferring within the UC System. This accounts for the low total numbers of students transferring to UC Irvine and UC Davis.

There are a higher proportion of Black students transferring to private universities than in the LAMC student body as a whole. This is a known phenomenon nationally, which may be due to the larger number of scholarships offered by private universities.

The gender breakdown of both the LAMC student body and those transferring reflects national higher education enrollment trends with more females enrolled and transferring than males.

With regard to median age at time of transfer, students transferring to private universities are older than those transferring to the UC system.

The biggest local challenge is the low overall number of transfers. Participating in programs such as the one sponsored by this grant is a step toward closing this achievement gap.

	LAMC Fall 2012	Transfer to UC System	Transfer to UC Irvine	Transfer to UC Davis	Transfer to Private	Transfer to USC	Santa Clara University
<b>Ethnicity</b>							
Asian	7%	4%	0%	0%	4%	0%	0%
Black	3%	4%	0%	0%	17%	0%	0%
Hispanic	74%	77%	100%	100%	69%	100%	0%
White	11%	4%	0%	0%	8%	0%	0%
Amer Ind/Other	2%	8%	0%	0%	0%	0%	0%
Non-White	4%	3%	0%	0%	2%	0%	0%
Unknown/Decline to State	100%	100%	100%	100%	100%	100%	0%
<b>Gender</b>							
Female	61%	65%	100%	100%	79%	0%	0%
Male	39%	35%	0%	0%	21%	100%	0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>
<b>Median Age</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>20</b>	<b>29</b>	<b>24</b>	<b>-</b>

5. Please provide student outcomes data for the “Required 7 Courses”: (include end of term retention and pass rate (C or better) by ethnicity

Student Outcomes Data for the “Required 7 Courses”

Required 7 Courses	LACCD Course Number & Name	Ethnicity	RETENTION		PASS RATE	
			Total	%	Total	%
a. Street Law/Law and Democracy	LAW 001 - BUSINESS LAW I	Asian	87	81.3%	82	76.6%
		Black	67	77.9%	57	66.3%
		Hispanic	364	76.6%	290	61.1%
		White	185	84.9%	169	77.5%
		Amer Ind/Other Non-White	11	57.9%	11	57.9%
		Unknown/Decline to State	54	85.7%	43	68.3%
		<b>Total</b>	<b>768</b>	<b>79.3%</b>	<b>652</b>	<b>67.4%</b>

	LAW 010 - INTRODUCTION TO LEGAL ASSISTANT I	Asian	45	76.3%	35	59.3%
		Black	64	66.7%	43	44.8%
		Hispanic	263	73.3%	196	54.6%
		White	167	86.5%	143	74.1%
		Amer Ind/Other Non-White	11	57.9%	10	52.6%
		Unknown/Decline to State	48	82.8%	37	63.8%
		<b>Total</b>	<b>598</b>	<b>76.3%</b>	<b>464</b>	<b>59.2%</b>
b. English Composition	ENGLISH 101 - COLLEGE READING AND COMPOSITION I	Asian	380	88.8%	330	77.1%
		Black	180	87.0%	149	72.0%
		Hispanic	3,511	84.2%	2,859	68.6%
		White	421	86.4%	370	76.0%
		Amer Ind/Other Non-White	82	84.5%	68	70.1%
		Unknown/Decline to State	244	83.3%	194	66.2%
		<b>Total</b>	<b>4,818</b>	<b>84.8%</b>	<b>3,970</b>	<b>69.9%</b>
c. Critical Thinking	ENGLISH 102 - COLLEGE READING AND COMPOSITION II	Asian	232	91.0%	209	82.0%
		Black	102	91.9%	91	82.0%
		Hispanic	2,057	85.2%	1,786	74.0%
		White	241	88.3%	222	81.3%
		Amer Ind/Other Non-White	36	90.0%	32	80.0%
		Unknown/Decline to State	108	86.4%	98	78.4%
		<b>Total</b>	<b>2,776</b>	<b>86.3%</b>	<b>2,438</b>	<b>75.8%</b>
	PHILOS 005 - CRITICAL THINKING AND COMPOSITION	Asian	69	100.0%	60	87.0%
		Black	6	75.0%	3	37.5%
		Hispanic	71	97.3%	56	76.7%
		White	14	100.0%	11	78.6%
		Amer Ind/Other Non-White	6	100.0%	4	66.7%
		Unknown/Decline to State	17	94.4%	13	72.2%
		<b>Total</b>	<b>183</b>	<b>97.3%</b>	<b>147</b>	<b>78.2%</b>
d. Argumentation and Debate/Persuasion	SPEECH 101 - ORAL COMMUNICATION I	Asian	426	90.8%	342	72.9%
		Black	179	87.3%	135	65.9%
		Hispanic	4,157	85.9%	2,901	59.9%
		White	423	86.5%	350	71.6%
		Amer Ind/Other Non-White	88	89.8%	63	64.3%
		Unknown/Decline to State	236	89.1%	173	65.3%
		<b>Total</b>	<b>5,509</b>	<b>86.5%</b>	<b>3,964</b>	<b>62.2%</b>

Required 7 Courses	LACCD Course Number & Name	Ethnicity	RETENTION		PASS RATE	
			Total	%	Total	%
e. Statistics	MATH 227 - STATISTICS	Asian	299	89.5%	263	78.7%
		Black	106	82.2%	80	62.0%
		Hispanic	2,333	81.7%	1,801	63.1%
		White	310	85.2%	272	74.7%
		Amer Ind/Other Non-White	41	85.4%	33	68.8%
		Unknown/Decline to State	139	85.3%	113	69.3%
		<b>Total</b>	<b>3,228</b>	<b>82.9%</b>	<b>2,562</b>	<b>65.8%</b>

f. US History	HISTORY 011 - POLITICAL AND SOCIAL HISTORY OF THE UNITED STATES I	Asian	201	86.3%	166	71.2%
		Black	104	88.1%	81	68.6%
		Hispanic	1,462	83.2%	1,101	62.7%
		White	280	84.8%	242	73.3%
		Amer Ind/Other Non-White	56	86.2%	52	80.0%
		Unknown/Decline to State	109	78.4%	88	63.3%
		<b>Total</b>	<b>2,212</b>	<b>83.7%</b>	<b>1,730</b>	<b>65.5%</b>
g. Intro to American Government	POL SCI 001 - THE GOVERNMENT OF THE UNITED STATES	Asian	424	91.0%	357	76.6%
		Black	209	86.0%	163	67.1%
		Hispanic	4,254	88.3%	3,272	67.9%
		White	516	91.3%	453	80.2%
		Amer Ind/Other Non-White	86	82.7%	74	71.2%
		Unknown/Decline to State	280	92.1%	231	76.0%
		<b>Total</b>	<b>5,769</b>	<b>88.7%</b>	<b>4,550</b>	<b>70.0%</b>
Elective Course	PERSDEV 017 - COLLEGE SURVIVAL SKILLS DEVELOPMENT	Asian	31	96.9%	26	81.3%
		Black	45	91.8%	34	69.4%
		Hispanic	512	93.6%	446	81.5%
		White	45	95.7%	41	87.2%
		Amer Ind/Other Non-White	5	83.3%	5	83.3%
		Unknown/Decline to State	28	96.6%	26	89.7%
		<b>Total</b>	<b>666</b>	<b>93.8%</b>	<b>578</b>	<b>81.4%</b>

6. How will your campus ensure that students within this Law School Initiative receive priority enrollment or guaranteed access to the courses required for this Law School Initiative? Do you currently provide priority enrollment for students in EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and other related procedures in place to support these enrollment procedures, including the order of these programs within the college's priority enrollment procedures?

### Priority Enrollment

Effective Fall 2014, new students who have completed college orientation, assessment and developed student education plans as well as continuing students in good academic standing (i.e., not on academic or progress probation) who have not exceeded 100 units (not including non-degree applicable basic skills classes) will now have priority over students who do not meet these criteria.

Active-duty military and veterans, current and former foster youth, followed by students in Extended Opportunity Programs and Services and Disabled Students Programs and Services will continue to have first priority for registration if they are in good standing. Students who are not in good standing will lose their registration priority and register last. Students will be allowed to appeal the loss of their registration priority but only for documented cases of extenuating circumstances or documented cases of disabled students not receiving their accommodations in a timely manner.

Section 58108 of article 1 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58108. Registration and Enrollment Procedures.

(a) Districts shall adopt policies and Procedures for registration and standards for enrollment in any course shall be only those which that are consistent with these and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district.

(b) It is the intent of the Board of Governors of the California Community Colleges to provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

(c) Registration priority, in the order of priority listed below, shall be provided to students:

(3) who are continuing students not on academic or progress probation for two consecutive terms as defined in section 55031 and first time students who have completed orientation, assessment, and developed student education plans.

The counseling department at LAMC is committed to support the Pathway to Law School Initiative and will assure priority registration to students enrolled in the initiative by assisting students to complete an orientation, assessment, and student education plan to qualify for priority enrollment under section 58108 above. In addition, on December 11, 2013, the Board of Trustees adopted a resolution as follows:

That the LACCD will take the necessary actions required to be considered for selection for the Community College Pathway to Law School Diversity Pipeline Initiative ("2+2+3"). Such cooperation with the LACCD will only further priority enrollment for Pathways students.

LAMC does provide priority enrollment for students in EOPS, DSPS, CalWorks

#### CalWorks Students

The CalWorks Program at LAMC assists students receiving TANF (Temporary Assistance for Needy Families, formerly AFDC) with a variety of coordinated support services as they pursue training to increase employment opportunities that lead to self-sufficiency.

Eligible students receive assistance with counseling, priority registration, required textbooks and supplies, transportation and child care costs, work-study, workshops, trainings, and computer access. Students also receive guidance in applying for federal financial aid and scholarships, advocacy with the Human Services Agency, and referral to campus and community resources.

#### EOPS Students

At LAMC EOPS students receive the following assistance:

Academic, career, and personal counseling

Transfer/Career assistance (field trips)  
Student Educational Plan (SEP) and Semester-by-Semester Plan for each student  
Tutoring  
Academic follow-up of students  
Progress reports - to provide information to students as to how they are doing in their classes  
Book grants and book service  
Cultural enrichment activities (cultural trips)  
Personal development, study skills, career, and major selection counseling  
Leadership Motivational Counseling  
CARE Program  
Grant and additional services for EOP&S students who are single parents, have children 14 years or younger receiving assistance from the Department of Health and Human Services  
Priority Registration  
Student Employment Services (Job Prep and Job Placement)  
Cap and Gown for graduation  
Recognition Awards Ceremony - Graduates and transfer students are recognized at the end of the academic year

### DSPS Students

At LAMC DSPS students receive the following assistance:

Academic and personal counseling  
Vocational assessment and job exploration  
Priority Registration  
Assistance with reading, taping, or braille for the blind  
Note-taking assistance  
Interpreters for the deaf  
Individualized program planning  
LAMC offers both one-on-one and small group specialized tutoring in basic skills (Suspended until funding is available)  
High-tech computers and adaptive aids  
Mobility assistance  
Liaison with instructors and rehabilitation counselors  
A team approach to help students succeed in their chosen field of study

### TRIO Students

Student Support Services (SSS) Program is a federally funded program designed to identify and provide resources to help students persist through college. SSS provides supportive services including tutoring, mentoring, one-on-one counseling, study skills workshops, and cultural activities which promote and facilitate students' academic and personal success. TRIO students qualify for priority registration.

To be qualified for SSS, students must meet one or more of these requirements.

- First-generation college student (neither parent has a bachelor's degree)
- Meet an income guideline
- Student with a disability
- Academic needs will also be reviewed

LAMC does not currently have the following programs: Puente, Umoja, AANAPISI, PACE

7. Describe any existing partnerships or agreements your institution may have with any UC or other university, especially with any of the participating Universities (UC Davis, UC Irvine, Santa Clara University, and USC) that demonstrate the potential for more transfers of students, including underrepresented minority students, to these universities.

#### Transfer Admission Guarantee (TAG)

Seven UC campuses offer guaranteed admission to California community college students who meet specific requirements- UC Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, & Santa Cruz. By participating in a Transfer Admission Guarantee (TAG) program, students at LAMC receive early review of your academic records, early admission notification and specific guidance about major preparation and general education coursework

8. Please describe in detail (including a timeline) how your campus will implement this Law School Initiative. Include the type of support your campus will have from your district, administrators, faculty, students, the legal profession, community, etc. Please include the names of the key personnel within each of the critical units named in your project plan and documentation of their understanding of this Law School Initiative and their roles. Also include how the faculty, staff, and administrators from EOPS, DSPP, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and other related programs and learning communities will be involved in this Law School Initiative.

#### LAMC Implementation Plan

##### Support from the LACCD

The Board of Trustees of the LACCD passed a resolution on December 11, 2013 to support the Pathways to Law School. In addition, both LACCD and LAMC strongly support its Career and Technical Education Programs.

##### Integration of existing programs that serve community college students historically underrepresented on four-year campuses (educational disadvantaged)

##### Career And Technical Education/Workforce Development

The district, and LAMC have been actively developing partnerships with K-12 schools in the service areas of the colleges. Many programs are funded by special grants which serve as models for Career Technical Education (CTE) program functions and programs of study. CTE programs work closely with



Tech Prep in building the pathways for high school students to community college CTE programs.

Life long learning opportunities are afforded by the certificate programs and options offered by CTE programs. CTE programs are modularizing courses and rotating course offerings to make them available to working students.

The LACCD, and LAMC are implementing its many CTE programs, with Perkins Federal funding, and other categorical funding, through its many certificate programs in the District, including the Paralegal/Law Program at Mission which has been graduating paralegals for over 25 years since 1998. The LAMC, along with the other LACCD colleges is supporting its CTE programs by taking the following actions:

- Weaving CTE into the fabric of education in California - LACCD CTE programs are integrating and working closely with academic disciplines. This integration is facilitated and strengthened by regular meetings and close working with the Academic Senate, at the district and college levels.
- Ensuring that all students have access to CTE courses, pathways and programs of interest, workplace opportunities, highly skilled instructors, and up to date facilities and technologies that make all CTE options available regardless of location and enrollment limits. Our CTE programs are working toward this goal by planning courses at convenient times and locations for students, improving instructor knowledge and skill with industry internships, professional development, and by hiring the best and most highly skilled new instructors.
- Advancing CTE as a means to engage students, instill a passion for learning, and improve student outcomes by leveraging the current momentum of high school reform, with its renewed focus on “rigor, relevance, relationships and results”. This effort is reflected in the determination of the district CTE programs to improve outreach to high schools, and to provide more career awareness to students who are deciding on a career/educational path. All of these R’s apply to what the colleges are currently building into our CTE programs.
- Realizing the concept of lifelong learning and promoting career awareness and development throughout the continuum from early childhood through adulthood. The colleges actively promote the understanding among our students and communities that education is for life. The college campuses offer evidence of this unity of purpose. CTE and special programs often bring groups of elementary school children on campus for special days and events, giving them an experience that helps them picture themselves as college students. Many programs are offered for adults continuing their educations or gaining new certificates for employment or retraining for new employment.
- Building a demand driven CTE system by responding to real workforce development needs and state regional and local labor market realities and priorities through strengthened curricula professional development, data collection and use, and direct linkages with business and industry is all enhanced by the District and LAMC’s strong collaboration with the Workforce Investment Act funded Work Source Centers that partner with each of the colleges. The Workforce Investment Board in Los Angeles city and county are vital partners with the colleges. Our district leadership and partners are board members, and we have co location partnerships with Work Source centers at two colleges are developing more.
- Viewing CTE systematically by taking a broad perspective in planning for how CTE, from kindergarten through lifelong learning can contribute to student success and to California’s economic future, rather than focusing on discrete secondary or postsecondary programs or specific

funding streams.

- Promoting continuous improvement of CTE services and impact through better alignment of standards, curricula, assessments, professional development, and support for districts, colleges and schools, in order to meet or exceed all targets in students' academic and technical skill achievement. Many of the plans for program outreach and improvement address this priority, specifically the plan to increase the programs of study which include K 12 students, and programs and events that bring younger students on campus and college CTE program representatives to school sites.

Career Transitions (GEAR UP) is another program which will assist LAMC to support the Pathways to Law Schools Initiative and the Community Collaborative

Gaining Early Awareness & Readiness for Undergraduate Programs (GEARUP)

- GearUp is an exciting new program that helps many disadvantaged students prepare for the road to college starting, in the middle school grades. We know that students who are prepared to go to college or to receive technical training beyond high school have far more options for the future.
- GearUp understands that high-achieving students from low-income families are five times less likely to attend college than high-achieving students from high-income families. They are often unaware of sources of financial help for college, and do not know how important it is to take rigorous academic classes to be fully prepared for education beyond high school.
- Our mission is to increase the number of students going on to higher education, and ensure that they are academically prepared to move forward.
- The support needed is provided from Los Angeles Mission College students who work as tutors and mentors at local middle schools in English and Mathematics. Los Angeles Mission College supplies tutors to San Fernando, Maclay, Pacoima, and Olive Vista Middle School. In all, our program has helped tutor more than a thousand students and provide information regarding the importance and accessibility of college to their families
- The LAMC Community Collaborative, each year, in conjunction with the CTE Transitions program provide information about CTE career pathways offered at LAMC to over 250 students at a career fair sponsored by two collaborative members, Options for Youth and Options for Learning, both charter continuation high schools. Furthermore, classroom presentations are made to students enrolled at San Fernando High School. Subjects covered include the value of a college education, training for high skill, high wage, high demand occupations available at LAMC, and the process involved in matriculating to LAMC.
- “It’s Up 2 U” program – the Community Collaborative contacts middle school students from Maclay Middle School and Olive Vista Middle School and meets with the students, and increases their awareness to various career pathways to broaden their awareness of the types of skills needed to enter various and distribute career awareness curriculum booklets which includes career pathways available at LAMC including our Paralegal Studies CTE Certificate Program, and many other of our CTE programs

## Support from the Legal Community

The San Fernando Valley Bar Association (SFVBA) will work with LAMC to develop a mentoring/internship program with LAMC and the students who will participate in the Pathways to Law School Initiative. Currently, LAMC has internships with the Neighborhood Legal Services and the LA Superior Court as outlined herein.

## Marketing and Outreach and alliances with high school dual enrollment and feeder programs to the community college and majors with higher probability of linking to a law degree

LAMC has in place, and will continue to employ the following marketing and outreach plans to assist with the long term implementation and incorporation of the Pathways to Law School Initiative.

- Campus recruitment is coordinated under one office
- Campus recruitment includes private, adult schools, businesses and the general community
- The pre-admission process is extended for potential students to the local high schools
- Management enrollment by offering classes in demand
- Retain new student applicants through the registration process
- A yearly “Senior Day” which highlights disciplines, conducts campus tours, features student clubs and activities, and showcases different types of student support available at LAMC. In addition, the high school students have the opportunity to meet with a counselor and complete their in-person registration. This event encourages local high school students in the San Fernando Valley to apply to college and enrich their lives. This event provides information on various of LAMC’s academic programs, financial aid, and admissions process, and will be employed to implement the Pathways to Law School Initiative.

LAMC has developed a team approach to recruitment which includes EOP&S, Student Services, ASO, Assessment, Admissions & Records, Vocational Programs, Public Relations, Institutional Research, Financial Aid, Counseling and Academic Affairs.

The top 5 feeder schools are Sylmar, San Fernando, Poly, Monroe and Kennedy. Outreach efforts now include Vaughn International Studies Academy, Arleta, Panorama, Sun Valley, Opportunities for Learning, East Valley, Granada Hills, Discovery Prep, Verdugo, Community Charter Early College High, Northridge Academy and North Valley Academy. Outreach also includes Continuation Schools, including Jane Adams, Options for Youth, Jack London, Evergreen, Rogers, Earhart, Independence, Mount Lukens, Kirk Douglas, McAllister, Robert Lewis, and Albert Einstein. It includes private schools, - L.A. Baptist, Providence, St. Genevieve, Bishop Alemany, and L.A. Lutheran.

Adult schools are also included in LAMC outreach and recruitment: Pacoima Skills Center, North Valley Occupational Center and Mission High.

Community Outreach and Marketing: LAMC increases positive relations in the community which benefit recruitment efforts and the image of the college, including the following:

- Community publications
- Community events: our LAMC Farmers Market, Springfest,
- Periodically neighboring cities sponsor events in which LAMC, including our students, faculty, administrators participate such as Tia Chucha’s “Celebrating Words Festival”, “Community Showcase”, “District One Extraordinaire Fair”, and District Two Fair.
- LAMC participates and outreaches to community businesses, including the San Fernando Swap Meet, Sam’s Club
- Outreach includes public relations, including advertisements in local newspapers (La Opinion, Daily News, The Sun), and community radio slots (AM/PM) which emphasize LAMC low tuition, diversity programs, fee waiver option, and our excellent CTE programs, amongst a few.

This extensive outreach to our local schools, businesses, and community will be used to implement the Pathways Initiative.

### Defined Problems and Efforts to Address them

If selected, LAMC will take all necessary actions, and make every effort to address the following:

1. Internships and Service Learning - LAMC will develop an elective, per the Initiative curriculum, specifically to address Service Learning under the Initiative. This will commence in Fall 2014, if selected for the Initiative. In addition, a faculty position with .4 release time will be created as a manager of the Service Learning component of the Initiative. Prof. Som Chounlamountry is slated for this position.
2. Street Law Curriculum – The current Law 10 and Business Law I classes which are listed in the curriculum will be enhanced through curriculum to create a specialized Street Law – 3 unit class that will be connected to the Service Learning component and new curriculum in #1 above.
3. A Pathways Counselor – One of the existing LAMC counselors will be given, reassigned/release time for the purposes of counseling prospective and current students in the Pathways program.

### Key Personnel who will support the Pathways Initiative

The following are the key personnel, and their responsibilities for implementing the goals and objectives of the California State Bar Pathways to Law School Initiative:

VP of Academic Affairs – Michael Allen, JD – enrollment management, priority enrollment, and all related academic affairs matters

VP of Student Services – Joe Ramirez – enrollment management, priority enrollment, student services

Counseling – Diana Bonilla, Dept. Chair – all counseling matters, and also with coordinate the Personal Development College Success classes as part of the Pathways Curriculum

### Faculty

Street Law Class – Prof. David Jordan, Esq. Director – Paralegal Studies Program

Curriculum Development – Prof. Edna Chavarry, JD

English Composition – Prof. Louise Barbato, PhD

Critical Thinking – Prof. Carolyn Daly, PhD

Argumentation and Debate or Persuasion – Prof. Margie Long

U.S. History – Prof. D’Art Phares

Introduction to American Government – Prof. Ebru Durukan

Service Learning Coordinator – Prof. Som Chounlamountry

Service Learning Curriculum – Enza Barbato, JD

Statistics – Prof. Debby Wong

College Success – Prof. Diana Bonilla

### Support

CTE – Asst. Dean, Cathy Brinkman

Admissions – Rosalie Torres and Martha Rios

Outreach & Marketing – Office of the President – Monte Perez, PhD

Library – Head Librarian Sandy Thomsen

Learning Resource Center – Marie Zaiens

Business and Law – Department Chair Pat Flood

IT Department – Carlos Garcia

ASO Student Representative – Devon Antonio

### Internships

San Fernando Valley Bar Association (Mentoring Program) – Rosie Soto

Neighborhood Legal Services – Diana Avedano

Council District 7 Internship - Office of Felipe Fuentes

LA Superior Court Paralegal Internship Outreach – Efrain Ruiz, Court Administrator

LAMC stands ready to fully support and implement the Pathways to Law School Initiative, if selected.

