



Credit

Student Success and Support Program Plan

2015-16

District: Los Angeles Community College District (LACCD)

College: East Los Angeles College (ELAC)

Report Due by

Friday, November 20, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their education and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: East Los Angeles College

District Name: Los Angeles Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Suzette Morales-Guerra Date: November 2015

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Julie Benavides Date: November 2015

Signature of the Chief Instructional Officer: _____

Name: Laura M Ramirez Date: November 2015

Signature of College Academic Senate President: _____

Name: Alex Immerblum Date: November 2015

Signature of College President: _____

Name: Marvin Martinez Date: November 2015

Contact information for person preparing the plan:

Name: Suzette Morales-Guerra Title: Student Success and Support Program Coordinator

Email: moralesa@elac.edu Phone: (323) 415-5153

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

The planning process for updating East Los Angeles College's Student Success and Support Program (SSSP) Plan involved reviewing the 2014-2015 SSSP Plan to assess the progress made in each section of the plan. In addition to assessing the progress of the 2014-2015 SSSP plan, SSSP service contact data and evaluative measures such as student service outcomes and student survey results were also considered. ELAC's SSSP Advisory committee members and additional key individuals who work collaboratively with SSSP were involved in the planning process. There were several planning meetings in July, August, and September. The planning meetings addressed the crosswalk between ELAC's Student Equity Plan, the Basic Skills Initiatives, Achieving the Dream plans, and the SSSP plan. Participants in the planning meetings included a Dean of Student Services, a Dean of Academic Affairs, the Professional Development Coordinator, the Student Equity Coordinator, Assessment classified staff, Credit and Noncredit Counseling faculty, Counseling classified staff, Office of Institutional Effectiveness and Advancement classified, and the SSSP coordinator. Upon completion of the SSSP Plan, the plan was circulated for approval through the various governance structures of the college to include the SSSP Advisory Committee, Academic Senate and the Educational Planning Committee.

- b. What factors were considered in making adjustments and/or changes for 2015-16?

Factors that were considered in making adjustments and/or changes to the SSSP Plan were mainly based on data driven outcomes and student service contact data. For example, results from a student survey, administered during an A+O+C Day event, showed that students agreed or strongly agreed (90%) with their assessment placement results, they agreed or strongly agreed (98%) that the information presented during the orientation would help them transition to ELAC, and that they agreed or strongly agreed (95%) with understanding how to interpret their Abbreviated Student Education Plan (ASEP). Based on these results, A+O+C Days planning is underway for spring 2016. A+O+C Days was a piloted effort during the spring of 2015 to host local high school seniors at ELAC to provide them with the opportunity to participate in the Assessment Placement Process, complete the Orientation, and provide them with an ASEP.

- c. In multi-college districts, describe how services are coordinated among the colleges.

East Los Angeles College is one of nine colleges in a multi-college district known as the Los Angeles Community College District (LACCD). The nine colleges in the Los Angeles Community College District follow the LACCD board rules and district policies as related to Student Success and Support Program services. Under the direction of the Vice Chancellor of Educational Programs and Institutional Effectiveness, LACCD has a District Student Success and Support Program committee to coordinate SSSP services among the colleges and the District office. The District SSSP Advisory committee also has subcommittee/workgroups that focus on Assessment, MIS contacts, and Enrollment Priorities to further assist with the coordination SSSP services.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

The development of the 2015-2016 Student Success and Support Program (SSSP) Plan and its services has been guided by the Seymour-Campbell Student Success Act of 2012, the California Code of Regulations, and East Los Angeles College Educational Master Plan 2012-2018. The Educational Master Plan was created by the Educational Planning Subcommittee (EPSC) which operates under the auspices of the Academic Senate and is made up of college faculty, administrators, staff, and students. The Educational Master Plan serves as the college's guiding strategy on educational issues and seeks to fulfill the College Mission and Strategic Goals through the implementation of educational objectives. These objectives are broad-based principles that can serve as guidance for all departments and units on campus. Furthermore, these objectives are used in the Program Review process to assist departments and units in establishing relevant plans that will lead the college to the fulfillment of its Educational Master Plan and consequently its Strategic Plan and College Mission.

All college plans represent the culmination of a data-driven approach to improving student outcomes. The Strategic Plan includes integrated objectives from the Educational Master Plan, Facilities Master Plan, and Technology Master Plans. The Educational Master Plan serves as the college's guiding strategy on educational issues and seeks to fulfill the College Mission and Strategic Goals through implementation of educational objectives. The 2014-2015 Student Equity Plan provides ELAC with the opportunity to focus on existing objectives and action items, engage in additional strategies, and identify resources needed to address equity gaps. The 2015-2016 SSSP Plans integrate ELAC's 2014-2015 Student Equity Plan by aligning goals, objectives, and action items which are in compliance with the Student Success and Support Program guidelines. For example, one common objective in the Student Equity Plan and in the SSSP Plan is to assist faculty in being more proactive in assessing students' academic performance and making use of the college's Early Alert System by referring students to appropriate academic and support services.

In addition, matriculation core services are being coordinated to comply with the SSSP guidelines and the efforts and planning of not only the college plans but must include the departmental/unit program reviews and/or annual updates, the Student Services Cluster report, Achieving the Dream (AtD) plans, and the inclusion of Assembly Bill 86 - Adult Education.

2. Describe the college's student profile.

East Los Angeles College (ELAC) was originally established in September 1945 on the campus of Garfield High School. The college consists of an 82-acre main campus established in Monterey Park in 1948, and the South Gate Educational Center, which was established in 1997.

East Los Angeles College's mission is to empower students to achieve their education goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

East Los Angeles College offers a comprehensive range of credit and noncredit programming that lead to transfer, degree completion and career technical certificates. The college programming includes Public Service Academies, which provide ongoing training to the community's law enforcement and fire protection agencies.

ELAC's Student Credit Profile data collected for Fall 2014:

Unduplicated Enrollment

- Credit Students 27,638
 - Noncredit Students 1,424
 - Public Service Academies 8,642
- Total 37,704

Gender

- Female 58.2%
- Male 41.8%

Ethnicity

- Hispanic/Latino 79.6%
- Asian/Pacific Islander 12.9%
- African-American 1.6%
- Caucasian 1.9%
- Other 3.9%

Age

- Under 18 6.9%
- 18-19 13.3%
- 20-24 43.9%

- 25-29 17.1%
- 30-39 11.2%
- 40 or older 7.5%

Enrollment Status

- First Time College Student 17.3%
- New Transfer Student 5.6%
- Continuing/Returning Student 70.6%
- Concurrent HS Student 6.4%

Educational Goal

- Transfer to 4-Year 49.0%
- Career Prep/Advancement 16.4%
- Obtain A.A. Degree 6.1%
- GED/HS Requirement 2.0%
- Improve Basic Skills 1.5%
- 4-Year Student 6.2%
- Personal Development 2.7%
- Undecided 16.1%

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

East Los Angeles College has many partnerships with the community and the local feeder high school districts. The Dean of Student Services and the Associate Dean of Outreach serve as the point of contact for establishing these collaborations for the Assessment Unit and the Counseling Department to be able to provide the core matriculation services of Assessment, Orientation, and Counseling – ASEP. Outreach to k-12th school board members, district administrators, principals, counselors, and other school personnel is conducted to inform them of the impact of SB1456, provides updates of the SSSP core services, and to include student education planning services for students transitioning from high school to the college. School districts include Los Angeles Unified School District, Alhambra School District, Montebello Unified School District, and San Gabriel Unified School District. Activities in which the core matriculation services are promoted are through the High School Counselor’s Day, Principals’ breakfast, Senior Day, Parent Conference and Student Tours, and through our Great Outcomes for East Los Angeles Initiative.

Community partners that are interested in ensuring success of new or reentry students include, but are not limited to the Service Planning Area (SPA) 7 Community Partnerships, Promesa Boyle Heights, Northeastern Business Association, and the Great Outcomes Collaborative. Information is provided to these organizations/groups.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

The 2014-2015 New Student Orientation program plan yielded many successful outcomes. During the spring 2015 term, the Counseling Department collaborated with the Office of Institutional Effectiveness and Advancement to administer a survey gauging the effectiveness of the In-Person and Online New Student Orientation. Spring 2015 was the second year that the Counseling Department administered the survey. The survey yielded positive results and helped illustrate both versions of the Orientations' effectiveness and student satisfaction. This data is helpful in assuring the effectiveness of the Orientation thereby allowing the Counseling Department to focus its efforts on additional improvements. The 2015-2016 plans for Orientation include incorporating content to reflect campus policy on sexual assault. Additionally, the Counseling Department will seek to move from a hard copy version of the ASEP to a digital MS Word based version.

ELAC's Counseling Department is planning on developing a supplemental program specific to Noncredit Orientation in light of Assembly Bill 86 – Adult Education and due to a growing number of noncredit students. Noncredit Orientations would target students who plan to enroll in one or more of the noncredit course offerings: Academic Preparation/GED, English as a Second Language (ESL), and/or Citizenship. Noncredit Student Orientations would provide information including: explanation of the format of Noncredit courses, transition to credit classes, counseling and education planning services, review and explanation of Noncredit English as a Second Language course sequences, and campus student resources. There are plans to partner with the Office of Institutional Effectiveness and Advancement to conduct on-going evaluations.

2. a. How many students were provided orientation services in 2014-15?

ELAC provided orientation services to 13,706 students during the 2014-2015 academic year, however, 2,337 of the students served enrolled for the 2015-2016 academic year. The table below indicates the number of new non-exempt students who applied to ELAC and regardless of their enrollment status were provided with orientation services during the 2014-2015 academic year. Results indicate that a total of 6,337 students were provided with Orientation services.

Orientation			
New, Non-Exempt^ Students	Completed Orientation	Did not complete Orientation	Total
Credit	6059	17701	23760
New-Entering college student	4382	11605	15987
New-High school age	327	3493	3820
New-Transfer from another college	832	2226	3058
New-Unknown	1	8	9
Continuing	13	26	39
Returning	504	343	847
Non-Credit	278	905	1183
New-Entering college student	218	450	668
New-High school age	30	419	449
New-Transfer from another college	18	28	46
New-Unknown		1	1
Continuing	2		2
Returning	10	7	17
Total	6,337	18,606	24,943
^Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment. A total of 13,706 orientation contacts delivered during 2014-15, this includes all students. Some of these contacts were delivered to 2,337 students who did not enroll until the following academic year.			

b. What percentage of the target population does this represent?

The table below indicates the percentage of new non-exempt students who applied to ELAC, regardless of their enrollment status were provided with orientation services during the 2014-2015 academic year. Results indicate that a total of 25.4% of students were provided with Orientation services.

Orientation			
New, Non-Exempt^ Students	Completed Orientation	Did not complete Orientation	Total
Credit	25.5%	74.5%	100.0%
New-Entering college student	27.4%	72.6%	100.0%
New-High school age	8.6%	91.4%	100.0%
New-Transfer from another college	27.2%	72.8%	100.0%
New-Unknown	11.1%	88.9%	100.0%
Continuing	33.3%	66.7%	100.0%
Returning	59.5%	40.5%	100.0%
Non-Credit	23.5%	76.5%	100.0%
New-Entering college student	32.6%	67.4%	100.0%
New-High school age	6.7%	93.3%	100.0%
New-Transfer from another college	39.1%	60.9%	100.0%
New-Unknown		100.0%	100.0%
Continuing	100.0%		100.0%
Returning	58.8%	41.2%	100.0%
Total	25.4%	74.6%	100.0%
^Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment. A total of 13,706 orientation contacts delivered during 2014-15, this includes all students. Some of these contacts were delivered to 2,337 students who did not enroll until the following academic year.			

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Numerous strategies and partnerships with campus entities have been established with the purpose of reducing the unmet need and ensuring student participation in orientation. The A+O+C marketing campaign has proven successful in publicizing the need for all new student to complete the core matriculation services. Banners, flyers, and website announcements promoting A+O+C were augmented by the introduction of A+O+C Days.

Additional strategies used to promote completion of the A+O+C process involves following-up with students who have not started the A+O+C process and or failed to complete part of the A+O+C process. Students who create an account on the Online Orientation website, but do not complete the Orientation receive a reminder that they must complete this step prior to registering. Similarly, students who complete the Orientation also receive a reminder to complete their Assessment and Counseling—ASEP steps. E-mail reminders are sent to students that include detailed instructions on how to complete the A+O+C steps they may be missing. Furthermore, in the spring 2015 semester the Los Angeles Community College District (LACCD) Information Technology Department created a “Matriculation Services” status box identifying the student’s Assessment, Orientation, and Counseling services status as either being “completed” or “still needed”. The Matriculation Services status box is found on the student’s academic portal, which provides each student with an up-to-date status of their progress toward completion of the A+O+C steps within the Los Angeles Community College District.

3. a. Are orientation services offered online?

Yes, ELAC offers Online New Student Orientation, which has proven extremely successful.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

ELAC's Online Orientation was first developed by a successful collaboration of key faculty members in the Counseling Department and key classified employee in the Information Technology Department. The online orientation is a homegrown product and since its inception has required a minimal amount of upkeep. Content is updated primarily twice per year, once in the months leading up to the fall semester and once in the months leading up to the spring semester. Content updates and data uploads are worked on collaboratively with the Information Technology Department and the Counseling Department.

Other technology utilized by the Online Orientation and the Counseling Department includes YouTube. Through YouTube the department had embed videos that illustrate how to register, check district e-mail, and search for open classes. ELAC Counseling YouTube.

ELAC's In-person orientation makes use of Microsoft Office's PowerPoint. Content is updated primarily twice, prior to the fall and spring semesters. Other technology that is under development for the in-person orientation is moving from a hard copy version of the ASEP to a digital, MS Word based version.

The Counseling Department has an Orientation sub-committee who review orientation data, content of both modalities of the orientation, and provide direction for the scheduling of the in-person orientations.

LACCD recently signed a multi-campus agreement with Comevo to serve as the new platform to provide the Online Orientation. The Counseling Department is currently in the planning phase of migrating the Online Orientation's content from its existing platform to Comevo. Use of Comevo will allow for a more robust and polished delivery of existing New Student Online Orientation content.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The following topics are covered in ELAC's Online and In-Person New Student Orientation:

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;

- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services
- (9) Information on awareness and prevention program on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

In addition to these topics, students are provided with information about noncredit courses, first year experience programs, honors, transfer initiatives, and the many student services that are available at East Los Angeles College.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.5	Adjunct Counselor	Conduct Orientations & Develop Abbreviated SEP	SSSP
5.0	Unclassified	Provide assistance with orientation packets, sign-ups, and logging	SSSP

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
30000	Employee Benefits	SSSP	\$12,000
453100	Printing/Academic Planner	SSSP	\$75,000
452100	Supply/Orientation materials	SSSP	\$100,000
400000	Printing of Catalog and Schedule of Classes	Match	\$28,670
600000	Lease and Low Value Equipment	Match	\$9,396

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

The 2014-2015 Assessment Placement Process plans proved to be successful and therefore minimal changes were made to the SSSP 2015-2016 Plan.

The 2014-2015 SSSP Plan included piloting of A+O+C Days. A+O+C Days was a series of Assessment, Orientation, and Counseling services strategically scheduled from January through early April 2015 targeted to local high school seniors' in-time for Enrollment Priority designation. A+O+C Days were made possible by collaborating with local feeder high schools, Offsite Education & Outreach, Admissions & Enrollment Center, Counseling Department, Assessment Unit, Office of Institutional Effectiveness and Advancement, and various categorical and first-year programs such as MESA and First Year Completion/Adelante programs. Thirteen A+O+C Days, totaling 459 new non-exempt high school seniors were bused onto the East Los Angeles College main campus or the South Gate Educational Center. Participants were provided the opportunity to complete A+O+C in one day, which included lunch. A+O+C Day student surveys completed and collected totaled 419. The results indicated that over 90% of the students agreed or strongly agreed with their Assessment Placement results, over 90% of the students agreed or strongly agreed that orientation was clearly explained and that the information would help them in their transition to ELAC, and over 90% of the students agreed or strongly agreed that they understood how to read the ASEP and why they should be taking the classes that were listed on the plan. Due to the success of these A+O+C Days, ELAC plans to expand the A+O+C Days for spring 2016.

Other adjustments to the Assessment Placement Process involve making the Assessment lab more accessible by increasing staffing and hours of operation of the Assessment Center Laboratory at the South Gate Educational Center from 2 days per week operation to 5 days per week. In addition to the increase of laboratory hours, Assessment staff members are in sync with the college's effort to have "no cold assessment". The Assessment Center staff have emphasized the importance of preparing for the assessment placement process prior to admitting students into the testing lab. In order to help students prepare for the assessment, an Assessment Staff member and a Mathematics faculty member enhanced the Accuplacer sample test questions by including the math solutions along with the answers for students to use while studying. The sample test booklet is made available to all students in-person and a link is provided online for the online version.

There have been requests from local schools for offsite assessment and feasibility is being explored in collaboration with the Outreach unit.

2. a. How many students were provided assessment services in 2014-15?

The table below indicates the number of students who were provided assessment placement services. The data defined includes all new non-exempt students who applied to ELAC and regardless of their enrollment status 7,437 credit students and 610 noncredit students participated in assessment services during the 2014-2015 academic year.

Assessment			
All, Non-Exempt[^] Students	Completed Assessment	Did not complete Assessment	Total
Credit	7,437	21,037	28,474
Non-Credit	610	927	1,537
Total	8,047	21,964	30,011

[^]Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment

b. What percentage of the target population does this represent?

The table below indicates the percentage of students who were provided assessment services during the 2014-2015 academic year. The data defined includes all new non-exempt students who applied to ELAC and regardless of their enrollment status 26.1% credit students and 39.7% noncredit students participated in assessment services during the 2014-2015 academic year.

Assessment			
All, Non-Exempt[^] Students	Completed Assessment	Did not complete Assessment	Total
Credit	26.1%	73.9%	100.0%
Non-Credit	39.7%	60.3%	100.0%
Total	26.8%	73.2%	100.0%

[^]Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Similar to the Orientation, numerous strategies and partnerships with campus entities have been established with the purpose of reducing unmet need and ensuring student participation in the Assessment Placement Process. The Admissions and Enrollment Center staff are the first point of contact where the matriculation status is determined and students are provided with the proper matriculation steps to follow based on their matriculation status of exemption or non-exemption. The Assessment Center staff periodically sends email notifications to non-exempt students who have not completed or have partially completed A+O+C.

As mentioned in the orientation section, the A+O+C campaign has proven successful in publicizing the need for all new students to complete the core matriculation services. Banners, flyers, and website announcements were used to promote A+O+C. A+O+C Days, mentioned above was another attempt to help reduce the unmet need and to ensure student participation in the core matriculation services. The Assessment Placement Process is also being promoted and enforced by all college categorical programs and student service units providing the same message to their new students about the need to complete A+O+C.

Planned for the fall 2015 will be the introduction of A+O+C Express. A+O+C Express will be a pilot targeting 400 new fall 2015 students who have not completed A+O+C. These students will be invited to reserve a spot from a selected list of dates and time at either the main campus or at the South Gate Educational Center where they will have the opportunity to participate A+O+C. Students will be provided with lunch in between services and a point of service survey will be administered at the close of the event.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

ELAC, through the admissions application processing, notifies all non-exempt students of the necessary steps to completing A+O+C. High school seniors are encouraged to apply early enough to provide them with sufficient time to prepare for and participate in A+O+C prior to the Enrollment Priority deadline. The preferred order of completion is A+O+C. Students are allowed to complete the orientation prior to completing the assessment placement process, however if the student completes the in-person orientation first, it becomes a bit difficult to provide a student with an ASEP when the counselor does not have the student's assessment placement results.

ELAC Assessment Center provides the Assessment Placement Process. The Assessment Placement Process is provided in a laboratory setting which is available year-round on a first come first serve walk-in basis for both the main campus and the South Gate Educational Center. The Assessment Placement Process is advertised as being the first step to be completed followed by Orientation and then Counseling services for the development of the ASEP. The only assessment services provided by the Assessment Center is the Assessment Placement Process comprised of English, Mathematics, and English as a Second Language assessments.

The Assessment Center at the main campus is open Monday through Thursday 8:00am – 7:00pm, Friday 8:00am – 4:00pm, and on the average two Saturday's a month 8:00am-1:00pm. The Assessment Center at the South Gate Education Center is open Monday – Wednesday 10:30am – 7:00pm, Thursday 8:00-7:00pm, Friday 8:00am – 4:00pm, and the first Saturday of the month 8:00am – 1:00pm.

Students are provided with the option of selecting to take the English as a native language or the English as a second language instrument along with the Mathematics instrument. Students are screened and checked into the lab. At the completion of the Assessment Placement Process, students receive their assessment course placements with attached flyers to programs they may be eligible for based on their course placements. All non-exempt students receive their orientation materials based on availability, which consist of student resources such as, ELAC schedule of classes, catalog, in-person orientation calendar, Academic Planner, pen, folder, tool kit, and drawstring bag to contain such materials.

Test preparation

Students are strongly recommended to prepare prior to participating in the Assessment Placement Process. Students are referred to review the Assessment Sample Test Question Booklets. The booklet is made available in-person and online. In addition, students will now have an option of attending a Math Assessment Preparation Workshop. The Math Assessment Preparation Workshops will be piloted during the fall 2015 semester, a 2-hour workshop conducted by ELAC math faculty who will review arithmetic and pre-algebra concepts to students wishing to prepare for the assessment.

Last year the Math and English Department developed a homegrown online assessment quiz and at this time we are waiting for the beta-testing this homegrown online assessment quiz. This homegrown quiz was going to be used a free resource tool for students to use to prepare for the Assessment Placement Process.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

East Los Angeles College utilizes the College Board Accuplacer computerized assessment instrument for English, Reading, and Mathematics course placements. The ACT Compass computerized instrument is used for English-as-Second Language and Noncredit course placements. Given ACT's recent announcement of discontinuing Compass, ELAC plans on utilizing Accuplacer for the English as Second Language instrument. These assessment instruments are offered in-person only and in a laboratory setting as described above.

- b. When were tests approved by the CCCC and what type of approval was granted?

College Board Accuplacer has probationary approval from 3/1/14 through 3/1/16. College Board has plans to submit application for assessment review on November 30, 2016. ACT Compass has probationary approval from 7/1/01 through 3/1/16.

- c. When were disproportionate impact and consequential validity studies last completed?

Accuplacer and Compass disproportionate impact and consequential validity studies were last completed fall 2011.

5. a. What multiple measures are used?

The LACCD uses the LACCD Education Planning Questionnaire as the tool for incorporating multiple measures. The Education Planning Questionnaire is also known as "Background Questions" which is a series of multiple-choice questions that are asked of all students prior to being administered the assessment instrument. The responses to the questionnaire and the test score are both used to determine a student's placement results.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

After a student completes the assessment placement process, a student assessment placement results report is created for each student that identifies the student's raw score per section, accuracy, responses to the "Background Questions", and use of the multiple measures on their placement results. An algorithm assigns point values to certain responses to the set of background questions. These point values are aggregated to the students' raw scores. The student assessment placement report is used by counseling faculty to guide the development of the Abbreviated and/or Comprehensive Student Education Plans (CSEP).

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, these multiple measures meet the multiple measures requirement per title 5, sections 55502 and 55522. In addition, when Math, ESL, and English faculty members review the assessment cut-scores they also review the point value system for the multiple measures.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

The LACCD's policy on acceptance of student assessment scores and placement results from colleges within our multi-college district is allowed. LACCD student assessment placement results are automatically uploaded onto the LACCD Student Information System for student, staff, and counseling faculty use. LACCD colleges accept assessment placement results from all California Community Colleges as long as the results are no older than two years. A student using assessment placement results at ELAC from outside the LACCD would need to submit to Admissions the Prerequisite/Assessment Petition with the appropriate documentation to validate the assessment placement completion and clearing of English, ESL, and/or Mathematics course prerequisites.

In compliance with the California State Chancellor's directive, ELAC accepts the California Assessment of Student Performance & Progress (CAASPP) Student Score Report – Early Assessment Program Status for placement into college level English and Mathematics courses.

7. How are the policies and practices on re-takes and recency made available to students?

Assessment policies and practices on re-takes and recency are found on the ELAC Assessment website, the assessment check-in forms, and the Assessment Lab Entry form which all students must read and sign acknowledging that they understand the policies and procedures prior to them participating in the assessment placement process.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
4.0	Student Services Assistant	Coordinating Assessment, Proctoring Assessment, Supervising unclassified, Generating placement results, Contacting new non-exempt students for A+O+C, Manage Assessment office, Collaborate with other ELAC Student Services and community agencies to arrange for assessment placements for both locations.	SSSP
1.0	Student Services Aide	Assisting with the proctoring, generating of Assessment Placement Process, and auditing records.	SSSP
5.0	Unclassified	Assist with collating assessment placement materials, assist with office procedures, assist with providing students with assessment placement instructions, assist with login of students, and provide students with orientation materials upon completion of assessment.	SSSP
.15	Math Faculty Non-teaching hourly	Math Assessment Preparation Workshops	SSSP

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
561100	Bus transportation for A+O+C Days	SSSP	20,000
589000	Food expense for A+O+C Days and A+O+C Express	SSSP	20,000
580000	Travel/Mileage for Assessment	SSSP	5,000
452100	Office Supplies/Testing units/A+O+C Days & Express materials	SSSP	120,000
453100	Printing Math Assessment Prep and Sample Test booklets	SSSP	30,000
652000	APMS – Assessment Placement Management System	SSSP	12,000
652000	Contracts/Lease	SSSP	5,000
642300	Low value equipment – computer labs	SSSP	15,000
300000	Employee Benefits	SSSP	133,400

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Outcomes generated from counseling service's 2014-2015 program plan were positive and illustrated many effective practices. As such, there have not been minimal adjustments made to the delivery of counseling services as outlined in the 2014-2015 plan. The Counseling

Department in collaboration with the Assessment Center and Off-site Education/Outreach Department will continue offering A+O+C Days specifically for high school seniors from local service area high schools. Evaluations administered by OIEA at the conclusion of A+O+C Days in the spring 2015 term illustrated that these events were very successful and well received by students. An additional adjustment to an existing practice outlined in the 2014-2015 plan is the Counseling Department's adoption of a MS Word based digital version of the ASEP provided to students after they complete New Student Orientation. Interventions addressing the at-risk/probation student population as outlined in the 2014-2015 plan will also be increased given the successful outcomes these practices generated.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

The table below indicates the number of students who were provided with counseling/advising and student education planning services for the 2014-2015 academic year. The data defined includes all non-exempt students regardless of enrollment status for which 19,698 credit students and 613 noncredit students were provided with counseling/advising and student education planning services.

Counseling/Advising SEP			
All, Non-Exempt[^]	Services not		Total
Students	Services Provided	provided	
Credit	19,698	26,213	45,911
Non-Credit	613	915	1,528
Total	20,311	27,128	47,439

[^]Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment

- b. What percentage of the target population does this represent?

The table below indicates the percentage of students who were provided with counseling/advising and student education planning services for the 2014-2015 academic year. The data defined includes all non-exempt students regardless of enrollment status for which 42.8% of students were provided with counseling/advising and student education planning services.

Counseling/Advising SEP			
All, Non-Exempt[^]	Services not		Total
Students	Services Provided	provided	
Credit	42.9%	57.1%	100.0%
Non-Credit	40.1%	59.9%	100.0%
Total	42.8%	57.2%	100.0%

[^]Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Numerous strategies and partnerships with campus entities have been established with the purpose of reducing unmet need and ensuring student participation in counseling services. The Counseling Department has focused many of its efforts on making incoming students aware of the importance of completing the A+O+C steps prior to their registration appointments. Awareness among students about completing the A+O+C steps has grown tremendously. The Counseling portion of A+O+C ensures that students begin their college careers at ELAC on the right path. As a means to make the transition between high school and the first year of community college more seamless, the Counseling Department has assigned counseling faculty to serve as liaisons to local area high schools and have assigned a full-time counselor to the Adelante – First Year Experience program.

Marketing efforts are planned to increase visibility and use of counseling services available in person and online. These materials include promotional items, vertical banners, e-mail blasts, and website announcements. An example of counseling's efforts to meet unmet need and ensure student participation is the monthly e-mail reminders about completing an ASEP sent out to students who completed the Online New Student Orientation.

Another manner that the Counseling Department has ensured student participation and targeted any unmet need is by providing Counseling services in ELAC's First Year Experience (FYE) programs. During the 2014-2015 Academic Year, the ELAC main campus had two first-year programs: Adelante and the First-Year Completion (FYC). Both programs specifically aimed at entering freshmen students with one providing part-time course options and the other offering full-time English/Math course options. The counseling services provided to these programs included assisting in creating a programmatic framework that is based on successful methods applied in other First-Year Experience programs. The Counseling services provided to ELAC's FYE programs serve as a catalyst to promote student participation through the use of student success workshops, small group meetings, proactive intrusive advising, case management, early alerts, and transfer engagement activities such as trips and summer research programs. A positive outcome of the Counseling interventions in ELAC's FYE programs was in the formation of new services and partnerships between Counseling, Math, and English Faculty.

Noncredit counseling services include providing counseling/advising, education planning services, and assistance with exploring career interests and identifying education goals. An initial counseling appointment for students can include information on education options at East Los Angeles College (ELAC), the transition to credit courses, GED academic preparation, and identification of an education and career goal and course of study. Guided by counseling principles and practices, noncredit counselors serve a continuum of student needs, including but not limited to students taking Noncredit courses to (1) improve their English language skills or prepare for credit ESL; (2) to review basic skills in English and Math; (3) to prepare for the

GED examination; and/or (4) to prepare for the U.S. citizenship test. The counseling service delivery considers each student holistically and aims to support individuals to achieve their education and career goals. Oftentimes counselors refer students to the appropriate academic and student support services such as tutoring, special programs, and library services.

The Counseling Department is also in the planning stages of developing interventions to target the at-risk/undecided segment of the student population to ensure they meet the state mandate requiring declaration of a program of study by the completion of 15-degree applicable units. Counseling anticipates working closely with the Professional Development Coordinator and faculty from other disciplines to address the at-risk/undecided student population. Counselors liaise with a number of departments and programs on campus such as with the Nursing Department, the Social Science Department, Administration of Justice Department, Athletics, Noncredit Department, Honors, and those in Career Technical Education. As plans for addressing at-risk/undecided students solidify the department anticipates increasing collaboration with faculty from other disciplines.

The College is developing a new Welcome and Support Center focusing on integrated planning. Services to new students will include information to students on the A+O+C process and services.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Counseling services are delivered to students at ELAC in a multitude of ways. Dynamic use of technology as well as group-based interventions are used to augment traditional in person delivery methods. In person counseling department services include: group-based New Student Orientations which include development of ASEPs, counselor-led workshops on topics relating to Financial Aid, Probation, Transfer, and Career Exploration, individual appointments for development of CSEPs, individual appointments for interpretation of career assessments, and drop-in/walk-in counseling.

Counseling Department Services available online include: New Student Orientation, online quick questions, and a live chat service. The Counseling Department also offers three degree applicable and transferable Counseling courses: Counseling 1—Introduction to College (1-unit CSU transferable), Counseling 4—Career Planning (1-unit CSU transferable), and Counseling 20—Post-Secondary Education: The Scope of Career Planning (3-unit UC, CSU transferable). All classes are available to the general student population. Sections of Counseling 1 and 4 are also marketed for students participating in programs such as Adelante – First Year Experience, Puente, and the International Student Program. Additionally, sections of Counseling 1 are also taught with a focus on specific student populations such as military Veterans and student-athletes.

- b. Is drop-in counseling available or are appointments required?

The Counseling Department provides drop-in/walk-in services for students on a first come, first served basis throughout the week Monday-Saturday at the main campus and Monday – Friday at the South Gate Educational Center. The primary role of drop-in/walk-in counseling is to provide an outlet for students to ask quick questions to a counselor without the need to schedule an appointment. Drop-in/walk-in counseling is the primary method for students who completed the Online New Student Orientation to complete an ASEP. This service is primarily advertised as an ideal way to talk with a counselor for anywhere between 5 to 15 minutes. Matters relating to financial aid appeals, at-risk/probation counseling, and developing CSEP are not able to be completed during drop-in/walk-in counseling. Students requiring this type of assistance are directed to schedule a 30-minute counseling appointment. The Counseling Department also offers an online quick question service where students are able to e-mail questions to a counselor and receive a response within 3 business days. Generally, students receive responses within 24 hours. Parameters for questions submitted via the online quick question service are modeled after those of the drop-in/walk-in service. Recently, the Counseling Department also launched a real-time Chat service where students can receive instantaneous answers to their questions from a Counselor. E-Chat with a Counselor has proven to be a helpful means to augment the existing drop-in/walk-in and online quick question service.

c. What is the average wait time for an appointment and drop-in counseling?

Given the increase in hiring of Counseling Faculty, the number of available appointments for students has grown considerably. This growth combined with the Counseling Department's use of group-based counseling interventions has increased students' accessibility to counseling in appointment and drop-in/walk-in settings. Additionally, opening on Saturdays provides another avenue for students to access counseling services including New Student Orientation, drop-in/walk-in service, and appointments. The Counseling Department currently does not keep track of the "average wait time" for an appointment. However, students may book appointments no more than 1-week in advance. Appointments are booked in-person, online, or via telephone beginning the Friday morning preceding the week for which students wish to make their appointment. The wait time for drop-in/walk-in service ranges anywhere from no wait to upwards of 30 minutes dictated by demand. The wait is dictated by the number of students waiting for service. The Counseling Department has noticed a greater utilization of drop-in/walk-in counseling as a result of the large number of students completing the Online New Student Orientation who need to develop an ASEP.

4. a. Describe the type of assistance provided to students to develop an ASEP and the scope and content of the plan.

All new and returning students are expected to complete an ASEP as part of the core matriculation services. The ASEP is integrated into the processes for students completing either the In-Person New Student Orientation or the Online New Student Orientation. All students participating in the In-Person New Student Orientation receive the opportunity to meet with a counselor to develop an ASEP at the conclusion of the In-Person New Student

Orientation. Students choosing to complete the Online New Student Orientation receive detailed information on utilizing Counseling's drop-on/walk-in quick question service to complete an ASEP. Both of these processes have proven extremely successful in allowing students the opportunity to meet with a Counselor at the onset of their academic careers at ELAC. During the development of the ASEP, Counselors provide students course suggestions for their first 1-2 terms at ELAC. Course suggestions are based primarily off of students' initial educational objective, assessment placement results, and intended program of study. The ASEP document incorporates information on general education patterns required for Associate Degrees and Transfer as well as referrals to various student services.

- b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

The CSEP is developed through an individual, 30-minute In-Person appointment with a Counselor. Whereas the ASEP provided students short-term course suggestions, the CSEP provides students a more thorough and comprehensive listing of all courses required to complete their intended education goal and program of study at ELAC. Counseling faculty assist students in solidifying their program of study and education objectives as part of the CSEP. The CSEP allows Counselors to provide students with appropriate referrals for student support services (e.g. tutoring services, career services, counseling courses).

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Counseling faculty utilize the following technology tools to assist in education planning with students: Microsoft Word and Adobe Acrobat programs are utilized for the completion and storage of CSEPs; LACCD's Student Information System, commonly referred to as DEC, for student academic records, assessment placement results, and reporting of student to counselor contacts; ViaTRON an external student college records storage system; the Transfer Evaluation System/College Source, a subscription web-based information service used to access to nationwide college catalogs and course descriptions; ASSIST.org, a web-based California repository of articulation agreements between California Community Colleges, California State Universities, and the University of California system.

LACCD recently finalized a contract with a company specializing in online orientations, Comevo. ELAC's Counseling Department will migrate content from its existing orientation to the dynamic Comevo platform. Parameters of the existing Comevo contract will also allow the Counseling Department to explore using Comevo to create additional student success modules.

The Counseling Department continues to utilize its YouTube channel to publish student tutorial videos on things like adding classes, accessing district e-mail, and other important functions of the LACCD Student Information System. Additionally, the Counseling Department recently created accounts on Twitter and Facebook as a way to increase its presence on social media.

Students utilize E-SARS (Electronic Scheduling and Reporting System) to schedule In-person counseling appointments. Any student currently enrolled in credit classes at ELAC may use E-SARS. Students may access the E-SARS scheduling portal through the counseling department website.

ELAC Career & Job Services utilizes a variety of career exploration assessments such as the Myers-Briggs Type Indicator, Strong Interest Inventory, Eureka, California Career Information System, and Choices Explorer to facilitate the delivery of career counseling.

LACCD is in the final stages of configuring the new PeopleSoft/Oracle Student Information System. LACCD has indicated that this new system will incorporate many tools to assist in the education planning process. These tools include: personalized education planning and degree audit software. The Counseling Department will explore the best use of these tools after the new Student Information System is launched.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
9.0	Counselors	Counseling/Advising and education planning services	SSSP
5.0	Counselors limited	Counseling/Advising and education planning services	SSSP
19.0	Counselors & Dept Chair	Counseling/Advising and education planning services	Match
1.0	Counselor Hourly	Counseling/Advising and education planning services	Match
	Instructional Counselor	Counseling 1, 4, and 20 courses	Match
8.0	Adjunct Counselors	Counseling/Advising and education planning services year-round	SSSP
1.0	Student Services Aide	Assisting students, planning for counseling services and record keeping of service contacts	SSSP
2.4	Office Assistant and Secretary	Counseling scheduling of appointments and clerical duties	Match
	Unclassified	Assisting with office clerical duties in Counseling Department	Match
7.0	Unclassified	Counseling appointments, workshops, and service contacts assistance	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
300000	Employee Benefits Faculty and Staff	Match	633,462
452100	Counseling supplies, marketing & career assessments	SSSP	75,000

453100	Printing Counseling supply & advisement sheets	SSSP	50,000
400000	Supply and Printing	Match	21,223
562100	Contracts –SARS Grid/E-SARS, Comevo	SSSP	10,000
586100	Counselor Conference Attendance/Mileage	SSSP	15,000
589000	Food Expense and College Source and Chat access	SSSP	10,000
500000	Maintenance and Other Expense	Match	1,719
642300	Low Value Equipment	SSSP	15,000
600000	Lease	Match	2,514
300000	Employee Benefits	SSSP	385,120

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Upon reviewing the follow-up services being provided to all probation students, the Counseling Department and the Admission and Records Office point persons found it necessary to take further steps when addressing the subject-to-dismissal students. The collaborated effort resulted in identifying all subject-to-dismissal students prior to the start of the semester and notifying them through mail and email of their status. All correspondence sent to students highly recommended that they meet with a Counselor on specific dates prior to the beginning of the semester. Appointments consisted of reviewing student records, discussing ways to improve their academic status, developing a CSEP and requiring them to submit a mid-term progress report.

Upon review of the high number of At-Risk students, general counseling and career counseling services for the 2014-2105 were augmented to provide students with access to the counseling resources. The Career Center was able to increase career counseling appointments, major workshops, and classroom presentations. The Career Center reported a 38% increase in the number of career assessments completed by students during fall 2014 and spring 2015.

2. a. How many students were provided follow-up services in 2014-15?

The table below indicates the number of At-Risk students who received follow-up services during the 2014-2015 academic year. The At-Risk students were defined as those not having declared an education goal, a program of study, on academic/progress probation, and/or were basic skills students enrolled in a below transfer level math or English course.

Credit students receiving follow-up services were 7,291 and 93 noncredit students. Credit students were defined as those enrolled in at least one credit class during the academic year and received a grade; noncredit students were defined as those enrolled in at least one noncredit class during the academic year for which positive attendance was recorded.

2014-2015 At Risk Students	Received Follow-up Service	Did not Receive Follow-up Service	Total
Credit	7,291	33,597	40,888
Noncredit	93	4,067	4,160
Total	7,384	37,664	45,048

b. What percentage of the target population does this represent?

Nearly 18% of credit students and 2% of noncredit students received follow-up services. Credit students were defined as those enrolled in at least one credit class during the academic year and received a grade; noncredit students were defined as those enrolled in at least one noncredit class during the academic year and positive attendance was recorded.

2014-2015 At Risk Students	Received Follow-up Service	Did not Receive Follow-up	%
Credit	17.8%	82.2%	100.0%
Noncredit	2.2%	97.8%	100.0%
Total	16.4%	83.6%	100.0%

c. What steps are you taking to reduce any unmet need or to ensure student participation?

The Counseling Department will continue to work hard to ensure that students on academic or progress probation students are serviced. All Probation students are required to attend a Probation Workshop. For students who are not able to attend a workshop, they are advised to schedule an individual appointment with a Counselor to receive the appropriate follow-up counseling services. In addition, the Counseling Department is working with the ELAC's Information Technology Department to create a Probation website to include information about the Probation Workshops and resources to be available for at-risk students. Future plans include using the Comevo software to create the Probation Workshop online for easier access to ensure that probation students participate in the intervention.

As noted in a previous section, to help reduce the large unmet need in servicing at-risk students, the Counseling Department is planning on launching a Declare by 15-unit campaign. The Declare by 15-unit campaign will be a collaboration of efforts by general counseling, career counseling, and other faculty departments to target new non-exempt at-risk students (undecided/undeclared and basic skills) for group workshops and individual counseling and career appointments. Interventions will aim to help students declare their education goal, declare their program of study, and obtain a CSEP in a timely manner.

3. a. What types of follow-up services are available to at-risk students?

As mentioned above, students on academic probation are provided with in-person Probation 1 and Probation 2 workshops and students who can't attend the workshops are directed to schedule an

appointment with the at-risk counselor(s). Students are frequently referred to tutoring services for additional interventions. Students who are on subject to dismissal are provided with case management services. Categorical and/or special programs such as EOPS, Athletics, CalWORKs, MESA, International Students, Veterans, Adelante – First Year Experience, and Disabled Students provide their probation students with program interventions in addition to the Counseling Department's efforts or in lieu of.

Career Center services are made available to all students, especially those undecided/undeclared. The center has increased career counseling appointments, major specific workshops, classroom presentations, and is in collaboration with other Student Service and Academic Affairs Departments/units to continue providing Career related fairs and presentations.

Efforts to promote increased participation of students to the available resources include presenting at Opening Day and providing continuous Professional Development workshops for faculty and staff on SSSP updates and core services.

b. How and when are students notified of these services?

The LACCD has established a District Level Student Notification Calendar that depicts when the various notifications are sent out for BOG Waiver Warning, BOG Waiver loss, Registration Priority Warning, and Registration Priority Loss. Students in the Los Angeles Community College District are identified based on the LACCD Board Rule of Academic/Progress Probation and Subject to Dismissal. District notifications are sent to the student's district email address. Each college in the district is responsible for identifying and notifying the home campus students of their academic standing shortly after the conclusion of Fall/Spring semesters. Students are provided with mail correspondence, which includes their probation status and the campus specific process for participation in the in-person probation workshops and/or services available.

The Declare by 15 marketing campaign will include marketing banners, classroom presentations, sending email notifications, and when needed telephone marketing informing students of the resources and tools available to help them declare their education goal and/or program of study and obtain a CSEP.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Probation students are provided with in-person probation workshops that are highly recommended for all identified students. Probation workshops are offered in the fall and spring semesters. Counselors conduct an hour and a half long group workshop. Probation workshops consist of time-management and personal success strategies. The probation workshops are also conducted by counselors in other categorical or special population programs such as the Disabled Students Programs and Services, Extended Opportunity Programs and Services, Adelante- First Year Experience, MESA, Athletics, International Student Program, and the Veterans Center. In addition to workshops, counselors review student records in an effort to improve the students' academic standing by making use of the Removal of Substandard Grade Petition and Academic Renewal process. Follow-up

counseling services are available throughout the academic year for students needing to make an appointment with a counselor.

The Counseling Department and Admission and Records Office provide case management for subject to dismissal students. Students are highly recommended to meet with a Counselor on specific dates prior to the beginning of the semester. Appointments consist of reviewing student records, discussing ways to improve their academic status, developing a CSEP, and requiring them to submit a mid-term progress report.

The Counseling Department works collaboratively with the Financial Aid Office to service financial aid disqualified students. Counselors provide individualized counseling appointments in order to develop a CSEP as part of the financial aid appeal process.

The in-person Probation workshops utilize Microsoft Office – PowerPoint program. The Counseling Department is looking into the development of an Online Probation Workshop with the acquisition of the Comevo software. In addition, the Counseling Department created and utilizes a YouTube channel for student tutorial videos on things like adding classes, accessing district e-mail, and other important functions of the LACCD Student Information System. Additionally, the Counseling Department recently created accounts on Twitter and Facebook as a way to increase its presence on social media.

Plans include the creation of a homegrown dynamic probation website. This website will be maintained by East Los Angeles College's Information Technology Department in collaboration with the Counseling Department and the Los Angeles Community College District Information Technology unit. The possibility of expanding this probation website to include Online Probation Workshops and Student Success Modules on Financial Aid Appeals and Undecided Majors will be explored.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

LACCD has an early alert system called Student Alert. The Student Alert system allows the instructional faculty to submit student alerts through the WebFaculty portal. The proposed methods of contact include sending a formatted Email to the student, sending a free form Email to the student, sending a formatted letter to the student, making a telephone call to the student and/or sending the student's name to the appropriate academic and student support service units such as counseling and tutoring. Prior to the start of the academic year, the Counseling Department presented to Faculty and Staff the importance of utilizing the Student Alert system and included an early alert flyer as part of their packet. Furthermore, classroom faculty are encouraged to send Student Alerts in an effort to identify struggling students early and provide them with support services. Increasing faculty participation in the Student Alert system is also a Student Equity action item. During the fall 2014 semester, 42 instructional faculty made use of the Student Alert system. During the spring 2015 semester, 29 instructional faculty made use of the Student Alert system.

There are planned efforts to increase the usage of the Student Alert System by soliciting help from the Professional Development Coordinator. An example such efforts includes offering professional development workshops throughout the year to faculty and staff to inform them of the many academic and student service support resources available for their students.

- Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Adjunct Counselor	Counseling Probation Students	SSSP
5.0	Unclassified	Collating probation packets and assisting with making appointments	SSSP
1.0	Counselor Hourly	Counseling At-Risk students	Match
	Instructional Counselor	Counseling 1, 4, and 20 courses	Match
.4	Administrative & Classified	Adelante First Year Program services	Match
	Unclassified	Tutoring and other unclassified staff	Match

- Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
300000	Employee Benefits	Match	\$110,986
300000	Employee Benefits	SSSP	\$4,500
453100	Printing – notifications	SSSP	\$10,000
452100	Office Supply	SSSP	\$30,000
400000	Supply	Match	\$70
642300	Low value equipment	SSSP	13,000

F. Other SSSP/Match Expenditures

- Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

The Office of Institutional Effectiveness and Advancement (OIEA) will validate the cut scores of the ESL, English and mathematics assessment tests on a three-year cycle with one test being validated each year. In addition, disparate impact will be evaluated annually to ensure that no population is adversely impacted by the assessment placement process. OIEA will annually assess the provision of orientation and counseling to ensure that all student populations are being equitably served. OIEA will assess and validate the use of prerequisites on a regular basis for sequential Math and English courses. In addition, the Office will assess and validate cross-

curricular pre-requisite requests as the College seeks to determine the most effective means for improving student outcomes throughout the college.

The OIEA regularly track students in a three-year cohort model. This model seeks to determine the proportion of new students who complete a certificate, degree or transfer program within three years. The evaluation includes preliminary outcomes, such as basic skills completion in order to determine what aspects of the college experience and program impact student success and progression most. OIEA plans to add the AOC (Assessment, Orientation, and Counseling) variables to this model to determine the overall impact of the model on student outcomes.

OIEA will be designing and implementing comprehensive evaluation for each initiative noted in the SSSP and budget description. As part of the institutions overall integrated planning model, the college regularly assesses the impact of funded programs to ensure that the college is using resources to successfully improve student outcomes. These evaluations include analysis of quantitative data and the use of survey and focus group data. As an example, orientations will be assessed for its impact on student completion of units in their first semester, fall to spring persistence and fall to fall persistence. Detailed surveys will also be used to determine whether students are gaining the information needed to be successfully and to assess whether additional information should be added to the student orientation process.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
213100	Assistant Research Analyst (.75)	SSSP	\$46,000
100000	Administration (South Gate, Adelante-FYE, Student Services)	Match	\$385,415
200000	Admissions & Records Assistants and Evaluation Technicians	Match	\$1,439,929
200000	Research Analyst and classified support	Match	\$90,226
200000	Information Technology Specialists	Match	\$131,792
200000	Unclassified staffing	Match	\$11,928

- List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
213100	Counseling Department Clerical	Match	90,000
213100	Admissions and Records Clerical	Match	1,257,000
300000	Employee Benefits	Match	\$895,000
300000	Employee Benefits	SSSP	\$26,700
400000	Supply and Printing	Match	\$724
500000	Other Expenses, Postage, Maintenance	Match	\$5,035
600000	Low Value Equipment and Lease	Match	\$23,239
120000	Non-teaching hourly for Professional Development	SSSP	\$75,000
400000	Supply and Printing	SSSP	\$25,000
600000	Mileage and Other Expense for Professional Development	SSSP	\$13,000

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

LACCD Board Rule Chapter VIII Article VI Student Success and Support section 8602 exemption policy states that colleges shall exempt any student from participation in Orientation, Assessment, Counseling or advisement who has completed an associate degree or higher, or has enrolled at the college solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards, or has enrolled at the college as a Special Admit student. Any student exempted in accordance with this section shall be notified that he or she is exempted from participating in all or part of the matriculation process, and shall be given an opportunity to choose whether or not to participate. This board rule was amended May 28, 2014.

2. What percentage of your student population is exempt (list by category)?

LACCD district exemption data can only be separated by the Special Admit category. For the 2014-2015 academic year 1% of the student population was exempt for being a Special Admit.

2014-2015 Student Group	Orientation	Assessment	Counseling
High School Student			
Special Admit	1%	1%	1%
Other	20%	29%	20%
Total	16%	23%	16%

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

LACCD Board Rule Chapter VIII Article VI Student Success and Support section 8601 Loss of Registration Priority – Appealing Loss of Registration Priority states that each college shall establish a Registration Priority Appeals Committee to review requests from students appealing the loss of enrollment priority. Colleges shall inform students of the appeals process and the time period by which appeals must be submitted. A student may appeal on one or more of the following grounds: the student has extenuating circumstances (extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control); the student applied for reasonable accommodation for a disability, but did

not receive it in a timely manner; the student has demonstrated significant academic improvement (significant academic improvement is defined as achieving no less than a 2.0 grade point average in the prior term). The College's Registration Priority Appeals Committee shall notify the student within ten (10) business days of its decision. The decision of the college Registration Priority Appeals Committee shall be final.

Students that are in danger of losing loss of Enrollment Priority who have over 75 units completed or second semester of probation based upon LACC District data, are sent a warning notice by the Los Angeles Community College District one semester in advance of possible loss of enrollment. Students are encouraged to see a counselor and get supplemental East Los Angeles College notifies students to view registration date and time along with explanation of possible reasons for loss of enrollment priority and appeal process. Admissions takes in Loss of Enrollment appeal form over a two week period. Loss of Enrollment appeal petitions are prepped with student academic record, district wide and a copy of the student's written appeal. A campus-wide committee made up of Admission, Counseling, DSPS and Academic Senate representatives meet to review and approve or deny each appeal. Students are immediately notified of results and approved appeals render registration dates being updated back to priority date and those denied academic/tutoring support. District determines loss of registration status and posts registration dates/times for students approximately two to three weeks before the start of priority registration date have the right to appeal and meet with the Dean of Admission.

The college appeal policy and procedures are made available in the East Los Angeles College Catalog and on the ELAC college website at <http://www.elac.edu/prospectivestudents/admissions/assessment/enrollmentPriority.htm>

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

LACCD Board Rule 8605 – Prerequisites, Corequisites and Advisories states that a prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate readiness for enrolling in a course or education program. Corequisites are courses that a student is required to take simultaneously in order to enroll in another course. An advisory is a course that a student is advised, but not required, to take in conjunction with, or prior to, a course or program. College shall ensure that course pre- and corequisites are properly validated pursuant to Title 5, Section 552001, and Board Rule 8600 et seq.

LACCD Board Rule 8605.10 – Challenge Process states colleges shall establish procedures by which any student who does not meet a prerequisite or corequisite, or who is not permitted to

enroll, but who provides satisfactory evidence, may seek entry into the class according to an established challenges process the provisions of Section 55201(f) of Title 5.

In the case of a challenge because the student believes that the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner, the college shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 53900) of chapter 10 of Title 5, CCR. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complain pursuant to Title 5, section 59327.

Colleges shall enforce all conditions a student must meet to be enrolled through the registration process, so that a student shall not be permitted to enroll unless he or she has met all required conditions except those for which he or she has a pending challenge, or for which further information is needed before a final determination is possible.

LACCD Board Rule 8605.10 – Role of the Curriculum Committee – states the District and Colleges Curriculum Committees, established pursuant to Section 55002(a)(1) of Title 5, shall: establish prerequisites, corequisites and advisories on recommended preparation and limitations on enrollment pursuant to Sections 55002, 55201, and 58106 of Title 5 and Section I.C. of the District Model Policy; verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness outlined in Section 55201(b)(1) of Title 5; provide a review of each prerequisite, corequisite, or advisory at least every six (6) years pursuant to Title 5.

Any prerequisite or corequisite that is successfully challenged shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

East Los Angeles College allows students to challenge prerequisites on the basis of:

- The student has documented knowledge or ability to succeed without meeting the prerequisite/co-requisite
- The prerequisite/co-requisite is not reasonably available
- The prerequisite/co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The prerequisite/co-requisite has not been established in accordance with the district's process.
- The prerequisite/co-requisite is in violation of Title 5 Section 55003.

Student challenge prerequisites are handled through the Department Chair that oversees the department offering the course. The Department Chair reviews the petition and renders a decision. If the challenge is granted, the Challenge Petition is provided to the Office of Admissions & Records for processing. If the Challenge Petition is denied and the student chooses to appeal the denial the challenge petition is then sent to the supervising dean of that department.

The college prerequisite and corequisite policy and procedures are made available in the East Los Angeles College Catalog and on the ELAC website at

<http://www.elac.edu/prospectivestudents/admissions/assessment/enrollmentPriority.htm>

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The 2014-2015 SSSP professional development plans have not been fully implemented due to absence of a consistent Professional Development Coordinator. ELAC's Professional Development efforts will continue to be committed in meeting the professional learning needs with regards to the Student Success and Support Program by providing in-service training for faculty and support staffs who are involved with students in some capacity. The emphasis will be to focus on the promotion of student success through the creation and implementation of a student support network (Student Support Advocates) where the faculty and staff recognize their distinctive and important roles in promoting success on our campus.

Using the Research and Planning Group for California Community Colleges, Spring 2014 report, "Practically Speaking: Community College Practices that Help (Re)define Student Support" the Professional Development Coordinator will work with faculty and staff on a pilot program to initiate a model of practice where the goals of the Student Success and Support Program are realized. This model will incorporate the goals of providing the key information on the support services necessary to assist students in achieving their education goal and declared course of study.

On August 28, 2014 faculty and staff were asked to join the Student Success Advocate Initiative. The volunteers were identified to work with the Professional Development Coordinator throughout the year to pilot their plan to meet the goals of the Student Success and Support Program. In addition, there will be special activities held throughout the year to inform the campus community at large of the Student Success and Support Program initiatives and what is being done within the college to meet the goals in the initiative.

Tool Kit for Faculty and Staff:

Through spearheading of the Professional Development Office there will be a tool kit of materials for faculty and staff related to promoting student success on the East Los Angeles College campus. The idea is to publish a tool kit that serves as a guidebook containing the information that a faculty member can use to provide students that s/he comes into contact with be it in class or through mentoring. This tool kit would be made available through hardcopy as well as via the Professional Development and Student Services websites. The table of contents would include – first day of class tips, motivational strategies, active learning techniques, assessment, orientation, and counseling information, transfer advice, and FAQ's

and professional readings. Promoting a supportive environment on campus is the key to this idea of providing faculty, staff and administrators with useful tools.

Under the SSSP Coordinator role, the plan is to continue providing monthly updates and training to the college faculty and staff members. New to the Professional Development Plan is the establishment of the LACCD Counseling Chair Council's yearly LACCD Counselor Conference. LACCD Counseling Chair's and other District counseling faculty participate in the planning and the delivery of a one-day counselor professional development event. The goal of the annual event is to provide LACCD Counselors with updates to counseling related topics such as implementation of SB1456, SSSP best practices, updates to District board rules and policies, and any other State legislations that affect the counseling profession and students.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A**Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Laura A. Ramirez Title: Student Services Assistant

Stakeholder Group: Classified

Name: Rowena Smith-Kersaint Title: Student Services Assistant

Stakeholder Group: Classified

Name: Leonel Rosas Title: Student Services Assistant

Stakeholder Group: Classified

Name: Elisa Quinonez Title: Student Services Assistant

Stakeholder Group: Classified

Name: Christopher Garcia Title: Counselor

Stakeholder Group: Faculty

Name: Courtney Ukita Title: Counselor

Stakeholder Group: Faculty

Name: Daniel Ornelas Title: Counselor

Stakeholder Group: Faculty

Name: Barbara Eazor Title: Counselor

Stakeholder Group: Faculty

Name: Linda Rafols Title: Student Services Aide

Stakeholder Group: Classified

Name: Rocio Diaz Title: Counselor - Noncredit

Stakeholder Group: Faculty

Name: Bryan Ventura Title: Research Analyst

Stakeholder Group: Classified

Name: Jose Alfred Gallegos Title: Research Analyst

Stakeholder Group: Classified

Name: Cathy Jin Title: Assistant Research Analyst

Stakeholder Group: Classified

Name: Julie Benavides Title: Dean

Stakeholder Group: Administration

Name: Beatriz Tapia Title: Equity Coordinator

Stakeholder Group: Faculty

Name: Patricia Godinez Title: Professional Development Coordinator

Stakeholder Group: Faculty

Name: Evelyn Escatiola Title: Dean

Stakeholder Group: Administration

Name: Maira Cruz Title: Office Assistant

Stakeholder Group: Classified

Name: Janet Huang Title: Counselor

Stakeholder Group: Faculty

Name: Kirby Dominguez Title: Counselor

Stakeholder Group: Faculty

Name: Ruben Arenas Title: Dean

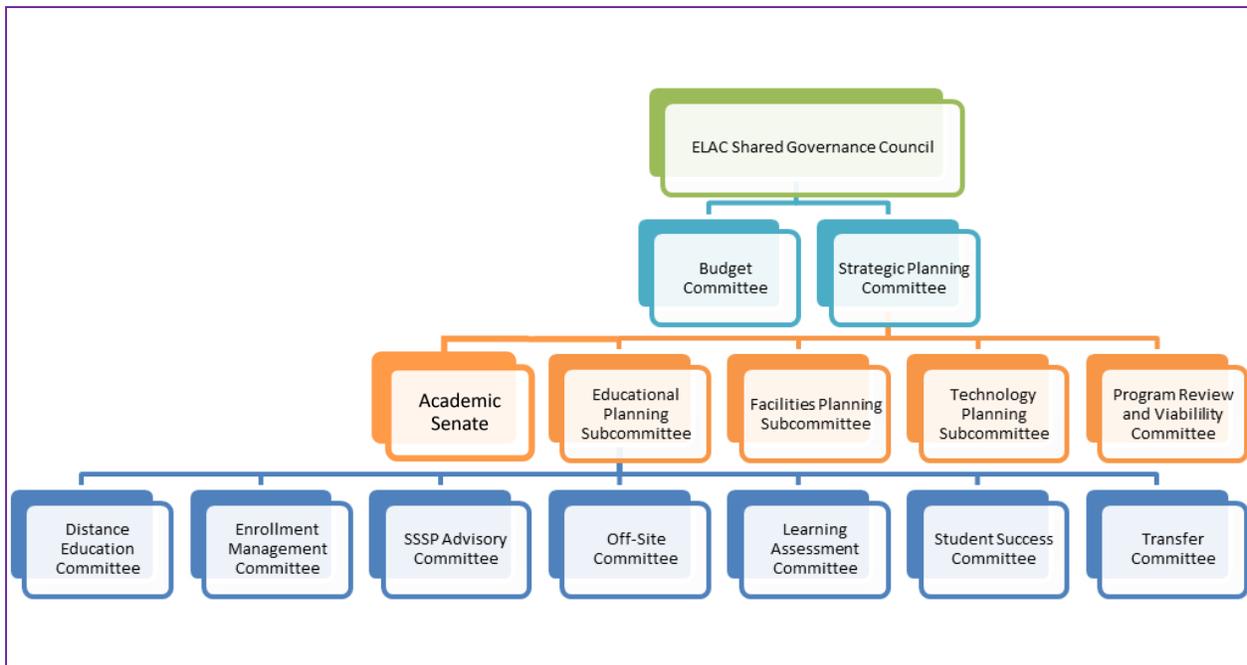
Stakeholder Group: Administrator

Name: Cheryl Pittman Title: Faculty

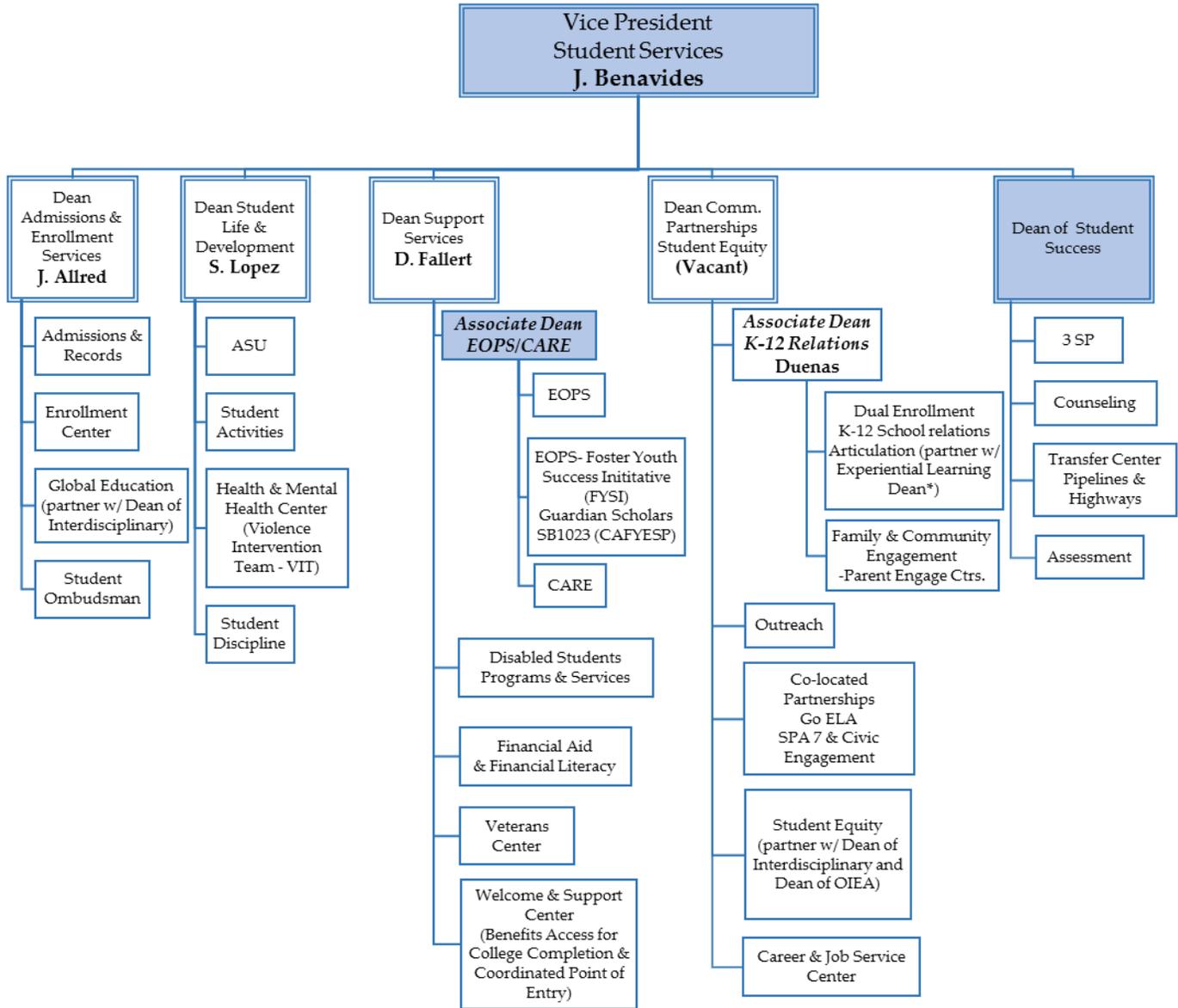
Stakeholder Group: Faculty

Attachment B Organizational Charts

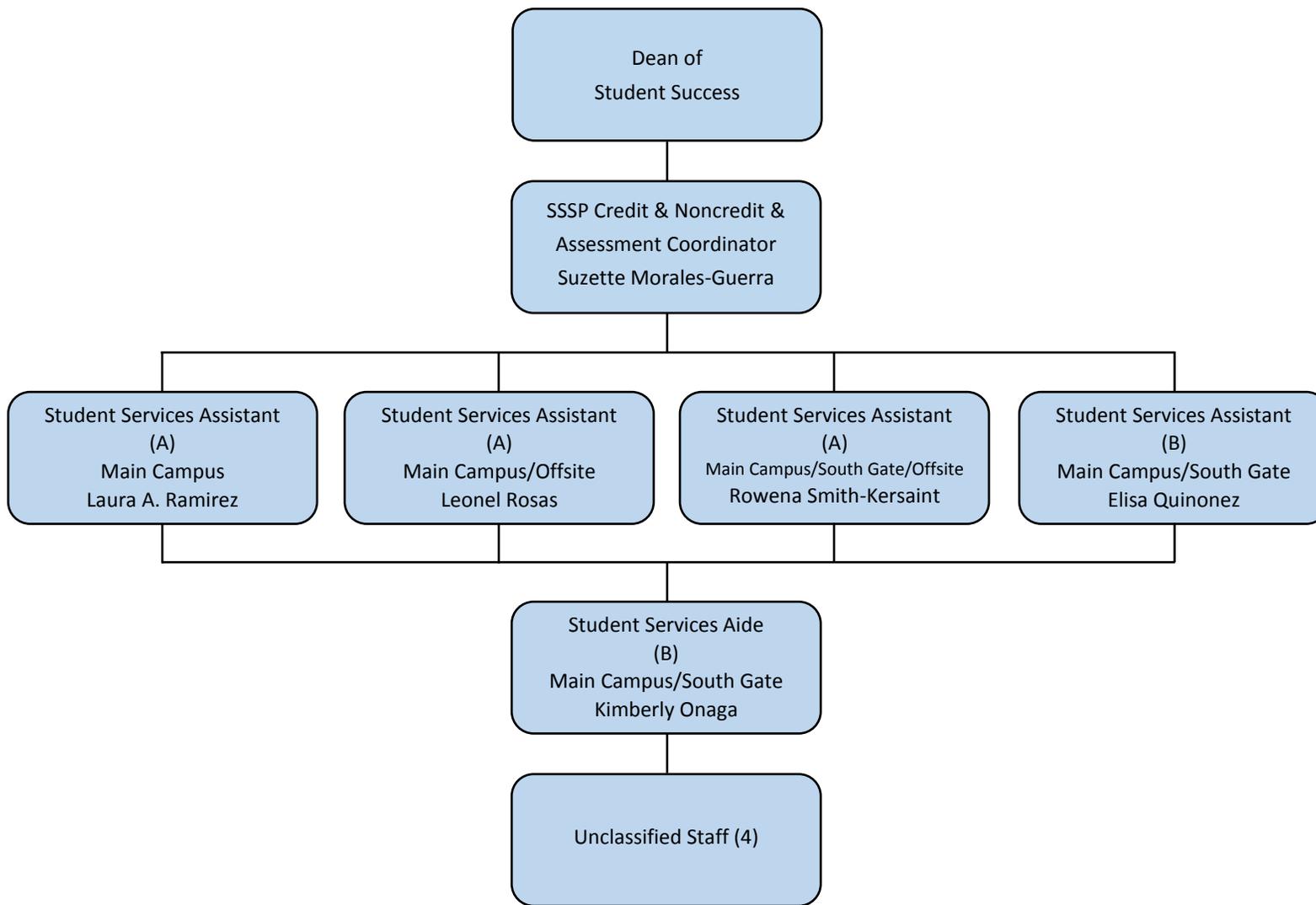
Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).



Student Services Organizational Chart



3SP Organization Chart



Attachment C

SSSP Advisory Committee

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also

East Los Angeles Community College

Student Success and Support Program

Advisory Committee

Members

Alex Immerblum, Academic Senate President
Steve Wardinski, Curriculum Chair
James Kenny, English Department Chair
Sharon Allerson, English/ESL Department Co-chair
Joseph Kazimir, Mathematics Department Chair
Dennis Villacorte, Noncredit Faculty Representative
Alan Khuu, Chemistry Department Chair
Daniel Ornelas, Counseling Department Chair
Vacant, Professional Development Coordinator
Cheryl Pittman, Faculty
Christopher Garcia, Counselor and AFT Representative
Armando Rivera-Figueroa, MESA/STEM Coordinator/Faculty
Pauletta Daw, Distance Education Coordinator/Faculty
Lindy Fong, Financial Aid Manager
Laura A Ramirez, Assessment Center Coordinator
Julie Benavides, Dean of Student Services (Counseling, Assessment, Equity)
Jeremy Allred, Dean of Student Services (Admissions)
Danielle Fallert, Dean of Student Services (EOP&S)
Alfred Gallegos, Research Analyst Office of Institutional Effectiveness & Advancement
Carol Kozeracki, Dean of Academic Affairs (English, Mathematics and Noncredit)
Alfonso Rios, Dean of Academic Affairs (Off-Site)
Vacant, Vice President of Student Services
Laura M. Ramirez, Vice President of Academic Affairs/Work Force Education
Suzette Morales-Guerra, SSSP Credit and Noncredit Coordinator/Counselor/Chair of Advisory

October 2015 Plan approval by Academic Senate, Ed Plan Committee, and SSSP Advisory Committee