



**Noncredit**

**Student Success and Support Program Plan**

**2015-16**

Report Due Postmarked By

**Friday**  
**November 20, 2015**

**Email PDF of completed plan to:**

[noncreditSSSP@cccco.edu](mailto:noncreditSSSP@cccco.edu)

**and**

**Mail signature page with original signatures to:**

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

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## INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. 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.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning  
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for non-exempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.<sup>1</sup> NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services  
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories<sup>2</sup>:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

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<sup>1</sup> Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SS/SS01.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf)

<sup>2</sup> Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb22.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf)

## INSTRUCTIONS AND GUIDELINES

***Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.***

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to [noncreditSSSP@cccoco.edu](mailto:noncreditSSSP@cccoco.edu). Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit 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 county programs.

## **GENERAL OUTLINE**

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment and Placement
    - iii. Counseling, Advising, and Student Education Planning
    - iv. Follow-Up Services
  - b. Additional Match Expenditures
- III. Policies
  - i. Exemption Policy
  - ii. Appeal Policies
  - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
  - A: Noncredit SSSP Plan Participants
  - B: SSSP Organizational Chart
  - C: Noncredit SSSP Advisory Committee
  - D: Other (optional)

## SECTION I. SIGNATURE PAGE

College/Noncredit Adult Education Program: East Los Angeles College

District Name: Los Angeles Community College District

We certify that noncredit SSSP funds 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 the SSSP Funding Guidelines.

Suzette Morales-Guerra

Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: (323) 415-5351 Email: moralesa@elac.edu Date: \_\_\_\_\_

Julie Benavides, Vice President of Student Services

Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: (323) 265-8777 Email: benavij@elac.edu Date: \_\_\_\_\_

Ann Tomlinson Date: \_\_\_\_\_

Chief Business Officer (Typed Name and Signature)

Alex Immerblum Date: \_\_\_\_\_

Academic Senate President (Typed Name and Signature)

Marvin Martinez Date: \_\_\_\_\_

Chief Executive Officer (Typed Name and Signature)

Contact information for person preparing the plan:

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## SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

**Directions:** Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

### Ila. Core Services

#### i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

In the spring of 2013, the Counseling Department developed and implemented orientation services to comply with the Title 5 Section 55521 and with the various LACCD Board Rules 8200, 8603, 8605, 8700, and Regulation E-72. The above topics, policies and procedures are included in East Los Angeles College's New Student Orientation. In addition noncredit courses and information was added to the New Student Orientation during the fall 2013 semester.

The Counseling Department is responsible for the implementation, design, and delivery of all New Student Orientations. The modes of delivery for the New Student Orientations include In-Person and online. Both delivery methods provide students with the same orientation information. The In-Person New Student Orientation is a two-hour session provided in a group setting. Counselors conduct an hour long presentation followed by the development of an Abbreviated Student Education Planning (ASEP) session for all students in attendance. Students who decide to use the online orientation receive a completion certification and are then directed to the Counseling Department for the development of the ASEP.

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 courses, counseling and education planning services, review and explanation of Noncredit English as a Second Language course sequences, and campus student resources. Plans include collaborating with the Office of Institutional Effectiveness and Advancement to conduct on-going evaluations.

2. Describe the student audience and estimate the number to be served.

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, of which 278 were noncredit students. ELAC is estimating providing orientation services to 1,000 noncredit students.

<b>Orientation</b>			
<b>New, Non-Exempt^ Students</b>	<b>Completed Orientation</b>	<b>Did not complete Orientation</b>	<b>Total</b>
<b>Credit</b>	<b>6059</b>	<b>17701</b>	<b>23760</b>
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
<b>Non-Credit</b>	<b>278</b>	<b>905</b>	<b>1183</b>
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
<b>Total</b>	<b>6,337</b>	<b>18,606</b>	<b>24,943</b>
^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.			

- Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.

As mentioned above, the modes of delivery for the New Student Orientations include In-Person and online. Both delivery methods provide students with the same orientation information. The In-Person New Student Orientation is a two-hour session provided in a group setting. Orientations are scheduled year-round on a weekly basis during the year. Counselors conduct an hour long presentation followed by the development of an ASEP for all students in attendance. Students who decide to use the online orientation receive a completion certification and are then directed to the Counseling Department for the development of the ASEP.

The planned Noncredit Orientation mode of delivery will include In-Person and online. Both delivery methods would provide students with the same information. The Noncredit Orientation would be a one-hour session and provided in a group setting. Counselors would lead and conduct a presentation followed by the opportunity for question-and-answer. Noncredit Orientations would be offered on a weekly basis during the year. Given the demographic of the Noncredit Student population, Noncredit Orientations would be offered in Spanish and Mandarin or Cantonese once a month. During early implementation, 15-25 students are anticipated to attend. Both English and bilingual college orientation materials would also be provided for students.

- Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.



ELAC 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-12<sup>th</sup> 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 cores services, and to include in student education planning services for students transitioning from high school to 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.

The new student In-Person Orientations are only provided by the Counseling Department at the main campus and at our South Gate Educational Center. Any partnerships with high school districts, workforce agencies, or other community partners that request a new student orientation, must make special arrangements with ELAC counselors to provide this service off campus as requested.

Within the Los Angeles Community College District (LACCD), several colleges agreed to sign a multi-campus agreement with Comevo to serve as the new platform to provide Online Orientation. The Counseling Department is currently in the planning phase of migrating the Online Orientation’s content from its existing platform to Comevo’s. Use of Comevo will allow for a more robust and polished delivery of existing New Student Online Orientation content.

5. Include at what point in the enrollment process orientation is provided.

Upon completion of the ELAC Admissions application, non-exempt students are notified of the matriculation services that must be completed. The recommended order to completing the matriculation core services at ELAC is participation in the Assessment Placement Process (A) first, then the Orientation (O), followed by the completion of the Counselor developed Abbreviated Student Education Plan (C). At ELAC this is known as A+O+C. With the development of the Noncredit Orientation, students would be directed to complete the Noncredit Orientation at any point after completing the A+O+C process.

6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

Effective this fall 2015 semester, the New Student Orientation (In-Person and Online) was updated to include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

7. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

The In-Person New Student Orientation utilizes a PowerPoint Presentation that requires use of a computer and a projector. This PowerPoint is reviewed every semester for accuracy and updating as needed. Similar to the New Student Orientation, the In-Person Noncredit Orientation will utilize a PowerPoint Presentation, requiring the use of a computer and a projector. The Noncredit Orientation will be reviewed every semester for accuracy and updating as needed.

The Online New Student Orientation is a homegrown dynamic website that is maintained by ELAC’s Information Technology Department in collaboration with the Counseling Department and LACCD’s Information Technology. As mentioned earlier, the LACCD recently signed a multi-campus agreement with Comevo to serve as the new platform to provide Online Orientation. Use of Comevo will allow for a more robust and polished delivery of existing Online New Student Orientation content and will be used for the development of the online Noncredit Orientation.

8. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries - Counselor	.33	\$28,000	
2000	Classified & Other Nonacademic Salaries	.33	\$15,000	
3000	Benefits		\$14,000	
4000	Supplies and Materials		\$1,000	
5000	Other Operating Expenses			
6000	Capital Outlay		\$1,000	
7000	Other Outgo			

9. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.

Title	Role
Counselor	In-person Orientations are conducted by counseling faculty along with the development of the abbreviated education plan
Student Services Aide/Assistant/Specialist	Assisting students and staff with scheduling orientations and clerical needs

**ii. Assessment and Placement**

1. Give a brief and specific overview of the assessment process for noncredit students. 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 the assessment placement process, participate in the orientation, and obtain the ASEP all 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 students at 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 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-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 as a hard copy 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 to prepare for the Assessment.

2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed

Upon submission of the ELAC Admissions application all non-exempt students are required to participate in the core matriculation services of A+O+C.

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, regardless of their enrollment status for which 7,437 credit students and 610 noncredit students participated in assessment placement services during the 2014-2015 academic year.

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

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

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCCO and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

East Los Angeles College utilizes the Accuplacer computerized instrument for English, Reading, and Mathematics course placements. The 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.

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

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.

4. Describe what multiple measures are used, how they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.

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.

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 student education plans.

5. 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 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 addition, as mentioned earlier 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.

6. 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.

7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

The Assessment Placement Process is completely managed by the LACCD homegrown Assessment and Placement Management System (APMS) which requires an annual maintenance fee. APMS allows the management of any assessment instrument tool, it generates assessment placement results, stores assessment placement data, and provides the District’s Student Information System known as DEC with all the assessment placement information in real-time for student use.

8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Assessment Placement service expenditures are being funded out of the Credit SSSP budget.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries	2.0		\$32,325
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Classified SFP and Unclassified	Assist students with assessment placement results and noncredit services

**iii. Counseling, Advising, and Student Education Planning**

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:
- Counseling
  - Advising
  - Development of the Noncredit Student Education Plan (NSEP)<sup>3</sup>.

<sup>3</sup> The Noncredit Student Education Plan (NSEP) is designed specifically for non-exempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

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 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.

Counseling and education planning services are made available to all students and at ELAC, counselors are made available for program specific student needs in Noncredit, DSP&S, EOPS, Adelante- First Year Completion, STEM, Athletics, CalWORKs, Financial Aid, International Students, Veterans, DSP&S, Career, Transfer, and Puente Program. Students are provided with either an ASEP and/or a CSEP. At this time LACCD Administrators have started plans for creating the Noncredit Student Education Plan (NSEP) service contact into the locally developed Student Information System known as DEC, as the NSEP service contact does currently exist. The Counseling department will then need to develop a NSEP.

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.

2. Describe the student audience and estimate the number to be provided services.

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. The estimated number of noncredit students needing counseling services is 1,528.

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

<sup>^</sup>Students not exempt or grandfathered from previous requirements; Includes all students, regardless of enrollment

- Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.

The Noncredit Department at ELAC partners with off-site community partners, such as the Pueblo del Sol community center in the Boyle Heights district of Los Angeles, the Los Angeles County Office of Education (LACOE), and local YWCA’s to offer noncredit courses. Noncredit SSSP services are provided by the Assessment Center and the Counseling Department at ELAC and/or when special arrangements are made for off-campus services.

- Describe at what points in the student’s academic pathway these services are provided.

After completing the ELAC online or paper admissions application, new non-exempt students are directed to complete A+O+C. A+O+C services should be completed prior to the student’s registration appointment.

At the conclusion of the In-Person New Student Orientation, counselors develop an ASEP for all students present. Students who qualify for, or are interested in, taking noncredit courses are directed to schedule an appointment to meet with the noncredit counselor.

- Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.

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 counselors via appointments 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 waiting 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.

Additional noncredit counseling services have been made available as of spring 2015 located in the Noncredit Department. Currently noncredit specific counseling services are only available at the main campus in the Noncredit Department at this time. Drop-in counseling services are offered on a daily basis as counselor availability permits. Noncredit counseling appointments are scheduled In-Person and/or via telephone through the Noncredit Department. The Noncredit Department begins scheduling counseling appointments on Monday mornings for the following week. Noncredit counseling drop-in, or walk-in, counseling services are offered on daily basis based on counselor availability. Scheduling a noncredit counseling, during peak season (week before semester begins, and the first two-weeks of the semester), the average wait time is one week, all other times, appointments are available within one week.

6. Describe any use of academic or paraprofessional advising.

East Los Angeles College does not use paraprofessional advising. There are plans through Professional Development to create a Student Support Advocates model where faculty and staff are trained to promote student success on campus given their role as the classified employee and/or as the credit/noncredit faculty member. One of the goals of the Student Support Advocates is to help communicate the importance to students of utilizing the many resources on campus to help them identify and declare their educational goal, program of study and how to be successful in accomplishing their educational endeavors.

7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Counseling faculty utilize the following technology tools to assist in the education planning of a student: Microsoft Word and Adobe Acrobat programs are utilized for the completion and storage of the CSEP; LACCD's Student Information System commonly referred to as DEC for student academic records and assessment placement results; ViaTRON an external student college records storage system; the Transfer Evaluation System/College Source, a subscription web-based information service used for access to nationwide college catalogs and course descriptions; Assist.org, a web-based California repository of articulation agreements between CA Community Colleges, California State Universities, and 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 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 created and utilizes a YouTube channel for student tutorials providing step by step directions on how to access their student email, how to view their Matriculation Status, how to access their grades, etc...

The Counseling Department utilizes the Scheduling and Reporting System (SARS) and the Electronic Scheduling and Reporting System (E-SARS) to schedule counseling appointments.

The LACCD is in the final stages of configuring the new PeopleSoft/Oracle Student Information System. LACCD has indicated that the 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.



8. List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries Counselor	.50	\$33,500	\$0
2000	Classified & Other Nonacademic Salaries	.33	\$15,000	\$0
3000	Benefits		\$14,000	\$0
4000	Supplies and Materials		\$2,000	
5000	Other Operating Expenses			
6000	Capital Outlay		\$3,000	
7000	Other Outgo			

9. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counselor	Counseling/advising and development of student education plan, identification of education goal and selection of program of study
Student Services Aide/Assistant/Specialist	Assisting students with accessing counseling services and for clerical support in noncredit counseling services

#### iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

Noncredit counseling services are available to assist students with identifying their student education goal, selecting a program of study and/or selecting from the certificates of completion offered through the Noncredit Department. Noncredit counseling services includes evaluating their academic progress and providing referrals to student support services when needed. Students are strongly encouraged to meet with a Counselor at least once per semester to monitor their progress toward their goal, detect early signs of academic difficulty, and provide students with advice or referral to specialized services.

2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.

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.

Students receiving follow-up services for the 2014-2015 include 7,291 credit students and 93 non-credit students. Credit students were defined as those enrolled in at least one credit class during the academic year and received a grade; non-credit students were defined as those enrolled in at least one non-credit class during the academic year for which positive attendance was recorded.

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

3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.

Based on defining at-risk students as those not having declared an education goal, a program of study, on academic/progress probation, and/or are basic skills students enrolled in a below transfer level math or English course, ELAC estimates 4,000 noncredit students will be in need of noncredit SSSP services. These students will be identified by the Office of Institutional Effectiveness and Advancement so that noncredit counseling follow-up services can be provided to noncredit students.

4. Describe the strategies for addressing the needs of these students, including:
- Types of services available.
  - Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

Follow-up services for students enrolled in noncredit courses include: individual Counseling appointments to discuss progress, interventions, and referral to other support services such as tutoring. Students enrolled in basic skills courses, or who have not identified an education goal and course of study, can meet with a noncredit counselor to discuss and review both credit and noncredit course offerings, depending on individual needs.

East Los Angeles College offers tutoring services to all basic skills students through the Learning Center, the Writing Center, and the Math Lab. The Writing Center offers online/In-Person tutoring services and workshops. Resources are advertised in print, online and classroom visits.

ELAC Career and Job Services provides career assessments, career counseling, career related in-person group workshops, and career fairs for all students including undecided and basic skills students. A vast majority of the workshops are targeted toward the undecided major population to include special topics. Online resources such as Eureka and Choices/Explorer allow students to explore majors and occupational information. Career and Job Services utilizes a variety of career exploration assessments such as the Strong Interest Inventory and Myers-Briggs Type Indicator as well as inventories to identify work skills and work values with follow-up individual interpretation sessions. Motivated Skills Card Sorts and Work Values Card Sorts are also used with at-risk students during individual in-person appointments to identify work skills and work values. Events and resources are advertised in print, online, and during classroom visits.

To 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, noncredit counseling, and other faculty departments to target new non-exempt at-risk students (undecided/undeclared and basic skills) to attend group workshops, make individual counseling and career appointments to assist students with declaring their education goal, program of study, and assist with the development of a CSEP until the NSEP is created.

5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.

The Counseling Department makes use of various commercial technologies for its follow-up services. With the recent Comevo contract, the unit will create student success modules that can be implemented online for all at-risk students.

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. E-SARS may be used by any student currently enrolled in credit classes at ELAC. Students may access the E-SARS scheduling portal through the counseling department website.

As mentioned above ELAC's 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.

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Follow-up expenditures are funded with Credit SSSP.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries	.50	\$33,500	
2000	Classified & Other Nonacademic Salaries	.33	\$15,000	\$27,053
3000	Benefits		\$14,000	
4000	Supplies and Materials		\$ 1,000	
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

6. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counselor	Assist noncredit at-risk student
Student Services Aide/Assistant/Specialist	Assist student and staff with clerical duties related to noncredit at-risk

## **IIb. Additional Match Expenditures**

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
1000	Noncredit Faculty Director (.85 FTE)	\$95,513
2000	Classified SFP (.50 FTE)	\$13,755

## SECTION III. POLICIES

### i. Exemption Policy

Provide your institution's policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of 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.

### ii. Appeal Policies

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.

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 LACCD 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>

iii. Prerequisite Procedures

Provide a brief description of the procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering student challenges.

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 educational 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.

Students 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**

Briefly describe plans for faculty and staff professional development related to implementation of noncredit 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 staff 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 educational 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 and will work with the Professional Development Coordinator throughout the year to pilot plans 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 an annual LACCD Counselor Conference. District and college administrators are in support of allowing an annual counselor conference. LACCD Counseling Chair Council's and 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. INSTITUTIONAL RESEARCH**

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

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, OIEA 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 office regularly tracks 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) variable 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.

## SECTION VI. PLAN COORDINATION

### **Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts**

Briefly describe how the plan and services are coordinated with the credit SSSP plan, 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, and departmental program review.

The development of the 2015-2016 Student Success and Support Program (SSSP) Credit and Noncredit Plan and its services are 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, providing them feedback within the first three weeks of instruction, and referring students to appropriate academic and support services by making use of the college's Early Alert System.

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.

## SECTION VII. ATTACHMENTS

Please provide a list of attachments to the noncredit SSSP plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:



Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

#### **ADDITIONAL INFORMATION**

Questions regarding the development and submission of the noncredit SSSP plan may be directed to:  
[noncreditSSSP@cccoco.edu](mailto:noncreditSSSP@cccoco.edu).

## **Attachment A**

### **Noncredit SSSP Plan Participants**

Title 5 Section 55510 (11)(b) requires that the plan "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

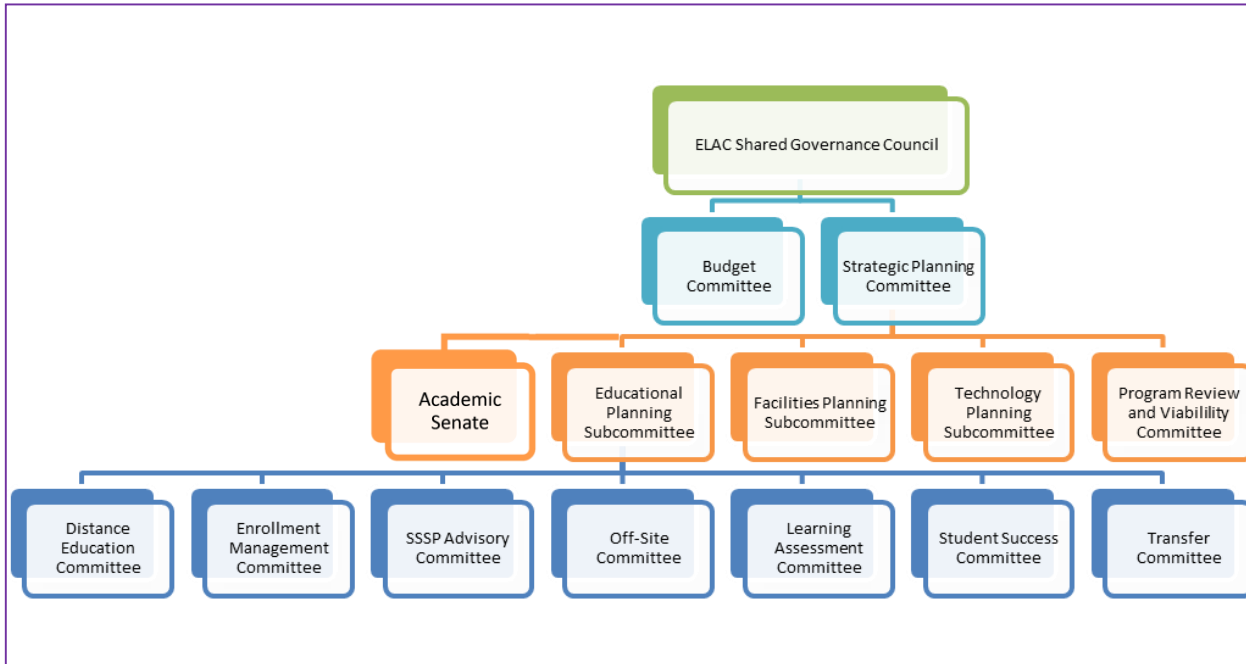
Stakeholder Group: Faculty

Name: Ruben Arenas Title: Dean

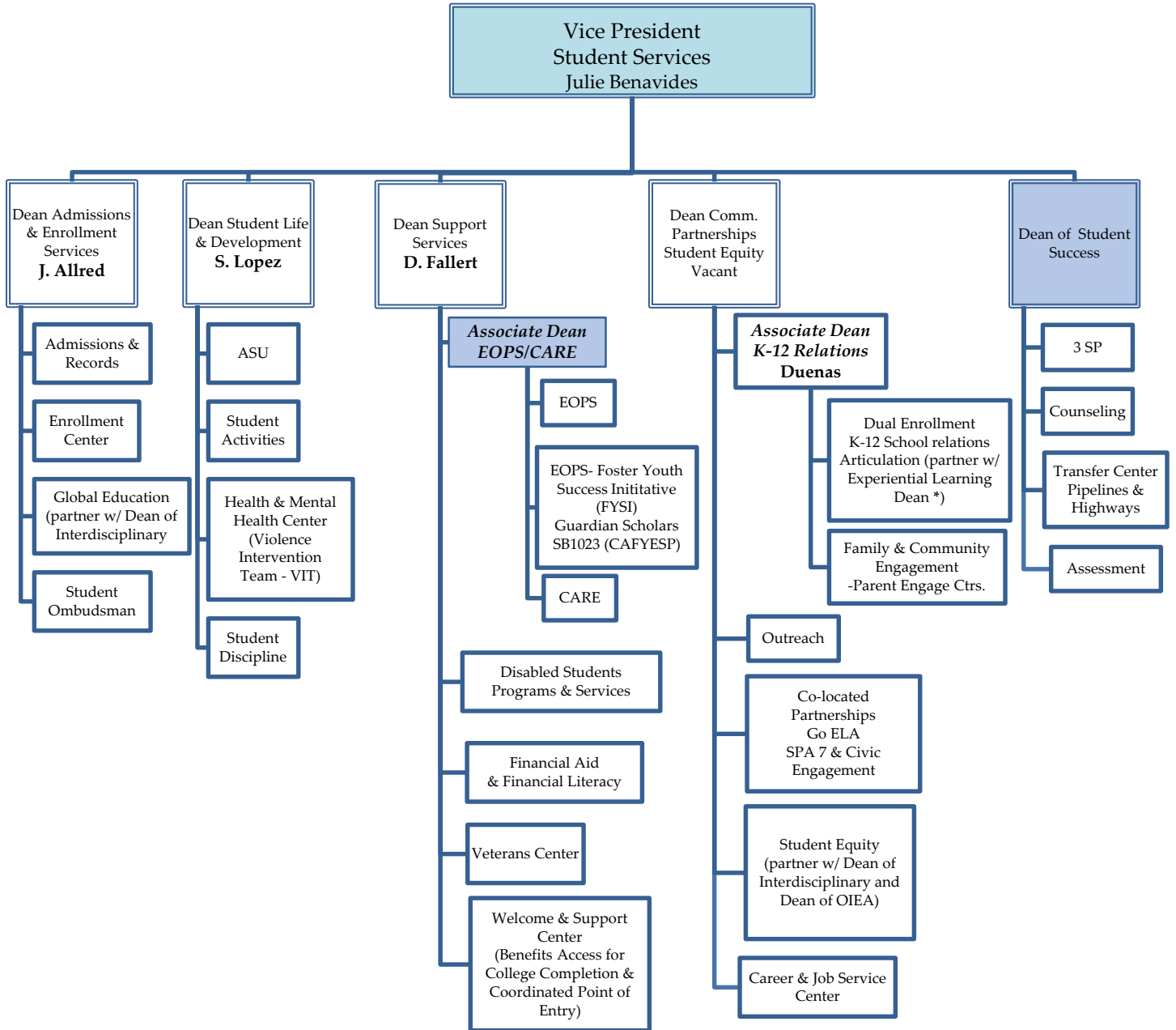
Stakeholder Group: Administrator

## Attachment B SSSP Organizational Chart

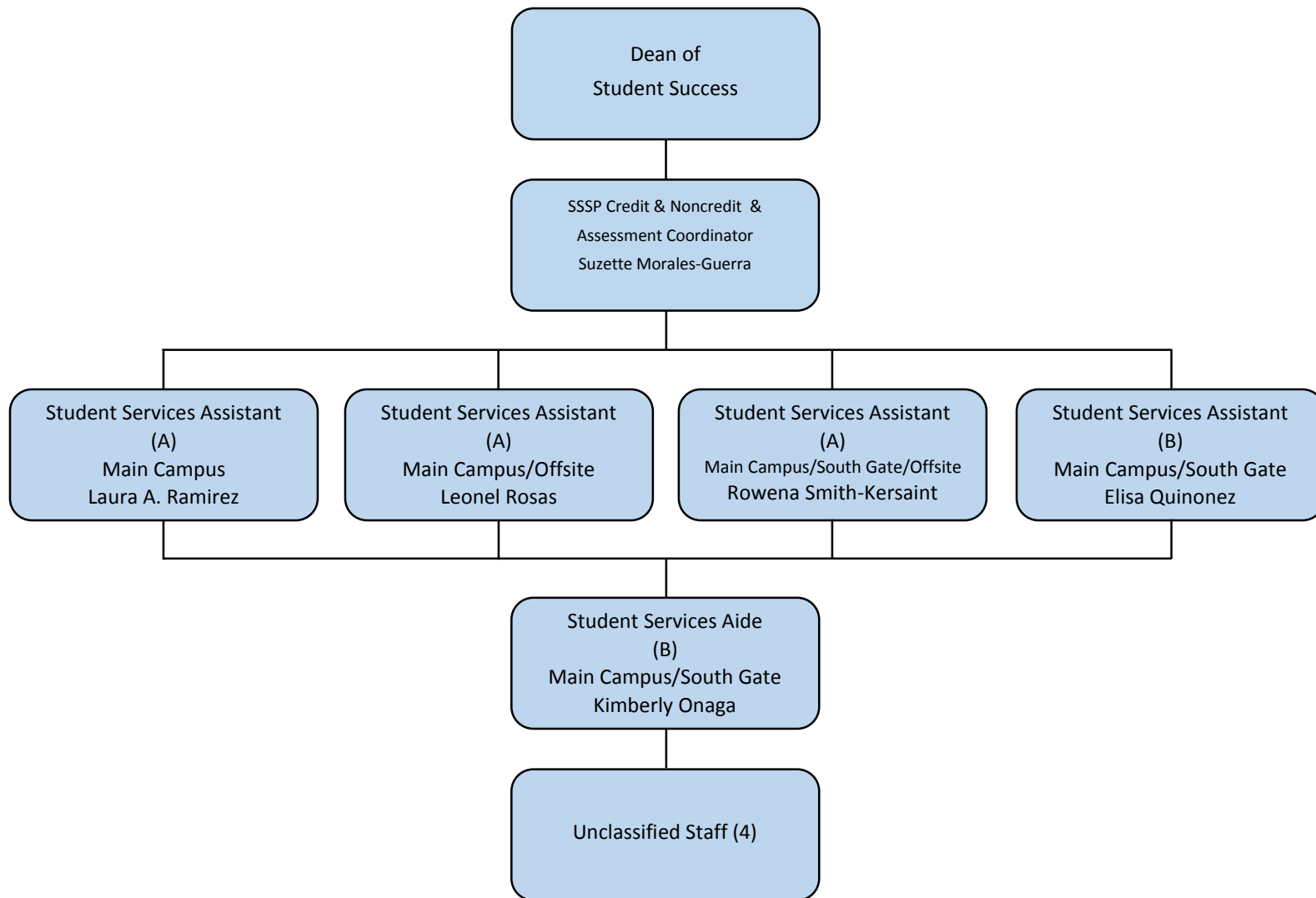
Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.



### 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 approved by Academic Senate, Ed Plan Committee, and SSSP Advisory Committee

## RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)