



PLAN. INVEST. TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 29, 2018, 7:55 AM PDT

East LA College - Guided Pathways

Description

COLLEGE: East LA College
PLAN TIMEFRAME: Spring 2018-Summer 2019
READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓	✓	✓	✓
2. Shared Metrics	✓	✓	✓	✓
3. Integrated Planning	✓	✓	✓	✓
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓	✓	✓
5. Intersegmental Alignment	✓	✓		
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements	✓	✓	✓	✓
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure	✓	✓	✓	
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓	✓	
13. Assessing and Documenting Learning	✓	✓	✓	✓
14. Applied Learning Outcomes	✓	✓	✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • College will continue to systematically review and discuss student outcome data and utilize it in the vision for student success as it relates to the implementation of

Guided Pathways (GP) framework. • College will work towards stronger campus and community involvement by conducting focus groups, GP forums and Professional Development events such as a summer institute to educate the college community. These efforts will create a dialogue across disciplines and help to keep all constituents across campus well-informed. • GP Facilitators will help design future surveys and build relationships with college constituents to examine local data and discuss specific strategies to improve student success.

EXISTING EFFORTS: • A survey was conducted in which approximately 700 students at South Gate Educational Center (SGEC), our second campus, responded. The resulting data suggested class

time preferences, identified high-interest majors and how a major was declared. This data provides an important direction for future research at East Los Angeles College (ELAC) campus. A follow-up meeting was held at SGEC to discuss survey results and preliminary conversations have been initiated about the creation of Meta majors. • The GP Team attended the Leading From the Middle (LFM) conference in Pomona and plans to attend future meetings already scheduled for June and October. These trainings will require a hard and honest look at student outcome data from the GP Dashboard. • The GP Team and members of the GP Steering Committee attended IEPI Workshops throughout California in February and March. • College hired three faculty Guided Pathways Facilitators who are liaisons between GP Steering Committee and college community. • GP Steering Committee will present book, Redesigning America's Community Colleges, during Spring Forum in order to begin a campus-wide conversation and dialogues about GP. This Forum might be conceived as a book group format where faculty read the book over the summer and at Opening Day have break-out sessions dedicated to its discussion and how best to implement GP at ELAC and SGEC. The Office of Institutional Effectiveness and Advancement (OIEA) has provided extensive and valuable data and will continue to do so throughout the process of implementing GP.

MAJOR OUTCOMES: • All college units will have access to pertinent information regarding individual student progress to be able to design interventions, such as counselor-initiated contact, to monitor student progress, to improve student learning. • Armed with relevant student data, all units will work collaboratively in order to begin to discuss how to create a seamless, streamlined procedure for students to follow as they complete their program of study. • Engagement with data will include Student Services/faculty, and will facilitate both coming together to brainstorm and plan on ways to move forward. • College will have identified GP Ambassadors who will help with the dissemination of information and dialogue about Guided Pathways between all units. • Students and evening college community members will be engaged in the dialogue surrounding GP. • Through GP implementation and after, facilitators will recruit and coach participants in cross-functional teams to ensure regular and ongoing participation in inquiry and planned improvements. • Key performance indicators would include extensive community engagement/dialogue about GP and planned collaboration between Student Services/faculty.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • College will align metrics to measure program completion as defined by Chancellor's Vision for Success, already in our District Strategic Plan.

EXISTING EFFORTS: • OIEA has presented Institutional Set Standards to the various shared committees to determine college success rates. • Academic disciplines evaluated discipline and program standards and followed the same metric. • During development of Integrated Plan, a shared metric was considered. • College will encourage all departments/CTE's to evaluate their disciplines and programs in order to set standards and to agree on the metrics to follow.

MAJOR OUTCOMES: • College will have incorporated new shared metrics as defined by Vision for Success into our Strategic/Educational Master Plans. • Key performance indicator would be several departments evaluating their disciplines/programs using the same metrics.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • College will take the experience gained with development of Integrated Plan to apply to other areas of college planning. • Planning will be integrated to advance program completion for purpose of implementation of GP. • College will create a Strategic Enrollment Management Plan. • College will expand integrated planning by incorporating input from external partners, including high school and adult school students.

EXISTING EFFORTS: • Staff and faculty in Student Services and Instructional Services are aware of the integrated planning process and recently worked on the submission of an Integrated Plan to the State Chancellor's Office that outlined ways that Student Equity, Basic Skills, Adult Ed, Strong Workforce Program (SWP), and Multiple Measures (AB705) could work in tandem to provide students with the best possible outcomes. • Integrated Plan Student Success & Support Program (SSSP), Student Equity, Basic Skills Initiative (BSI), Adult Ed, SWP and AB705 received input and approval from various campus stakeholders. The completed report was presented at President's Cabinet and sent to the CCCC in November. • Draft of Universal Student Service Application, New Student Checklist, development of Faculty Success Advocates, and Great Outcomes (GO ELA) Summer Academy and LA College Promise onboarding practices. • Integrated Planning has opened dialogue among the three funded initiatives (BSI/SSSP/Equity), especially concerning the services provided to students. • We are now more focused than ever on planning around student milestones referring to the College Completion Agenda Framework. • Integration has also been an opportunity to highlight for the campus the great work already done by these initiatives, separately and together. • Under the AB-705 mandates, our campus is currently restructuring math and English courses to eliminate the need for remedial credit coursework. • The college is in the process of eliminating assessment placement exams and is exploring new ways to achieve the same goal, including using multiple measures such as a student's High School GPA for placement into math and English courses. • College has approved decreasing English classroom cap sizes to improve instruction and success in these classes. • Two members of GP Steering Committee have been selected to participate in IEPI Strategic Enrollment Management (SEM) Program for the next year.

MAJOR OUTCOMES: • Integrated Plan will be implemented across campus and includes a focus on how all college governance bodies will work in unison around integrated planning. One of the main objectives of the Integrated Plan is that Instruction and Student Services will work collaboratively together on instructional design, enrollment management, and the creation of GP. • All college committees, departments/units, individual stakeholders will conduct their planning in a manner that is integrated and focused on program completion. • Key performance indicators would include the successful restructuring of Math and English courses/sequences.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: ●GP facilitators will serve as key leaders/liaisons to steer the GP framework according to its four pillars. ●The search for a Career Technical Educational (CTE) facilitator will be revisited during Summer 2018 to ensure support for the Strong Workforce Program initiative to complement the existing team of facilitators who currently represent Liberal Arts and Student Services. ●By Spring 2018, the GP facilitators will have participated in the “Leading from the Middle” conference and attended two IEPI workshops dedicated to Guided Pathways in Marina Del Rey and Oakland. ●Cross functional work teams will determine strategies in gathering sufficient data, educating disciplines on the GP plan, and understanding each department’s standing within the four pillars. ●Facilitators will identify specific groups (administration, faculty, staff and students) of disciplines that will individually lead and establish internal communication teams to better communicate and allow for college-wide input. ●Although GP decision-making is vetted by Academic Senate, campus shared governance committees, all campus stakeholders, external partners and future students will all participate in providing input.

EXISTING EFFORTS: ●GP has been a joint venture between college administration and Academic Senate from Day 1. ●GP Steering Committee selected three facilitators within two campus areas (Liberal Arts and Student Services) to represent college efforts in this plan. ●GP facilitators have divided disciplines and are currently seeking ways to identify Meta majors that will fit within each discipline. They are also looking for technological strategies to better assist students to explore career pathways ●The formation of a Faculty Inquiry Group (FIG) that will research multiple campuses outside of Los Angeles Community College District (LACCD). ●The GP Steering Committee has already presented student demographics and Student Learning Outcomes (SLO’s) to inform and strategically engage college support.

MAJOR OUTCOMES: ●GP Facilitators will work to increase college wide support within campus constituencies and gather supporting data to better clarify student pathways. ●All campus committees, departments,units, stakeholders, external partners and future students will have a voice in redesigning the college to improve completions. ●Facilitators will increase their knowledge on best practices of the GP framework at other college campuses and a source for professional learning and leadership development for practitioners with middle organizational responsibilities. Students will be able to increase their career awareness by exploring disciplines within Meta majors of interest. ●Based on Academic Senate, campus shared governance committees, campus stakeholders, external partners and residency students will be able to have shared input to construct a GP model that reflects the college demographic and initiative. ●AB705 will result in anticipated changes to curriculum and course sequencing beginning Summer 2018, Fall 2018 and Spring 2019.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: ●Coordinate with high school partnered districts and maintain our existing working partnerships with these entities. ●Implement counseling course offerings to partnered high school districts so that students can more smoothly transition into our institution. ●Form partnerships and strengthen existing relationships with four-year institutions including CSU’s, UC’s and private four-year institutions.

EXISTING EFFORTS: ●Coordination between high school feeder districts has been established and we continue to work with them toward maintaining partnerships by “clarifying the path” with on-going college-wide campus events such as our Career Panel Day, Assessment, Orientation, and Counseling days (AOC). ●Robust transfer numbers reflect recent gains and creation of ADT’s. ●Subject specific pathways, such as Law Pathway Program, already exist. ●Our college will continue to offer Counseling 1 and 4 course offerings to feeder districts and assist students to explore career choices before high school diploma completion in an effort to increase career awareness and momentum in declaring a major. ●Existing initiatives SSSP, BSI/BSSOT, Equity, SWP, Adult Ed. will continue to be instrumental in supporting this effort.

MAJOR OUTCOMES: ●Greater collaboration amongst all segments (K-12, community colleges and four-year institutions) will result in greater student access, preparation and completion. ●AB-705 will result in much anticipated change in both student access and success beginning in Summer 2018, Fall 2018, and Spring 2019. Students will have to complete transfer English and math within their first year of college, and how they are placed into these courses will change from assessment test results to using multiple measures, such as their high school GPA.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student’s college experience.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: ●Will establish a strategic plan for outreach to disciplines in order to create two-year curriculum maps, transfer pathways, Meta Major alignments within campus disciplines and student educational goal status (undecided or areas of interest). ●“Counseling 20” will be used as an onboarding strategy after career assessment with the Alhambra school district to enhance student’s ability to clarify the path through career exploration. ●Technology (“Career Coach,” “Here to Career”) will also be considered a tool to capture a wider range of students’ interests. These efforts will increase career exploration, job market research and discipline connections within their educational institutes. ●An important component will be an emphasis on SWP’s initiative through placement and work-based learning such as paid internships. We will strive to find jobs related to students’ career goals. ●Roll out the Get Onboard with Get Focused Stay Focused initiatives by clarifying the path through counseling coursework offered in the high school feeder districts.

EXISTING EFFORTS: ●Career and Workforce Development initiated a “Declare by 15” committee to inform and establish campus support to assist students to declare a major and career path before they complete 15 units of coursework. ●Implementing technology (“Career Coach,” “Here to Career”) to capture a vast range of students entering the educational institute. ●“Counseling 20” (Introduction to college/ career planning) will be used as an onboarding strategy for high school feeder district Alhambra.

MAJOR OUTCOMES: ●A clear pathway will be designed by all campus departments that will serve to enhance clarity within each major for decided and undecided student populations. ●“Counseling 20” (Post-Secondary Education: The Scope of Career Planning) will enhance a student’s ability to clarify a path through career exploration. ●Technological tools that increase career exploration, job market research, and discipline connections will be in place. ●Placement and work-based learning opportunities such as paid internships and jobs related to students’ career goals will exist. ●“Declare by 15” committee will continue to support efforts to assist students to declare a major before they complete 15 units and to identify a career path. ●Vast pipelines will be established and college will develop new measures to better serve new feeder high schools based on their school demographic and campus needs.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: ●College is in the process of redesigning this area. ●The English and Math departments are currently in the process of redesigning their coursework to meet the new mandate (AB705) of helping students to complete transferable coursework (English, Math) within a one-year time-frame. ●English will launch their new course sequence by Fall 2018 and finalize by Spring 2019, and Mathematics will launch their efforts by Spring 2019. ●Adjustments due to AB705 mandate will have a direct effect on Adult Ed. and its role in non-credit coursework, Basic Skills, ESL, GED, etc. as well as work-based learning and service learning. ●The English and Math departments will work with Non-Credit to establish bridge coursework into the for-credit course sequences once they are established. ●College will create a New Scholars Academy, an Adult Education college preparatory program that will help underprepared students with skill development required for first year success. ●Assessment and placement measures will change with more of a focus on using high school GPAs and other multiple measures to place students into appropriate English and Math classes.

EXISTING EFFORTS: ●College currently is in the process of redesigning and constructing mandated methods that each department deems fit to reach transferable coursework (English, Math) in a year time frame. ●Math curricular changes will be completed in time for students enrolling in Spring 2019. ●English Dept. has completed its curricular changes.

MAJOR OUTCOMES: ●More students will complete transfer level requirements due to additional co-requisite support as well as focused instructional/tutoring support. ●More students will strengthen basic skills through Non Credit offerings.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: •College will plan for a college-wide implementation of GP through the use of data gathered from our institution and other colleges. •College will focus on using data to assist college disciplines create a semester basis curriculum/map that will allow students complete their educational goal (transfer to a four-year institution in two years, Certificate, Associate and AD-T complete. •College will direct chairs with related disciplines learn about each other's offerings and to coordinate scheduling. •Data will also be captured from specific departments such as Nursing due to the fact that they already have a preexisting model established within its discipline. •Completion and placement will be studied as important components of the overall GP program requirements. •Other measures will be decided after specific trainings and AB 705 adjustments completed •GP facilitators will explore methods, such as student surveys, etc. to capture all campus voices. •Administration, faculty/staff, student services and students will all be instrumental to this process.

EXISTING EFFORTS: •Data was retrieved from OIEA to measure a student's process in declaring a major and the course offering preferences available at our Southgate campus. •English Department has restructured their course sequencing to make it possible for students to complete transfer requirements in one year. •Math Department is in the process of restricting their course sequencing in order for students to be able to complete transfer requirement in one year.

MAJOR OUTCOMES: •GP will begin to be implemented with our unique college community and student body in mind. •Clear curricular/career pathways will be conceptualized and mapped out. •All disciplines will create a two-year academic map. •Other measures will be decided after specific trainings and AB 705 adjustments completed.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Counseling faculty and Student Services staff will be part of the discipline task forces for curriculum mapping and Meta-majors. The GP facilitators, Student Success

Advocates Program, and the Student Success Committee will collaborate and determine which student success initiatives need to be prioritized (e.g., Meta-majors, ATDs). • College will work toward a uniform, standardized way by which students sign up and learn about all of the programs and services that are available to them. Currently, the way that students get on board with ELAC may vary, depending on whether students enroll off campus (e.g., through Dual Enrollment) or on campus (e.g., Adelante, MESA). • College will have counseling liaisons for each discipline, so that counselors are assigned to work with specific areas/departments and provide counseling that is specific to those respective areas of study. Counseling faculty and discipline faculty will have the shared responsibility to provide proactive student support. • College will continue conversations about increased coordination and collaboration among student support systems, including Student Services, Instruction, and Counseling.

EXISTING EFFORTS: • Early Alert tool and the Student Success Advocates Program are in place to address Student Services and Academic Instruction collaboration. Participation in these

programs and others are growing. • There is a continuing effort being made to improve collaboration and communication between Instructional Services and the Student Services divisions.

MAJOR OUTCOMES: • There will be structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ways of further improving their coordination efforts. For example, our campus Basic Skills Initiative and Ed Plan committees can work on alignment of Tutoring Support Center workshops and services with course curriculum. • Counseling faculty will work more closely with multiple disciplines to collaborate and offer student services that are tailored to specific students' needs by discipline. For example, they will provide mini-conferences on Certificate, Degrees, Transfer pathways for specific majors, as well as Career pathways for specific majors. • Key performance indicators would include the number of students who received supports or services and their success rates.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • College will evaluate current SIS limitations and identify solutions. Technology Planning Sub-Committee (TPSE) will facilitate collaboration among Student Services,

Instruction, and IT to better integrate and use the technology systems we have in place. • College will develop a student tracking system that will be used by Student Services and faculty in order for both entities to be able to access student information and track individual students' progress. This system will not only provide timely support for some cohort-based programs, such as EOP & S, Adelante/First Year Experience (FYE), Delloro, etc., but it will expand beyond these special programs. It will not only give us data on student access, but will also allow us to measure the efficacy of these support services. In addition, it will aid in detecting when students meet (or fail to meet) particular milestones. College will research student-tracking and onboarding software and pilot at least one of these during Academic Year 2018-19. • College will work to link all the elements of the GP into the SIS system and work with the other colleges in the district to provide a standard, consistent technology support system. There will be an online degree auditing system that tracks student progress. • College will research how to create/establish web presentation of Meta-majors, curriculum maps and integration with student services. • College will assign one or more IT personnel specifically to help achieve the aforementioned plans.

EXISTING EFFORTS: • We have recently adopted the new SIS that includes multiple components, such as scheduling, student portal, and early alerts. • We currently do not have a standardized

software system to track how close or far students are from completion. To mitigate this problem, the college has been doing research on software tools to help with onboarding, scheduling, and tracking. • College also uses eLumen for learning assessment. This system has capacity to integrate curriculum, educational planning and student tracking for an extra cost.

MAJOR OUTCOMES: • A system will be put in place that enables students, staff, counselors and faculty to track student progress through a defined pathway and provides timely planning, support, and tracking capabilities. Student progress will be monitored and mechanisms will be in place to intervene when needed to ensure students stay on track and complete their programs of study. • Key performance indicators include a substantial increase in students who stayed on their selected path, the number of students who were contacted through Early Alert, the number of unnecessary courses students took (which are expected to go down), the number of students who used the online tools available, and their success rates. • With the online degree auditing system in place, students will be able to earn their degree or certificate (upon completion of the requirements) automatically, without having to apply for them.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • College will create a Professional Development (PD) plan that offers meaningful and relevant workshops for faculty/staff that are aligned with the college strategic plan and

integrated planning. • PD plan will take into account that implementation of GP will be a faculty-led campus transformation. College/Office of PD will carefully structure a PD plan that includes several opportunities throughout the year for faculty and staff to improve teaching and learning.

EXISTING EFFORTS: • Office of PD hosts a campus-wide Opening Day event with over 40 PD sessions focused on Teaching and Learning, Support & Services, Effective Leadership and Community Building. • Conducts a year-long New Faculty Institute (NFI) that offers new faculty monthly teaching and learning sessions that culminate in the development of a project each faculty presents at the end of the year. • A new full-time PD Coordinator has been hired in the Office of Professional Development, who will oversee implementation and success of college's Integrated Professional Development Strategic Plan.

MAJOR OUTCOMES: • Office of PD will play a key role in the implementation of GP at ELAC and SGEC. • Faculty/staff will participate in meaningful, relevant learning opportunities that will support implementation of GP and improvement of teaching/learning. • PD plan will be aligned with college strategic plan/integrated planning. • Key performance indicators would include increased faculty/staff engagement in implementation of GP.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Learning Assessment Office (LAO) will develop Assessment Cycles for Student Services and will continue working with the Academic Departments to ensure ongoing quality assessment. • LAO will review Program Learning Outcomes (PLO's), (General Education Learning Outcomes (GELO's) and Institutional Learning Outcomes (ILO's) in addition to Student Learning Outcomes (SLO's) for the 2017-18 academic year. • College will work to link the result of those assessments to changes in course or program content as well as with PD.
EXISTING EFFORTS: • All academic departments are implementing a three-year learning assessment cycle where they will assess SLO's, analyze data, implement an action plan and assess implementation of said plan.

MAJOR OUTCOMES: • Learning assessment outcomes will be linked to PD and will provide a direction for improvement to be made in course or program content across all areas of instruction and service. • Learning outcomes will be aligned with program completion. • Key performance indicators would include all departments successfully completing the three-year learning assessment cycle and implementing improvement plans according to the data they receive for their programs/courses.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: • Transfer and academic programs will align their learning outcomes to career competencies and assess students' progress towards program outcomes. • Learning outcomes data will be made available to all students. • Learning assessment facilitators will continue to provide learning outcome assistance/subject matter expertise to their respective departments.

EXISTING EFFORTS: • The college consistently tracks outcomes assessment through a three-year assessment cycle and has made great strides in learning outcomes assessment. • Vast majority of programs and courses are assessed regularly. • Learning assessment facilitators provide learning outcome assistance and subject matter expertise to their respective departments. • Faculty use data to improve the effectiveness of courses and programs. • CTE programs have aligned their learning outcomes to career competencies.

MAJOR OUTCOMES: • A key performance indicator will be students meeting program-level outcomes. Results gleaned from program-level data will inform the college about success of its GP Program. • Students will be able to see their own results on program-level outcomes. • With greater outcomes-and-career competencies alignment, students in transfer and academic programs will have more success in the workforce.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Students will be offered applied/contextualized learning opportunities. • College will collaborate closely with Career Center to offer conferences for students where professionalism, career preparation and professional resources will explored/strengthened. • College will assign a full-time faculty member to coordinate internship/work experience programming. He/she will assist in developing internships/employment with local employers and prepare/advise students for placement.

EXISTING EFFORTS: • All CTE programs use applied/contextualized learning (e.g., internships, service learning, clinical experience) as part of their curriculum. • ELAC has a grant that supports work-based learning, which is already in effect for many programs that offer service learning as part of their curriculum.

MAJOR OUTCOMES: • Students will have access to placement information and opportunities. • Students will gain experience/insight into their chosen field of study, which will give them the motivation to remain in the field and become more successful. • Key performance indicators include students meeting work-based learning outcomes and acquiring a job in the relevant area of study.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one	16.94412828
Average number of degree-applicable credits attempted in year one	15.03701193
College-level course success rate	0.773743
Full-time students	1546
Number of students	5647
Persisted from term one to term two	3218

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	222
Successfully completed transfer-level English in year one	690
Successfully completed transfer-level math in year one	488

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	532
Successfully earned 12+ college credits in first term	733
Successfully earned 15+ college credits in first term	294
Successfully earned 6+ college credits in first term	2169

Budget Totals

Total Budget

\$637,274

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$295,000	46.29%
2000 - Non-Instructional Salaries	\$40,000	6.28%
3000 - Employee Benefits	\$102,000	16.01%
4000 - Supplies and Materials	\$95,000	14.91%
5000 - Other Operating Expenses and Services	\$100,274	15.73%
6000 - Capital Outlay	\$5,000	0.78%
East LA College Total	\$637,274	100%

Efforts & Support

EFFORTS: With support of our Academic Senate, College Administration, our campus Assessment Center, English Department and Math Department have developed an Alternative Placement Model utilizing overall high school grade point average for summer/fall 2018 placement into our current English and Math sequences. Our Student Services Branch will launch the Alternative Placement model with over 1200 incoming freshman who will be participating in ELAC Acceptance Days through the months of April and May. Continuing students will be made aware of the Alternative Placement option once our Local Re-Assessment policy is re-examined and modifications if needed are made to the Student Services Alternative Placement business process. The college's plans for the 2018-19 transition will be refined with guidance from the CCCC.

CHANCELLOR'S OFFICE SUPPORT: Not Complete

Certification

CHANCELLOR/PRESIDENT

Armida Ornelas
 Vice President
 ornelaao@elac.edu
 323-265-8973

APPROVED

Mar 29, 2018

PRESIDENT, ACADEMIC SENATE

Jeffrey Hernandez
Academic Senate President
hernanj@elac.edu

APPROVED

Mar 29, 2018



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