LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE
Educational Services Center
6th Floor Large Conference Room
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, January 25, 2017
4:45 p.m. – 6:15 p.m.

Committee Members
Andra Hoffman, Chair
Sydney K. Kamlager, Vice Chair
Nancy Pearlman, Member
Ryan M. Cornner, Staff Liaison
James M. Limbaugh, College President Liaison
Renee D. Martinez, College President Liaison Alternate

Agenda
(Items may be taken out of order)

I. ROLL CALL

II. PUBLIC SPEAKERS*

III. REPORTS
   A. Accreditation Update (Los Angeles Southwest College)
   B. Review and Approve Substantive Change Proposal (East Los Angeles College)
   C. Enrollment Report
   D. Report on Undocumented Students
   E. Preview of Student Needs Assessment: Results of Student Mental Health Survey

IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES

V. NEW BUSINESS

VI. SUMMARY – NEXT MEETING.......................... Andra Hoffman

VII. ADJOURNMENT

*Members of the public are allotted three minutes time to address the agenda issues.
If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.
Responding to Accreditation Recommendations

LOS ANGELES SOUTHWEST COLLEGE

Presentation to the
Los Angeles Community College Board of Trustees
Institutional Effectiveness & Student Success Committee

Dr. Lawrence Bradford, Vice President Academic Affairs
Dr. Ralph Davis, Accreditation Faculty Co-Chair/Passage Program Director
Alfred Gallegos, Dean of Institutional Advancement
Dr. Denise Noldon, President

January 25, 2017
Agenda

+ Updates from IE&SS Committee Meetings
+ Updates from Recommendation Response Teams
+ Evidence Collection Procedures
+ Resources/Support Needed from A-Team
+ Questions
COLLEGE RECOMMENDATION 1

1. Review and Revise Mission – **Completed on June 8, 2016**
2. Completion of Master Plans
   a. Educational Master Plan (EMP), Facilities Master Plan (FMP), Technology Master Plan (TMP)
3. Develop and Implement Ongoing Cycle of Assessment for Learning Outcomes – **Completed December 16, 2016**
4. Track status of implementation cycle
   a. Assessment of implementation cycle in Spring 2017
5. Work with LACCD ESC to address existing deficit and to improve the annual budget allocation model
   a. 1st Quarterly Meeting w/ ESC staff held on November 15, 2016
   b. Self-evaluation of existing deficit is ongoing
   c. Develop an enrollment projection plan for earning additional FTES (LAUSD SO Area and MCHS)
6. Develop process that incorporates Total Cost of Ownership
   a. TMP will address TCO via IT replacement plan, Business Continuity and Disaster Recovery Plans
   b. FMP will address TCO via detailed summary of deferred periodic maintenance requirements
   ✗ Spring 2017 Strategic Planning Retreat (event planning to take place in Jan. 2017)
     + Align processes with Revised Mission
     + Assess Institution-wide plans and processes
     + Assess overall effectiveness of integrated planning process
1. Follow documented procedures related to the responsibilities of librarians and content faculty in the collection development process
   - **Completed in Fall 2016**
     a. Formed Library Advisory Committee
     b. Developed LASC Founders Library Collection Development Policy
     c. Reinstated Library Liaison Model
     d. Appointed Librarian to College Curriculum Committee
     e. Hired 2 additional full-time Librarians
1. Analyze, discuss, and use student satisfaction data, collected by College and District
   a. Reviewed Fall 2014 LACCD Student Survey results during Professional Development Replay Event on November 16, 2016
   b. Data used to develop Action Plan Forms

2. Create plans of action to improve the quality of the services offered (Student Services Division meeting scheduled for Jan. 17, 2017)
   a. Use completed Action Plan Forms to develop plans of action for the improvement of the quality of services offered
1. Evaluate contracted services for effectiveness and continuity of service
   a. Meeting scheduled for January 20, 2017 to discuss development of survey
   b. Survey to be administered in Spring 2017

2. Maintain copies of all agreements in a central location on campus – Completed in Fall 2016
   a. Location identified
   b. All documents are scanned and catalogued
1. Assess effectiveness of counseling services and practices
   a. Complete Program Review to assess effectiveness of counseling – *Completed in Fall 2016*
   b. Conduct focus groups in Spring 2017
2. Increase focus and action on the growing Hispanic demographic in the service area
   a. Hire Dean to oversee special programs, including all equity efforts – *In progress*
   b. Expanded outreach efforts to the growing Hispanic community in service area
      i. Hispanic Heritage Month and Dia De Los Muertos Events
      ii. Revamped Schedule of Classes
      iii. Advertisement in Spanish Media Outlets (La Opinion, Hoy, and El Classificado)
   c. Hire staff that is more reflective of diverse demographic community in our service area – *In progress*
3. Expand hours of operation of student services programs and the availability of counselors for all student constituencies – *Completed in Fall 2016*
1. Ensure evaluations of academic administrators directly responsible for student learning outcomes include consideration of how they use the results of assessment of student learning outcomes and in the case of all administrators, how they utilize position-related assessment data to improve College processes and programs – In Progress
COLLEGE RECOMMENDATION 8

1. Continue to complete staff evaluations for all personnel - Ongoing

2. Increase the number of administrators and staff necessary to support its programs and services - Ongoing

3. Create and monitor a system of “essential” professional development for all faculty, with funds equitably allocated

   a. Professional Development Committee will create and monitor a system of “essential” professional development w/ equitably allocated funds in Spring 2017
COUGARS IN ACTION
East Los Angeles College Substantive Change Proposal

The purpose of this substantive change proposal is to request approval for East Los Angeles College (ELAC) to offer classes that constitute at least 50% of the coursework in 28 Associate Degree programs, 10 certificates of achievement, and 13 skill certificates at the ELAC South Gate Educational Center (SGEC). ELAC has operated the SGEC since 1996 and has yet to complete the substantive change proposal. The recent recommendations from ACCJC, as a result of our March 2016 visit, include the completion of a plan for SGEC to support the educational, technological, physical, and administrative operations at SGEC. This proposal identifies most recent efforts and plans for the future Firestone Educational Center.

The SGEC is located approximately 11 miles southwest of the ELAC main campus at 2340 Firestone Boulevard, South Gate, California, 90280, at the corner of Firestone Boulevard and Alameda Avenue. While the current facility allows the college to offer at least 50% of a variety of certificate and degree programs, the future Firestone Educational Center will ensure the college offers 100% of certificate and degree programs.

The SGEC has sufficient and appropriate equipment and facilities, and meets all standards and eligibility requirements for accreditation. Currently all 18 classrooms are equipped with “smart” classroom technology. Students have access to computers for general use in the library (22 stations) the computer lab (42 stations), and the Writing lab (24 stations). The SGEC provides comprehensive learning and support services during all hours of operation. Tutoring is provided in a dedicated writing center and dedicated math lab. There is also a computer lab staffed with a full time Instructional Assistant of Information Technology. The SGEC has a dedicated PC & Network Support Specialist, Manager of College Information Systems, four custodians, and an accounting technician. Security is provided by the Los Angeles County Sheriff Department with four security officers at the SGEC. The library is staffed with a full time and two part time librarians and a library technician, and offers comparable services to the main campus including workshops, reference services, instruction, and general circulation. Students may complete all matriculation services at the SGEC including assessment, orientation, and general enrollment services. Two full time admission and records assistants are dedicated to SGEC, and the admissions and financial aid offices offer services on the first Saturday of every month. Three full-time counselors and a cadre of part time counselors are available for general, career, transfer, DSPS, and other specialized counseling services. Financial aid services are offered Monday thru Friday and staffed with a full time financial aid assistant and financial aid technician. The bookstore provides textbooks and general supplies and is staffed with a full time cashier.

The majority of costs associated with SGEC are incorporated in the college general fund and is embedded within many units including academic affairs, student services, and administrative services. The college has directed resources based on enrollments, program review, and overall student needs. SGEC supports over 4,000 students every primary academic term in over 200 courses. The college continues efforts to prepare for transition to a larger facility with additional personnel, enrollment management aimed at growing enrollment, and development of a shared governance infrastructure all supported by administration and faculty leadership.
Institutional Effectiveness and Student Success Committee

Substantive Change Proposal

Establishing an Additional Location Geographically Apart from the Main Campus at Which the Institution Offers at Least 50% of an Educational Program (SGEC)

Marvin R. Martinez, President
Dr. Laura M. Ramirez, Vice President, ALO

January 25, 2017
Instructional Programs

- Administration of Justice
- Child Development
- Psychology
- Business
- CSU General Education Breadth
- IGETC
Planning and Development

- ACCJC Recommendation
- Facilities
- Personnel
- Programming – Instructional and support
- Faculty Leadership
- Fiscal Resources

January 25, 2017
Accreditation Standards

- Mission, Academic Quality, Effectiveness, and Integrity
- Instructional and Support Services
- Resources
- Leadership and Governance
- SGEC operates under the authority of LACCD/ELAC
Approvals

- Academic Senate
- ELAC Shared Governance Committee
- LACCD Institutional Effectiveness and Student Success Committee
- LACCD Board of Trustees
- ACCJC/WASC
Enrollment Update
Institutional Effectiveness and Student Success Committee
January 25, 2017

1. Comparison of Actual FTES: 2015-16 vs 2016-17

The table below displays actual year-to-date FTES for academic years 2015-16 and 2016-17. FTES reporting is based on fiscal year and since summer semester crosses two fiscal years, summer FTES can be reported in either year. The District reported additional summer FTES in 2015-16 in order to attain 3.2% growth, so Summer II 2016-17 actual FTES was 1,156 lower than in 2015-16 due to the shifting of FTES. Fall 2016-17 FTES was 1,054 (2.5%) lower than Fall 2015-16 FTES, while Winter 2016-17 FTES increased by 112 (2.2%) compared to 2015-16. (Note that since Fall 2016 and Winter 2017 FTES reporting are not yet complete, actual Fall 2015 and Winter 2016 FTES are adjusted for comparability). Based on actual FTES data to date, total District FTES is 2,098 (3.9%) lower in 2016-17 compared to 2015-16.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Actual FTES</th>
<th>2015-16</th>
<th>2016-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II</td>
<td></td>
<td>6,680</td>
<td>5,524</td>
<td>-1,156 (-17.3%)</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>42,421</td>
<td>41,367</td>
<td>-1,054 (-2.5%)</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td>5,008</td>
<td>5,120</td>
<td>+112 (+2.2%)</td>
</tr>
<tr>
<td><strong>Total (as of 1/18/17)</strong></td>
<td></td>
<td><strong>54,109</strong></td>
<td><strong>52,011</strong></td>
<td><strong>-2,098 (-3.9%)</strong></td>
</tr>
</tbody>
</table>

2. Spring 2017 Credit Enrollment Comparison (Exhibit A)

As of 20 days before the start of the semester (Day -20), comparing Spring 2017 to Spring 2016:

- **Headcount** is 6% lower,
- **Duplicated Enrollment** is 9% lower,
- **Section Count** is 2% higher, and
- **Enrollment per Section** is 10% lower.

An updated reported will be provided via handout at the meeting.
SUBSTANTIVE CHANGE PROPOSAL *

Establishing an Additional Location Geographically Apart from the Main Campus at Which the Institution Offers at Least 50% of an Educational Program

Institution:
East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91745

Submitted:
February 2017

Prepared By:
Dr. Laura M. Ramirez
Vice President of Academic Affairs
Accreditation Liaison Officer

Ruben Arenas
Dean Research and Planning

Bryan Ventura
Research Analyst

*Note: Does not include Appendices due to length of document
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TO:    Accreditting Commission for the Community and Junior Colleges
       Western Association of Schools and Colleges

FROM:  East Los Angeles College
       Office of the President
       1301 Avenida Cesar Chavez
       Monterey Park, CA 91754

This Substantive Change Proposal is submitted to ACCJC/WASC for the purpose of requesting approval of *Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution Offers at Least 50% of an Educational Program*.

We certify that this Substantive Change Report accurately reflects the status of the South Gate Education Center.

Signed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin R. Martinez, President</td>
<td>East Los Angeles College</td>
<td></td>
</tr>
<tr>
<td>Dr. Laura M. Ramirez, Vice President</td>
<td>Accreditation Liaison Officer, East Los Angeles College</td>
<td></td>
</tr>
<tr>
<td>Dr. Francisco Rodrigues, Chancellor</td>
<td>Los Angeles Community College District</td>
<td></td>
</tr>
<tr>
<td>Scott Svonkin, President</td>
<td>Board of Trustees, Los Angeles Community College District</td>
<td></td>
</tr>
</tbody>
</table>
I. Description of the Proposed Change

The purpose of this substantive change proposal is to request approval for East Los Angeles College (ELAC) to offer classes that constitute at least 50% of the coursework in 28 Associate Degree programs, 10 certificates of achievement, and 13 skill certificates (Appendix 1) at the ELAC South Gate Educational Center (SGEC). The SGEC is located approximately 11 miles southwest of the ELAC main campus at 2340 Firestone Boulevard, South Gate, California, 90280, at the corner of Firestone Boulevard and Alameda Avenue.

A. The South Gate Educational Center

The fulfillment of ELAC’s vision for reaching out beyond its campus in Monterey Park into the wider community began in the spring of 1994 with the opening of its satellite center in the City of Huntington Park. By 1996, the Southeast Center in Huntington Park was too small to accommodate the rapid growth experienced in two short years, so the program was moved to a larger facility in the City of South Gate in the fall of 1996. This facility is called the South Gate Educational Center.

Although the SGEC is only 7.5 miles away from the ELAC main campus, personal vehicle transportation between the sites can take an hour or more depending on the time of day. For that reason, the SGEC serves a population that cannot readily attend classes on the ELAC main campus, or these students find it more convenient to attend at the SGEC. The SGEC occupies a 50,000 square foot facility. In 1996 East Los Angeles College, through the Los Angeles Community College District (LACCD), entered into a ten-year lease for $588,792 per year. At that time, the College committed to a start-up cost of approximately $2.233 million that included personnel, rent, utilities, supplies, and equipment. The SGEC has 18 dedicated classroom spaces and 2 additional rooms that can be used as classrooms, and the site can accommodate approximately 5,000 students (Appendix 2). There is space for about 335 automobiles in a paved and landscaped parking area. Access is available from Firestone Boulevard with auxiliary access from Calden Avenue.

The commitment of the Los Angeles Community College District and ELAC to the South Gate community is evident not only by the continued support of the SGEC, but in the efforts to grow and improve services provided to the community. In 2009, ELAC purchased a property across the street from the current location and began the process to have it built out into a state of the art educational facility. The Environmental Impact Report (EIR) has been completed and the design phase is expected to begin within the next few months. It is anticipated that the new facility, The Firestone Educational Center, will open in 2020.

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1 EIR https://www.elac.edu/adminservices/construction/eir/pdf/sg/2015_SGECMasterPlanSupplementalDEIR.pdf
For students wishing to complete programs not entirely available at the SGEC, there is a shuttle running directly to and from the ELAC main campus, with the schedule changing to accommodate the flow of students each term (Appendix 3). The cost of the contracted shuttle services is approximately $184,000 per year.

B. Relationship of the South Gate Educational Center to the East Los Angeles College Mission

The SGEC directly addresses Goal 3 of East Los Angeles College’s mission statement (Appendix 4):

Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

The SGEC is a result of the College’s desire to provide access to high quality educational programs and services in the traditionally underserved communities of Southeast Los Angeles area. The current location of the SGEC is approximately 6.6 miles from the nearest community college, Los Angeles Southwest College. It is located in a region with high population density and limited access to higher education. (Table 1)

Table 1: Location of the SGEC in relationship to other public community colleges.
C. Rationale for the South Gate Educational Center

The SGEC operates in the middle of a vibrant Latino-American community situated southeast of the City of Los Angeles. The site serves a number of purposes, including expanding educational access and opportunities to the underserved Southeast Los Angeles communities. The eight communities surrounding the SGEC, South Gate, Bell, Bell Gardens, Cudahy, Florence-Graham, Huntington Park, Maywood, and Vernon, account for the site’s highest enrollment rates.

D. Population Statistics and Demographics for the SGEC Region

The communities surrounding the SGEC are mostly ethnically homogeneous, with 95 percent of the population identifying as Latino, according to the U.S. Census. The next largest ethnic group is African-American, accounting for approximately two percent of the population. In 2010, studies predicted the population of Los Angeles County as a whole would grow more than six percent by 2020 (Table 2).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Estimate</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6,851</td>
<td>2.0%</td>
</tr>
<tr>
<td>American Indian and Alaskan</td>
<td>184</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2,139</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>330,315</td>
<td>95.0%</td>
</tr>
<tr>
<td>White</td>
<td>7,221</td>
<td>2.1%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>393</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other</td>
<td>457</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>347,560</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Table 2: Ethnic distribution for the region surrounding the SGEC.*
*Source: US Census American Community Survey Demographic and Housing Estimates*

According to the U.S. Census American Community Survey conducted from 2010 through 2014, on average, college enrollment and college-level educational attainment is lower for the communities surrounding the SGEC as compared to Los Angeles County as a whole. In particular, college enrollment in the eight-city region around the SGEC is 20.9 percent, compared to an L.A. County average of 31.4 percent. Educational attainment compared to L.A. County is far worse with 3.9 percent of the local region attaining an Associate Degree compared to 6.8 percent for the county as a whole. Further, only 4.4 percent of the population in the communities surrounding the SGEC attained a Bachelor’s Degree, compared to 19.5 percent for L.A. County (Table 3).
Educational Attainment | Eight City Totals | Los Angeles County
--- | --- | ---
Population 25 years and over | 196,333 | 6,557,746 | 100% | 100% |
Less than 9th grade | 68,708 | 891,853 | 35.0% | 13.6% |
9th to 12th grade, no diploma | 39,752 | 629,544 | 20.2% | 9.6% |
High school graduate (includes equivalency) | 44,304 | 1,344,338 | 22.6% | 20.5% |
Some college, no degree | 24,996 | 1,278,760 | 12.7% | 19.5% |
Associate's degree | 7,684 | 445,927 | 3.9% | 6.8% |
Bachelor's degree | 8,626 | 1,278,760 | 4.4% | 19.5% |
Graduate or professional degree | 2,263 | 682,006 | 1.2% | 10.4% |

*Table 3:* Educational attainment for the eight cities surrounding SGEC. Source: US Census American Community Survey 2010-14

E. Local Workforce Information for the SGEC Region

Job opportunities in the vicinity of the SGEC are often low-paying entry-level positions. In 2015, the top 10 occupations for ZIP codes local to the SGEC included positions such as “Sewing Machine Operator,” “Laborers and Freight, Stock, and Material Movers, Hand,” “Cashiers,” and “Combined Food Preparation and Serving Workers, Including Fast Food.” The largest occupation, Sewing Machine Operator, is expected to shrink nearly 30% by 2025 (Table 4).

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewing Machine Operators (51-6031)</td>
<td>6,075</td>
<td>4,319</td>
<td>(1,756)</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand (53-7062)</td>
<td>4,628</td>
<td>5,104</td>
<td>476</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers (533032)</td>
<td>3,831</td>
<td>4,153</td>
<td>322</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)</td>
<td>3,703</td>
<td>4,075</td>
<td>372</td>
</tr>
<tr>
<td>Retail Salespersons (41-2031)</td>
<td>2,848</td>
<td>3,201</td>
<td>353</td>
</tr>
<tr>
<td>Cashiers (41-2011)</td>
<td>2,816</td>
<td>3,041</td>
<td>225</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers (43-5081)</td>
<td>2,590</td>
<td>2,879</td>
<td>289</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food (35-3021)</td>
<td>2,192</td>
<td>2,862</td>
<td>670</td>
</tr>
<tr>
<td>General and Operations Managers (11-1021)</td>
<td>1,999</td>
<td>2,121</td>
<td>122</td>
</tr>
<tr>
<td>Packers and Packagers, Hand (53-7064)</td>
<td>1,942</td>
<td>1,972</td>
<td>30</td>
</tr>
</tbody>
</table>

*Table 4:* Top 10 Largest Occupations in the SGEC region. Source: EMSI Q2 2016 Data Set
As a result, the median income of the City of South Gate and surrounding cities is far lower than Los Angeles County and the State of California. In particular, the median income for the SGEC region was roughly 33% less than Los Angeles County and 39% less than the State of California in 2014 (Table 5). This data shows there is a need for the community to be able to access the 21st century job training and university transfer opportunities the SGEC offers.

<table>
<thead>
<tr>
<th>City</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell</td>
<td>N/A</td>
<td>$30,504</td>
<td>$37,483</td>
<td>$36,496</td>
</tr>
<tr>
<td>Bell Gardens</td>
<td>$23,308</td>
<td>$30,419</td>
<td>$38,337</td>
<td>$37,103</td>
</tr>
<tr>
<td>Cudahy</td>
<td>$22,245</td>
<td>$28,833</td>
<td>$41,508</td>
<td>$37,759</td>
</tr>
<tr>
<td>Florence</td>
<td>$19,769</td>
<td>$25,824</td>
<td>$31,857</td>
<td>$33,992</td>
</tr>
<tr>
<td>Huntington Park</td>
<td>$24,268</td>
<td>$29,844</td>
<td>$35,107</td>
<td>$34,777</td>
</tr>
<tr>
<td>Maywood</td>
<td>$25,559</td>
<td>$30,316</td>
<td>$37,724</td>
<td>$36,492</td>
</tr>
<tr>
<td>South Gate</td>
<td>$28,980</td>
<td>$35,789</td>
<td>$42,362</td>
<td>$43,526</td>
</tr>
<tr>
<td>Vernon</td>
<td>$16,350</td>
<td>$63,750</td>
<td>$76,059</td>
<td>$38,500</td>
</tr>
<tr>
<td>Eight City</td>
<td>$22,911</td>
<td>$34,416</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>$22,924</strong></td>
<td><strong>$34,411</strong></td>
<td><strong>$42,555</strong></td>
<td><strong>$37,331</strong></td>
</tr>
<tr>
<td><strong>LA County</strong></td>
<td><strong>$39,035</strong></td>
<td><strong>$46,452</strong></td>
<td><strong>$54,467</strong></td>
<td><strong>$55,870</strong></td>
</tr>
<tr>
<td><strong>California</strong></td>
<td><strong>$40,559</strong></td>
<td><strong>$53,025</strong></td>
<td><strong>$58,931</strong></td>
<td><strong>$61,489</strong></td>
</tr>
</tbody>
</table>

*Table 5: Median income, SGEC region, LA County, and State of California.*

*Source: US Census 2010-14 American Community Survey 5-Year Estimates*

F. SGEC Enrollment Data and Feeder School Data

Since ELAC began operating at the SGEC site in 1996, the college has amassed a large body of data that confirms the community around the SGEC has a great interest in and need for ELAC educational programs. The numbers of students enrolled in classes at the SGEC have grown steadily over the last decade, with the only dip occurring during the California budget cuts in 2012. The total student head count for fall 2015 was nearly at an all-time high, although the total number of duplicated enrollments is less than during the recession years (Table 6).
<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Sections</th>
<th>Enrollment</th>
<th>Students</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>201</td>
<td>6,169</td>
<td>3,248</td>
<td>30.7</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>199</td>
<td>6,422</td>
<td>3,383</td>
<td>32.3</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>209</td>
<td>6,674</td>
<td>3,492</td>
<td>31.9</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>229</td>
<td>7,760</td>
<td>4,141</td>
<td>33.9</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>231</td>
<td>8,932</td>
<td>4,770</td>
<td>38.7</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>201</td>
<td>8,815</td>
<td>4,930</td>
<td>43.9</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>193</td>
<td>8,639</td>
<td>4,910</td>
<td>44.8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>165</td>
<td>7,604</td>
<td>4,520</td>
<td>46.1</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>173</td>
<td>7,553</td>
<td>4,543</td>
<td>43.7</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>204</td>
<td>8,159</td>
<td>4,821</td>
<td>40.0</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>219</td>
<td>8,312</td>
<td>4,864</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Table 6: Enrollment and offering information for the SGEC.

In the last decade, the SGEC has grown in every enrollment metric, including section offerings, head count, duplicated enrollment, and average class size. The total number of students taking courses at the SGEC has increased by nearly 50%.

Students taking courses at the SGEC are primarily from the surrounding community, as evidenced by the ZIP Code information for student enrollments. The highest enrollments come from the cities of South Gate, Huntington Park, and Bell/Bell Gardens. The top feeder high schools are also located within these ZIP Codes (Table 7).

10
Table 7: Top 10 Zip Codes with highest number of enrollments at SGEC, fall 2015. The top 10 feeder high schools are also shown.

The top feeder high schools are generally considered low-performing, with no high school in this category meeting the State of California Academic Performance Index (API) of 800. Of the top 10 feeder high schools, Garfield High School has the highest API score, but is also the furthest away from the SGEC site (Table 8).
<table>
<thead>
<tr>
<th>High School</th>
<th>2011 Growth API</th>
<th>2012 Growth API</th>
<th>2013 Growth API</th>
<th>Non-Weighted 3-Year Average API</th>
<th>Weighted 3-Year Average API</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUTH GATE SENIOR HIGH</td>
<td>677</td>
<td>693</td>
<td>709</td>
<td>693</td>
<td>693</td>
</tr>
<tr>
<td>HUNTINGTON PARK SENIOR HIGH</td>
<td>606</td>
<td>651</td>
<td>673</td>
<td>643</td>
<td>636</td>
</tr>
<tr>
<td>BELL SENIOR HIGH</td>
<td>681</td>
<td>687</td>
<td>706</td>
<td>691</td>
<td>690</td>
</tr>
<tr>
<td>SOUTH EAST HIGH SCHOOL</td>
<td>644</td>
<td>678</td>
<td>689</td>
<td>670</td>
<td>669</td>
</tr>
<tr>
<td>FREMONT SENIOR HIGH</td>
<td>572</td>
<td>582</td>
<td>623</td>
<td>592</td>
<td>587</td>
</tr>
<tr>
<td>BELL GARDENS HIGH</td>
<td>667</td>
<td>686</td>
<td>704</td>
<td>686</td>
<td>685</td>
</tr>
<tr>
<td>LYNWOOD SENIOR HIGH</td>
<td>617</td>
<td>632</td>
<td>660</td>
<td>636</td>
<td>636</td>
</tr>
<tr>
<td>GARFIELD SENIOR HIGH</td>
<td>708</td>
<td>706</td>
<td>714</td>
<td>709</td>
<td>709</td>
</tr>
<tr>
<td>ROOSEVELT SENIOR HIGH</td>
<td>521</td>
<td>544</td>
<td>601</td>
<td>555</td>
<td>551</td>
</tr>
<tr>
<td>JORDAN SENIOR HIGH</td>
<td>516</td>
<td>609</td>
<td>615</td>
<td>580</td>
<td>564</td>
</tr>
</tbody>
</table>

*Table 8:* Academic Performance Index (API) scores for the top 10 feeder schools to the SGEC site. The API score ranges from 200 to 1000, with a performance target of 800. Source: California Department of Education.
II. Planning Process Leading to the Request for Change

A. Needs and Resource Assessment

The SGEC site has been operating for 20 years. As discussed in the previous sections, the SGEC site is located in a region that is unserved by other public higher education institutions. Further, the existing site is already drawing significant enrollment from the local community and high schools.

ELAC has committed significant time and effort to continually assess the needs of the SGEC community. An Academic Senate taskforce discussed the educational needs of the community, with an emphasis on ensuring that a variety of programs can be completed at the site (Appendix 5). The Office of Institutional Effectiveness and Advancement (OIEA) produced a report summarizing the programs that can be completed at the SGEC, as well as noting programs that were one, two, or three courses away from being able to be completed entirely at the SGEC (Appendix 1). This has resulted in a commitment from academic departments and the administration to offer all courses necessary to complete these programs.

A different SGEC taskforce focused on the global needs of the site, such as facilities and administrative capacity. In Spring 2015, the SGEC taskforce presented the following recommendations to the ELAC Shared Governance Committee (ESGC) and received the support to implement them:

- Continue working with EMC to create a growth plan that will help us achieve 75% FTES capacity by 2017-18
- Work with the Budget committee to create a budget allocation model for the South Gate campus
- Work with the Academic Senate and HPC to create annual targets for hiring of full time faculty at the South Gate campus
- Work with the Human Resources committee to create annual targets for hiring of full time classified staff at the South Gate campus
- Hire an additional dean for the South Gate campus
- Create a scheduling plan which will maximize classroom space
- Work with department chairs to ensure that IGETC is offered and the high demand certificates are offered
- Work with department chairs with the implementation of a division chair for the South Gate campus
- Hire a Classified Manager for Satellite Campus
- Begin rotation of deans to ensure regular coverage at South Gate campus
B. Anticipated Effect of the Proposed Change on the Rest of the Institution

This substantive change will have no adverse impact on ELAC because all courses and programs of study have been offered successfully at the SGEC and at the Monterey Park main campus, and they are all approved by the California Community College Chancellor’s Office.

C. Benefits Resulting from Change

The college has a longstanding commitment to the SGEC community. While the current facility allows the college to offer at least 50% of a variety of certificate and degree programs, the future Firestone Educational Center will ensure the college offers 100% of certificate and degree programs. The opening of the Firestone Educational Center will provide students with a robust college experience with the addition of science laboratories, additional student support services, and enhanced instructional facilities.

D. Preparation for Change

ELAC has engaged the local and broader community in preparation for the change. ELAC opened its first satellite campus in 1994. ELAC’s first offerings began in spring 1994 when the Southeast Educational Center was opened in city of Huntington Park. This provided the college an opportunity to determine the extent of demand and the feasibility of the college to move forward with a permanent satellite location. In 1997, the college entered into a long-term lease at its current site, located in the city of South Gate. The SGEC includes 50,000 square feet of space for 18 dedicated classrooms, a library, student store, 3 instructional labs, and a combined administrative and student services space. The facility includes on-site parking, and eight years ago the college leased an additional parking facility with 155 parking spaces that is a block away from the center.

In 2009 the LACCD Board of trustees approved the purchase of a facility located across the street from the current SGEC, the Firestone site. The college will move forward with the design and planning phase of the Firestone Educational Center in 2017 (Appendix 6). ELAC has begun to prepare for expanded class offerings at the new site by hiring a second dean of academic affairs, 6 additional full time tenure track faculty, 1 full time tenure track career counselor, and an instructional assistant for the math lab.
III. Institutional Resources Dedicated to the Site

The college program review and annual update process provides the venue for all departments and units on the campus to request resources including personnel. The SGEC prepares an annual update and program review that includes resource requests which recently included request of dedicated faculty and staff (Appendix 7, 8).

A. Student Learning and Support Services

The SGEC provides comprehensive learning and support services during all hours of operation.7

- Tutoring: The SGEC provides students tutoring services in the writing center and math lab, and is planning to set up a learning assistance center to provide general tutoring. Tutoring is scheduled throughout the day and evening hours. There is also a computer lab staffed with a full time Instructional Assistant of Information Technology.
- Administrative Services: The SGEC has a dedicated PC & Network Support Specialist and a Manager of College Information Systems for all information technology daily operational needs, four custodians, and an accounting technician. Security is provided by the Los Angeles County Sheriff Department with four security officers at the SGEC.
- Library: The library is staffed with a full time and two part time librarians and a library technician. The library offers comparable services to the main campus including workshops, reference services, instruction, and general circulation.
- Student Success and Support Program: Students may complete all matriculation services at the SGEC including assessment, orientation, and general enrollment services. Currently two full time admission and records assistants are dedicated to SGEC. They are scheduled to ensure services are available for day and evening students. In addition, the admissions and financial aid offices offer services on the first Saturday of every month. The college is in the process of hiring an Admissions and Records Evaluation technician to evaluate student graduation petitions, academic transcripts, and prerequisite petitions.
- Counseling: Three full time counselors and a cadre of part time counselors are available for general, career, transfer, DSPS, and other specialized counseling services offered via a number of categorical programs.
- Financial Aid: Financial aid services are offered Monday thru Friday and staffed with a full time financial aid assistant and financial aid technician.
- Bookstore: The bookstore provides textbooks and general supplies and is staffed with a full time cashier.

B. Faculty, Management, and Support Staff

The SGEC has sufficient and qualified administrators, faculty, and classified staff (Appendix
9). The hiring and evaluation of personnel are consistent with the LACCD Human Resources Policies and Procedures. There are two academic deans (day and evening/weekend) that supervise the day to day operations of the SGEC, faculty and staff. A full time senior secretary and a full time office assistant support the administrative functions of the site. Recently the college hired six tenure track faculty specifically for the SGEC. A total of eleven full time faculty, four vice chairs, a full time librarian, and 3 full time counselors are dedicated to the SGEC.

C. Professional Development for Faculty and Staff

The Office of Professional Development offers a number workshops and opportunities for professional development. All ELAC faculty and staff are provided access and encouraged to participate in professional development activities both at the SGEC and the main campus. Recently, the faculty and staff of the SGEC participated in a day long retreat focused on team building. In addition, all personnel at SGEC are encouraged to participate in a number emergency preparedness workshops specific to SGEC. The SGEC has the facility and technology to provide Microsoft Office Specialist Testing. All SGEC personnel are encouraged to participate in the college’s opening day activities.

D. Equipment and Facilities

The SGEC has sufficient and appropriate equipment and facilities. Currently all 18 classrooms are equipped with “smart” classroom technology. Students have access to computers for general use in the library (22 stations) the computer lab (42 stations), and the Writing lab (24 stations). Tutoring is provided in a dedicated writing center and dedicated math lab. In addition, 2 classrooms are equipped with individual computer stations (one classroom has 40 computers and the other one has 25) for instruction of CAOT, Computer Science, and general education classes which require a computer lab. A multipurpose classroom supports physical education and art classes that are offered every primary academic term. The SGEC also has an assessment lab with 40 computers that offers not only assessment services but also general instruction when it is not scheduled for assessment testing. The current site provides parking for 335 automobiles and a leased facility a block away provides additional 156 spaces. All full time faculty have dedicated office space, and part-time faculty have shared office space.

E. Fiscal Resources

The college has a longstanding financial commitment to the SGEC. The current leased facility has been maintained by the college and undergone a number of improvements to ensure the college meets the standards for safety, security, facilities, equipment, and appropriateness for programs and services offered at the site. The college’s commitment to the South Gate community and financial investment is further supported with the investment in the Firestone
Educational Center. LACCD purchased the property and will commence a bond-funded project, which includes expansion of instructional programming, student services, and administrative services. The center will accommodate 9,000 to 10,000 students.

F. Initial and Long-Term Funding and Impact on the Institutional Budget

The college budget is sufficient to meet the instructional, student support, and administrative service costs. The college 2015-2016 unrestricted budget was $109.1 million and the college carry-forward balance for the respective fiscal year was $6 million. The costs associated with SGEC are fully incorporated in the college general fund and further supported with restricted funds such as Student Success and Support Program, Student Equity, and Basic Skills Initiative. While the SGEC has its own budget (Appendix 10), the majority of resources are integrated in the college general budget and operations. Moreover, the SGEC is fully integrated in the college fiscal planning process. The college uses program review and annual update process to allocate resources. The SGEC participates in the process where resource requests include facilities, personnel, and general budget augmentation.

G. Comparative Analysis of Budget, Enrollment, and Resources

The SGEC resources are provided through the college general fund and many restricted funds such as Basic Skills Initiative, Equity, and Student Success and Support, to name a few. The majority of costs are incorporated in the college general fund and is embedded within many units including academic affairs, student services, and administrative services (Appendix 11). The college has directed resources based on enrollments, program review, and overall student needs. For example, the recent SGEC taskforce recommended the hiring of faculty specifically for SGEC to support SGEC faculty leadership in the college shared governance and future transition to the Firestone Education Center. There is an SGEC budget for general operational needs, including administrative personnel.

H. Monitoring of the Proposed Change

The ELAC annual update and program review process includes an evaluation, at the department/program level, of current and longitudinal data including enrollment, student success measures, learning outcomes and resources. The college Program Review and Viability Committee reviews and validates analysis and planning efforts by each unit. The committee provides commendations and recommendations for improvement. The SGEC will continue to prepare its own program review/annual update.
I. Evaluation and Assessment of Student Learning Outcomes and Student Achievement Data

ELAC has made significant progress and investment in assessing student learning outcomes (SLO). The college has invested in a full time faculty Learning Assessment Coordinator, three campus facilitators, and a number of department specific facilitators. Overall, the college has supported 39 department facilitators for ongoing assessment, evaluation, and planning. While current facilitators work with all faculty regardless of location, the administration and faculty at SGEC will recruit at least one faculty member to serve as the SGEC facilitator.

The college Learning Assessment Committee provides technical review of course learning outcomes (CLOs) and is linked to curriculum development. In 2014 the Academic Senate passed the Policy on SLO Sustainability that required all CLOs be assessed and reports submitted to the Learning Assessment Office. The college developed and approved Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs).

The college engages in a number of activities designed to support and ensure robust dialogue surrounding learning outcomes. More recently, the college has begun implementation of eLumen software to support evaluation and assessment of SLOs and facilitate disaggregation of data. eLumen training is scheduled for SGEC faculty.

The program review and annual update process consists of evaluation, assessment, progress, and validation of all campus units. This process provides an opportunity to determine if each unit is aligned with the college mission and making progress toward the college overarching student success measures, including student achievement, retention, and completion. All units at the SGEC are fully incorporated in the program review process directly and indirectly. The SGEC completes its own annual update and program review and can consider student service outcome data specific to SGEC. Moreover, data provided to each college unit is inclusive of SGEC and ultimately disaggregated for further analysis.
IV. Evidence of Internal and External Approvals

A. Administrative

The ELAC Curriculum Committee approves all new or revised course outlines and programs of study offered at any location or mode of delivery. The curriculum approval process includes approval by the ELAC Academic Senate, LACCD BOT, and the CCCCO. All the courses offered at SGEC went through this approval process.

B. Los Angeles Community College District Board of Trustees Approval

The Los Angeles Community College District Board of Trustees will be presented with this substantive change proposal for formal approval at the January 2017 board meeting.
V. Evidence of Maintenance of Eligibility Requirements

The maintenance of eligibility requirements and the impact of the substantive change proposal to these requirements are noted below.

A. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

East Los Angeles College (ELAC) is authorized to operate as a post-secondary, degree granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The proposed change does not affect this requirement.

B. Operational Status

The institution is operational, with students actively pursuing its degree programs. In fall 2014, ELAC enrolled 27,638 credit students, 1,424 noncredit students, and 8,642 students in its Public Service Academies. Of the credit students enrolled, 28.1 percent were enrolled fulltime, with 71.5 percent of the students identifying a primary educational goal of pursuing transfer, a degree, or career preparation. Since many SGEC students also take courses at the main campus, it is difficult to separate educational goal by location.

A copy of the current searchable class schedule is available at the ELAC website.\(^2\) A separate schedule listing only SGEC courses is available for fall and spring terms.\(^3\) Courses are scheduled at all sites so that students have the opportunity to complete degree and certificate

\(^2\) ELAC schedule of classes - https://www.elac.edu/academics/schedules/index.htm
programs at a pace and location that meets their individual needs. The proposed change does not affect this requirement.

C. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

ELAC has 37 Associate of Arts and Associate of Science Degrees plus 20 state-approved Associate Degrees for Transfer. The Catalog lists the requirements for all degrees. All degrees require a minimum of 60 units to complete and include a General Education component, as well as concentration within a major. Full-time students meeting the English and math requirements can earn the 60-unit degrees within two years.

During the 2014-2015 academic year ELAC offered 5,392 credit sections. Ninety-five percent of the sections were degree applicable. As of fall 2015, 15 degrees can be competed 50 percent or more at the SGEC site.

The proposed change does not affect this requirement.

D. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Los Angeles Community College District Board of Trustees appointed the current College President, Mr. Marvin Martinez, on January 30, 2013, with an effective date of July 1, 2013. The president is the chief executive officer of the College, with full-time responsibility to the institution.

The proposed change does not affect this requirement.

E. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.
An independent firm conducts audits of the College within the District on an annual basis. They produce the “LACCD Report on Audited Basic Financial Statements” using Government Audit Standards. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD in conformity with U.S. generally accepted accounting principles.

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. According to the Department of Education’s website, the default rates for East Los Angeles College for fiscal years 2010, 2011, and 2012 were 11.6 percent, 19.2 percent, and 13.4 percent, respectively, which are well within the acceptable range.

The proposed change does not affect this requirement.

F. Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.

The East Los Angeles College mission statement is publicized throughout the college in printed and electronic published documents. The mission statement is reviewed regularly and presented to the LACCD Board of Trustees for review and approval. The mission statement is inclusive of all educational programs, services, and locations (Appendix 4). The proposed change does not affect this requirement.

G. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution’s mission is achieved. The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District.
Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items.\(^4\) The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District’s and colleges’ mission to support the integrity, quality and improvement of student learning programs and services.\(^5\) \(^6\) \(^7\) \(^8\) \(^9\) \(^10\).

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board.\(^11\) \(^12\) \(^13\) \(^14\) \(^15\) \(^10\) \(^11\) The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college’s requests for financial assistance for fiscal sustainability.\(^12\) \(^13\)

The proposed change does not affect this requirement.

**H. Administrative Capacity**

*The institution has sufficient staff, with appropriate preparation and experience to provide administrative services necessary to support its mission and purpose.*

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5. https://www.laccd.edu/Board/Documents/BoardRules/Ch.II-ArticleII.pdf
7. %20Budget%20Development%20Calendar.pdf
10. https://www.laccd.edu/About/Documents/D4-03.pdf
11. https://www.laccd.edu/Departments/DistrictLevelGovernance/DBC/Pages/default.aspx
The SGEC has adequate staffing to ensure appropriate oversight and management during all hours of operation. The SGEC administrative team includes 2 full time academic deans, with day and evening/weekend assignments to ensure appropriate supervision. The deans report to the Vice President of Academic Affairs and consult with the Vice Presidents of Administrative Services and Student Services on matters related to administrative services and student services.

The student services staff includes eight full-time staff/counseling faculty and several part time staff/adjunct counselors. Student Services personnel report to the Vice President of Student Services. Personnel responsible for business services, technology, facilities, and safety report to the Vice President of Administrative Services. LACCD contracts with Los Angeles County Sheriff to provide safety and security, which includes a permanent presence at the SGEC. The administrative services personnel includes 11 full time and 1 half time employees.

The proposed change does not affect this requirement.

I. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at level of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

ELAC’s instructional programs are consistent with its mission statement (Appendix 4). The college offers 58 state-approved associate degrees, 68 state-approved Certificates of Achievement, and 11 noncredit Certificates of Completion programs. Of the associate degrees, the college has 20 state-approved Associate Degrees for Transfer in the “recognized higher education fields of study” that have been developed by the state Chancellor’s Office as the model pathway for students interested in transferring to a California State University.

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14 Chancellor’s Curriculum Inventory - http://curriculum.cccco.edu/Search?CollegeIds=89&courseorprogram=c&TopCodeldAlpha=&TopCodeld=&keywords=&ControlNumber=&CreditStatusId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultId=

15 State Chancellor Curriculum Inventory Report August 31, 2015
The college also offers 47 college-based skills certificates that are not state approved (These certificates, all fewer than 18 units, are internal to the campus and do not require alignment with state curriculum.) In 2013-14, 1646 Associate Degrees, 1107 Certificates of Achievement, and 1006 Skills Certificates were awarded.

The Curriculum Committee ensures that degree and certificate requirements are appropriate and that courses within any program have the expected level of rigor. Courses offered off-campus, whether at local high schools or community agencies, at the SGEC, through contract education, or online must follow approved Course Outlines of Record and be taught by faculty who meet the same minimum qualifications as courses taught on the main campus and in face-to-face classes. Faculty must be certified in the college-approved learning management system for online instruction before teaching a hybrid or online class.

In 2014-15, the President of the College created a taskforce to evaluate the course offerings and support services at the SGEC and make recommendations to ensure that students taking classes at that location had access to courses needed to complete degrees and certificates in a timely manner (Appendix 5). Based on this process, the Enrollment Management Committee has allocated additional course hours to the SGEC to facilitate enrollment in courses required for completion or IGETC.

The proposed change does not affect this requirement.

J. Academic Credit

The institution awards academic credits based on generally accepted practices for degree granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10).

ELAC awards credit consistent with institutional policies that reflect the generally accepted norms of higher education and student attainment of learning outcomes. Grading policies and criteria for awarding credit are based on policy established in California Education

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16 2013-15 Associate Degrees, Certificates and Skills Certificates - https://www.elac.edu/academics/catalog/asdegreeinfo.htm
17 Facts in Brief - https://www.elac.edu/academics/catalog/asdegreeinfo.htm
19 Course outline - https://www.elac.edu/facultyStaff/doc/checklist/CreditCourseOutline.pdf
21 ETUDES Training - https://www.elac.edu/online/courselogin.htm
The Course Outline of Record (COR) is the official document containing course content, objectives, methods of assessment used for grading and awarding credit, and student learning outcomes. In compliance with the California Code of Regulations, Title 5, Chapter 6, the Curriculum Committee requires these elements for each outline.

Degree Requirements are specified in the LACCD Board Rules Chapter IV Article II:

- Board Rule 6201.10 specifies a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education for a degree to be awarded. It also defines compliance with the state guidelines for Associate Degrees for Transfer.
- Board Rule 6201.10 specifies the requirement for a 2.0 grade average or better in all work attempted in the curriculum upon which the degree is based.
- Board Rule 6201.12 defines the English and math competencies for degree achievement.
- Board Rule 6201.14 outlines the general education requirements for graduation.
- Board Rule 6202 defines students’ catalog rights.

The proposed change does not affect this requirement.

K. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

ELAC faculty have identified (PLOs) for each of the college’s instructional programs. The college has clustered the academic disciplines, degrees, and certificates into 54 programs of study. PLOs have been developed for 100% percent of these programs of study, are listed in the college catalog, and are published on the website. In addition the college has defined GELOs that correspond to the five General Education areas: Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, Language and Rationality, and Health and

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22 California Education Code §66746 - [http://codes.findlaw.com/ca/education-code/edc-sect-66746.html](http://codes.findlaw.com/ca/education-code/edc-sect-66746.html) and Board Rule 6700

23 California Code of Regulations, Title 5 - [http://www.cde.ca.gov/ls/fa/sf/title5regs.asp](http://www.cde.ca.gov/ls/fa/sf/title5regs.asp)

24 LACCD Board Rules - [http://laccd.edu/Board/Pages/Board-Rules.aspx](http://laccd.edu/Board/Pages/Board-Rules.aspx)

Physical Education. The college has also developed nine Institutional Learning Outcomes. Each general education course is mapped to at least one GELO. All other courses are mapped to one or more ILOs. The most recent assessment of the ILOs and GEOs took place in May 2015, resulting in a number of recommendations for instructional departments.

The proposed change does not affect this requirement.

L. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree programs. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

ELAC offers general education courses in accordance with the official course outline of record and assures SLOs are assessed regardless of location or delivery modality. The Curriculum Committee ensures that degree requirements are appropriate and that courses have the expected level of rigor. LACCD Board Rule 6201 specifies the minimum number of units for an associate degree as being no less than 60 (6201.10), minimum GPA of 2.0 (6201.11), the English and Math competency requirements to be met (6201.12), and the General Education requirements (6201.14). All associate degrees require a minimum number of general education units, ranging from 18 to 30, depending on the plan selected, that provide an introduction to the fields of Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. The number of General Education requirements varies by the degree plan, but the minimum number of GE units to be taken are 18, in compliance with Title V requirements.

The proposed change does not affect this requirement.

M. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community.

27 LACCD Board Rules - http://laccd.edu/Board/Pages/Board-Rules.aspx
in general. Regardless of Institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exists.

The Los Angeles Community College Board’s (LACCD) position on Academic Freedom is contained within the Board Rules on Prohibited Discrimination and Harassment: 15002. Academic Freedom. The Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow Prohibited Discrimination. The discussion of ideas, taboos, behavior or language, which is an intrinsic part of the course content, shall in no event constitute Prohibited Discrimination. It is recognized that an essential function of education is probing of received opinions and an exploration of ideas, which may cause some students discomfort. It is further recognized that academic freedom insures the faculty’s right to teach and the student’s right to learn.
Adopted 2/22/95
Amended 6/13/07

The District’s acknowledgement of academic freedom is included in the college General Catalog. The AFT negotiated contract outlines the policies and procedures for protection of academic freedom. Board rules concerning academic freedom are available to the Academic Senate. The committee on Academic Freedom and Ethics (CAFE) ensures that the college upholds its policies on academic freedom and ethical conduct. The Academic Senate adopted the ELAC Academic Freedom and Responsibilities Policy on March 26 2013. The Academic Senate also adopted the ELAC Faculty Ethics Policy (Appendix 12) on October 8, 2013, and an Academic Freedom and Responsibilities Policy (Appendix 13) on March 26, 2013.

The proposed change does not affect this requirement.

N. Faculty

The institution has sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

East Los Angeles College has a substantial number of qualified full time and part time faculty. During the fall 2016 term the college hired 51 new full time faculty in a number of disciplines including 6 specifically for the SGEC. Currently there are 11 Full time faculty and 3 full time counselors dedicated to the SGEC. Overall, SGEC supports 136 FTE instructional faculty and
5.5 FTE counselors. The college has the sufficient qualified faculty to support the instructional programs.

The proposed change does not affect this requirement.

O. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

At the SGEC, Student Services is concentrated at the front office, and students have access to most services. Students can access all services, such as the Student Health Center at the main campus, via the college shuttle. Starting in Fall 2016, a contract mental health therapist started to provide mental wellness counseling to the SGEC students on site two days (16 hours) per week, and a full-service student health center is programmed in the new Firestone Educational Center.

The quality and level of service at the SGEC are comparable to the main campus. Financial Aid, Assessment, Admissions and Records, Transfer, Career Center, EOPS, DSPS, and the Counseling department have staff and unclassified support at SGEC. A total of 3 full-time counselors and several part-time counselors are assigned to the SGEC. Staffing patterns are based on student needs and demand. During peak periods student services are augmented with additional staff and extended hours of operation.

The proposed change does not affect this requirement.

P. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

East Los Angeles College is an open access college that welcomes all potential students. The college general admission policies are consistent with its mission statement of open access, reflective of Los Angeles Community College District Board rules that follow California State regulations. LACCD Board Rule 810028 allows students who are high school graduates or equivalent to attend East Los Angeles College. The only exception to the open admissions policy is for persons in the United States under a travel visa (B-1 or B-2). This stipulation in Board Rule 8100 is in response to increased Federal regulation and tracking on non-resident

28 LACCD Board Rule 8100 - https://www.laccd.edu/Board/Pages/Board-Rules.aspx
attendance in American schools. Otherwise, all students are welcome to attend, even if they are not California residents. The only difference is the tuition rate charged per unit.29

The proposed change does not affect this requirement.

Q. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs by offering, on both campuses, readily accessible libraries, Learning Assistance Centers, Reading and Writing Centers, Math Tutoring Centers, and several additional course- and major-specific assistance labs and tutoring services.

The SGEC library has more than 2,000 print books and access to the same electronic books and article databases as the main campus, 10 open access computers with 2 printers, and access to a copy machine. The SGEC library and computer lab have workstations for students with disabilities, and the staff are ready to offer assistance during operating hours. Agreements are in place to further provide long-term access to information with Cal State L.A., UCLA and the entire Los Angeles Community College District network of nine campuses. Tutoring services are offered to the SGEC students. The SGEC Writing Center offers supervised learning assistance (tutoring) and is staffed by one full-time English Instructional Assistant and five peer tutors to assist students with developing critical thinking, reading and writing skills. Similarly, the SGEC Math Tutoring Center also offers tutoring services, but with a focus on helping students develop their mathematical skills, and is staffed by one full time Math Instructional Assistant and six peer tutors. Additionally, the institution is planning to add a Learning Assistance Center at the SGEC that will offer tutoring in other high demand subjects, including modern languages.

The proposed change does not affect this requirement.

29 Registration and Fees - http://www.elac.edu/prospectivestudents/admissions/fiscal/Registration_Fee.htm
R. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

The annual budget for the college is sufficient to meet instructional needs, student support needs, and operations. For 2015-2016 the college’s unrestricted budget is $106.5 million as of September 22, 2015. This figure includes a carry-forward balance of $9.8 million. The 2015-2016 budget is sufficient to cover projected expenditures of $100 million as well as provide for a 1% contingency to be used as needed. In addition, restricted funds supplement the college’s instructional services, student support services and operations.30 Prior year-end balances accrued by the college have contributed $25.2 million to the District’s General Reserve and Contingency Fund. Each year the college has fixed costs which amount to approximately 86% of the annual budget.31

The institution’s prudent fiscal management has helped ensure financial stability for the entire district. In 2012, prior year-end balances and reserves accrued by the college contributed $25.2 million to the District’s General Reserve and Contingency Reserve. These funds will remain in District’s reserves and paid back to East Los Angeles College in future years when additional funding is available. The college continues to fully support the financial needs of the SGEC and prepared to support the transition to the Firestone Educational Center.

The proposed change does not affect this requirement.

S. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

30 https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/201415%20Final%20Budget.pdf

ELAC engages in continuous, broad based, systematic evaluation and planning. The planning process integrates program review with ELAC’s long term plans and resource allocation including staffing, physical, technological, and financial needs.

The foundation of long term planning at ELAC is the ELAC Strategic Plan.\(^32\) From the Strategic Plan flow the Educational, Technological and Facilities Master Plans. These plans are systematically reviewed on a seven year cycle.

All Master Plan objectives are aligned with the strategic directions and values of the Strategic Plan. All college planning agendas are created through data-driven processes that include national, state, local, and campus-level data.

OIEA provides comprehensive college data on student outcomes and college core indicators of success. The college is also guided by the objectives set forth in the District Strategic Plan.\(^33\) Through the use of quantitative and qualitative data, and the direction of the District Strategic Plan, the college regularly reviews its own strategic and planning objectives.

The Program Review process is used to substantiate the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The college utilizes two processes as part of Program Review: a Program Review Self-Evaluation is completed every six years and the Annual Update Plans\(^34\) are completed in between comprehensive reviews.

**T. Integrity in Communication with the Public**

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

*General Information*
  - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
  - Educational Mission
  - Representation of accredited status with the ACCJC and with programmatic accreditors, if any
  - Course, Program, and Degree Offerings
  - Student Learning Outcomes for Programs and Degrees

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[^33]: District Strategic Plan - [https://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/DistrictStrategic-Plan-v2.aspx](https://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/DistrictStrategic-Plan-v2.aspx)
[^34]: Annual Update Plans - [http://www.elac.edu/facultyStaff/oie/AnnualUpdates.htm](http://www.elac.edu/facultyStaff/oie/AnnualUpdates.htm)
• Academic Calendar and Program Length
• Academic Freedom Statement
• Available Student Financial Aid
• Available Learning Resources
• Names and Degrees of Administrators and Faculty
• Names of Governing Board Members

Requirements
• Admissions
• Student Fees and Other Financial Obligations
• Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students
• Academic Regulations, including Academic Honesty
• Nondiscrimination
• Acceptance of Transfer Credits
• Transcripts
• Grievance and Compliant Procedures
• Sexual Harassment
• Refund of Fees

ELAC provides a print and electronic copy of the general catalog with accurate, complete, and current information specific to each item specified above. The information is appropriate for students attending the SGEC.

The proposed change does not affect this requirement.

U. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose any information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12 and I.C.13)

The LACCD BOT provides assurance that ELAC adheres to Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose any information required by the Commission to achieve its accrediting responsibilities. The college’s accreditation status is disclosed in printed materials including the college catalog,
schedule of classes, and the college website. This substantive change proposal is further evidence of meeting commission requirements to institute and receive approval of substantial changes.

The proposed change does not affect this requirement.
VI. Evidence That Each Accreditation Standard Will Be Fulfilled at the Site

A. Standard I

The SGEC operates in fulfillment of the college’s approved mission and goals\textsuperscript{35}, particularly Goal 3, “Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.” The SGEC evolved into a full service center so students could complete a transfer program and several career programs without attending the main campus.

The adoption of Proposition J in fall 2008 secured $3.5 billion dollars for LACCD, of which $220 million was allocated to build a permanent location near South Gate/Firestone. That facility is targeted for completion in 2020, and will replace the current leased facility across the street.

SGEC participates in the Program Review process as a unique entity\textsuperscript{36} as well as via academic and student services divisions located there. The East Los Angeles College Profile and Data Book compiles information about students, faculty, staff, surrounding community, attendance, enrollment, student information, and services related to the South Gate location as well as the main campus.

PLOs at both the main campus and SGEC include refining Programs of Study and developing a schedule of completion. The \textit{SLO Sustainability Policy}\textsuperscript{37} delineates the implementation levels, deadlines, necessary evidence and accountability actions. As of July 1, 2015, 100% of programs have PLOs defined (ELAC 2013-15 General Catalog).\textsuperscript{38}

PLOs are assessed by both direct and indirect measures. Evaluation of PLOs is ongoing; faculty and staff report on these outcomes through the Program Review Self-Evaluation and Annual Update Plan processes. \textsuperscript{39} Direct assessment of PLOs is conducted through an assignment; indirect assessment of PLOs is generally a survey.

\textsuperscript{35} \url{ELAC Mission and Goals - http://www.elac.edu/aboutelac/missionStatement.htm}
\textsuperscript{36} \url{http://www.elac.edu/facultyStaff/oie/docs/academicunits/SGEC_PRSE2013.pdf}
\textsuperscript{37} \url{http://elac.edu/facultyStaff/committees/acadsenate/doc/policies/PolicyOnSLO_Sustainability.pdf}
\textsuperscript{38} \url{http://www.elac.edu/academics/catalog/doc/ELAC_2013-2015_General_Catalog.pdf}
\textsuperscript{39} \url{http://elac.edu/academics/programs/slo/doc/plo/plolist_20150819.pdf}
The college disaggregates and analyzes student outcome and achievement data for a variety of subpopulations of students, including students attending the SGEC. Equity gaps found in analyses have led to the development of several innovative programs, including the John Delloro Transfer Program in Social Justice, which was started at the SGEC. Additionally, the college is planning to start offering first-year experience cohorts for the SGEC students in summer or Fall 2017.

B. Standard II

Programs, courses, faculty, and staff at SGEC are held to the same standards as those on the main campus. Courses must follow approved Course Outlines of Record and be taught by faculty who meet the same minimum qualifications as courses taught on the main campus. Full-time and part-time faculty at SGEC, as well as at the main campus, are evaluated regularly and given feedback on their teaching. All faculty are required to participate in ongoing professional development.

In 2014-15, the President of the College created a taskforce to evaluate the course offerings and support services at the SGEC and make recommendations to ensure that students taking classes at that location had access to courses needed to complete degrees and certificates in a timely manner. Based on this process, the Enrollment Management Committee has allocated additional course hours to the SGEC to facilitate enrollment in courses required for completion or IGETC.

At ELAC, more than half the entering students assess into pre-collegiate English or math courses. As a result, they have a long pathway to follow in order to earn an associate degree or transfer. The support given to these students, both inside and outside the classroom, is critical to their long-term success.

The pathway for ELAC distinguishes pre-collegiate level curriculum from college level through coordination with the State Chancellor’s office. At ELAC, pre-collegiate courses, which are defined by the State Chancellor’s Office Data Element Dictionary, include:

- All noncredit classes except Citizenship and Vocational Education classes
- English Department: Reading 19; English 19, 21, 28, and 94
- Math Department: Math 102, 112, 103, 105, and 110

40 http://elac.edu/southgate/JohnDelloro.htm
42 http://elac.edu/facultyStaff/oie/enrollmentmanagementcommittee/docs/minutes/EMC%20Minutes%200422-15_draft.pdf
43 http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MI5/DED.aspx
Such courses are listed in the catalog as noncredit or non-degree applicable (NDA) and are offered at SGEC as well as on the main campus.

Between summer 2013 and fall 2015, 57 percent of ELAC students taking an assessment test placed into one of these basic skills math classes and 47 percent of students (excluding ESL placements) placed into one of these basic skills English classes.

ELAC supports students in advancing to and succeeding in college level curriculum through developing strategies for academic success. Students at SGEC in pre-collegiate English and Math courses, as well as college-level courses, receive tutoring assistance through the Math Tutoring Center and the Writing Center.

The Writing Center offers supervised learning assistance (tutoring) at South Gate on a walk-in basis. The center assists students in developing critical thinking, reading, and writing skills at all stages of the writing process from brainstorming to drafting and revising. Since the center aims to guide students through one-on-one tutoring by asking questions rather than providing answers, tutors neither edit nor proofread assignments. Through this approach, students can assume responsibility for organizing their thoughts in clear, focused, and convincing arguments. The hours at South Gate are Monday—Thursday, 9 a.m. to 7 p.m., Friday, 10 a.m. to 4 p.m., and Saturday, 10 a.m. to 2 p.m. Hours during summer and winter intersessions are Monday—Thursday 9 a.m. to 7 p.m. and Friday 10 a.m. to 4 p.m. The SGEC Writing Center is staffed with five writing tutors and one full time English Instructional Assistant.

The Mathematics Tutoring Center offers walk-in, open-ended tutoring. In this approach, students drop in to the center and work on assignments at their own pace. When they need assistance, they notify a tutor. This gives the students enough time to develop their questions and the tutor to guide the students. The hours at South Gate are Monday-Thursday from 9 a.m. to 8 p.m., Friday, 9 a.m. to 4 p.m., and Saturday 9 a.m. to 2 p.m. There are six math tutors and one full time Math Instructional Assistant employed at SGEC. The Learning Assistance Center has three tutors in Social Sciences and Biology assigned to SGEC for 20 hours per week.

Students, staff, and faculty have access to a library collection with sufficient breadth, depth, and variety to support the courses offered at both the East Los Angeles College Main


45 [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/CollegeMasterPlan/edmasterplan_2012-18_FINAL.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/CollegeMasterPlan/edmasterplan_2012-18_FINAL.pdf)
Campus and the SGEC. Students have access to the main campus library and, in addition, the South Gate Library, which is staffed by one full time and 2 part time librarians, one full time library technician, and a student worker. The following resources are available at the SGEC library:

- 2,000+ print books
- 30,000+ electronic books
- 40+ online article databases \(^46\)
- 280+ audio-visual materials
- 15+ print periodicals
- A course reserve collection with more than 80 course textbooks and other materials \(^47\)
- 10 open access computers and 2 public use printers
- A workstation for library users with disabilities
- 1 copy machine
- 1 library classroom equipped with a total of 40 computers (See the Library Services and Policies web page for more details). \(^48\)

At the SGEC, the library hours are Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. during the regular semesters. During the summer and winter sessions, the SGEC Library opens Monday through Thursday, 8:00 a.m. to 8:00 p.m. \(^49\)

The following reciprocal borrowing agreements are in place at both the Main Campus and the South Gate Libraries.

- **Cal State LA Reciprocal Borrowing**
  The East Los Angeles College Library has a reciprocal borrowing agreement with the California State University, Los Angeles Library. ELAC students can check out books from their library by going directly to the Cal State LA campus with a current ELAC

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\(^{46}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library_Database _Usage_Statistics_for_ELAC.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library_Database _Usage_Statistics_for_ELAC.pdf)

\(^{47}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/ReservePolicy.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/ReservePolicy.pdf)

\(^{48}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryServicesA ndPolicies.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryServicesA ndPolicies.pdf)

\(^{49}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryHours.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryHours.pdf)
ID and class schedule. Students must physically go to the library to check out and return the books. No delivery service is available.\(^{50}\)

- **UCLA TAP Cards for ELAC’s Honor Students**
  Students enrolled in the Honors Program (which has a presence at SGEC) are eligible for a Transfer Alliance Program (TAP) card that allows students to check out books from UCLA’s College Library.\(^{51}\)

- **Los Angeles Community College (LACCD) Reciprocal Borrowing**
  The ELAC Library has a reciprocal borrowing agreement with the other libraries in the Los Angeles Community College District. Students can make intra-library loan requests for circulating books that are available in other LACCD libraries; the books are delivered via postal mail. The wait time is generally about one week. Students can also go directly to other LACCD campus libraries to check out circulating books in person with a current ELAC ID.

The quality and level of student support services at the SGEC are comparable to the main campus. Financial Aid, Admissions and Records, the Assessment Center, and the Counseling department have full time staff and unclassified support at SGEC. DSP&S has an adjunct counselor and provides accommodation services are provided to the students with disabilities. EOP&S and CalWORKS services are available to the SGEC students, and the College is in the process of staffing adjunct EOP&S and CalWORKS counselors at SGEC. Additionally, there are two full time and five part time general counselors, and there is a full time career counselor at SGEC. The College is also in the process of hiring another adjunct career counselor for the SGEC Career Center. In sum, there are 5.5 FTE counselors specifically for the SGEC.

The plans for the Firestone Education Center, replacing the current SGEC, include upgraded facilities and expansion of student services to include a Student Health Center.\(^{52}\)

Student services such as DSP&S and EOPS meet the needs of a unique group of students. Services are offered at both the main campus and SGEC. The institution complies with the Americans with Disability Act of 1990 and uses this regulation to ensure that services meet

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\(^{50}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20Cal%20State%20Los%20Angeles%20Library%20Policy.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20Cal%20State%20Los%20Angeles%20Library%20Policy.pdf)

\(^{51}\) [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20the%20TAP%20website.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20the%20TAP%20website.pdf)

the needs of the students. Services include, but are not limited to, dedicated counseling staff, specialized lab equipment and computer software, and testing accommodations.\footnote{https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/DSPS%20services.pdf}

C. Standard III

Much of the impact of the proposed change on areas of Standard III—human resources, physical resources, technology resources, and financial resources—is covered above in section D. Regarding evaluation of faculty and staff, two permanent full-time academic deans are in place at SGEC. They evaluate faculty and staff systematically and at stated intervals, using the same criteria, procedures, and forms as on the main campus. Also, departments with a large faculty presence at the center have vice-chairs in place who are empowered to evaluate faculty. The Vice President of Academic Affairs evaluates all academic deans, including SGEC deans, annually.

As for faculty selection, it is the purview of academic departments on the main campus, who recruit and interview candidates either with the stipulation that they will be assigned to SGEC, or that they may be rotated there in turn. Qualifications, advertising of positions, and interviewing are handled in the same way as on the main campus.

Staffing levels at SGEC are evaluated in the same way as on the main campus. Departments or units submit requests through their Annual Update Plans, and the requests are evaluated and prioritized by the Human Resources Committee. Following the college president’s approval, classified staff selection is handled in the same manner as on the main campus, under the guidelines of the personnel commission.

The ELAC President has emphasized hiring new full-time faculty for SGEC, and as of fall 2016, six new faculty were hired specifically for this location. SGEC faculty are included in the annual New Faculty Institute that takes place on a series of Fridays on the main campus. In addition, the SGEC deans and vice-chairs orient new SGEC hires to the facility and its resources.

The SGEC has a counselor designated for disabled students. The facility itself is ADA accessible. Administrative Services maintains a regular maintenance schedule, responds to web-based requests,\footnote{http://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/C/FacilitiesHelpdesk.pdf} and dispatches personnel promptly in emergencies. The college
community looks forward to the construction of a new facility on college-owned land nearby the current building.

There are four sworn security officers on the site at all times that it is open and sheriff deputies visit SGEC regularly, to provide a safe and secure campus community for faculty, staff, and students.

The college’s IT Department serves the technology needs of SGEC students, faculty, and staff and currently have two full time staff on site.

**D. Standard IV**

ELAC is committed to participatory governance that involves students, staff, faculty, and administrators. The policy and procedures for decision-making are delineated in the *Governance Policy Handbook* that clarifies the roles and responsibilities of the constituent groups.

The working relationship among college constituencies—faculty, staff, administrators, and students—is designed to be collegial, cooperative, and collaborative. The *Governance Policy Handbook* states, “The College encourages collegial dialog among all stakeholders that focuses on empowering students to achieve their educational goals. Within shared governance committees, the collaborative process is to work with others in making decisions that are in the best interest of the college instead of one constituency or one individual.” Faculty and administrators participate in budgetary decisions by serving on the Budget Committee and ESGC as well as actively participating in program review, annual updates, and departmental budget requests. Department chairs are responsible, in consultation with department members, for submitting annual budget requests based on departmental needs and goals.

The proposed change does not affect the college commitment to collegial consultation and the shared governance processes. The SGEC is administered based on the college organizational structure. Moreover, the SGEC taskforce called for the development of a shared governance council to ensure a mechanism for participation in a college wide decision making/shared governance process, and the SGEC deans and full time faculty members are currently working with the ELAC Academic Senate to establish a SGEC shared governance council.

VII. Appendices

Appendix 1: Programs where 50% or more offered at SGEC
## SPING 2017: Credit Enrollment Comparison

### Day

**Tuesday, January 17, 2017**

Tuesday, January 19, 2016

Tuesday, January 20, 2015

<table>
<thead>
<tr>
<th>HEADCOUNT</th>
<th>City</th>
<th>East</th>
<th>Harbor</th>
<th>Mission</th>
<th>Pierce</th>
<th>Southwest</th>
<th>Trade</th>
<th>Valley</th>
<th>West</th>
<th>ITV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>11,450</td>
<td>19,531</td>
<td>6,411</td>
<td>7,226</td>
<td>16,096</td>
<td>4,279</td>
<td>9,279</td>
<td>13,383</td>
<td>8,214</td>
<td>773</td>
<td>96,642</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>13,017</td>
<td>20,918</td>
<td>7,338</td>
<td>7,421</td>
<td>16,460</td>
<td>4,786</td>
<td>10,241</td>
<td>14,192</td>
<td>8,159</td>
<td>415</td>
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<tr>
<td>Spring 2015</td>
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<td>21,422</td>
<td>7,973</td>
<td>7,960</td>
<td>16,986</td>
<td>4,958</td>
<td>11,006</td>
<td>15,237</td>
<td>8,226</td>
<td>583</td>
<td>108,217</td>
</tr>
<tr>
<td>2017 % of 2016</td>
<td>88%</td>
<td>93%</td>
<td>87%</td>
<td>97%</td>
<td>98%</td>
<td>89%</td>
<td>91%</td>
<td>94%</td>
<td>101%</td>
<td>186%</td>
<td>94%</td>
</tr>
<tr>
<td>2017 % of 2015</td>
<td>83%</td>
<td>91%</td>
<td>80%</td>
<td>91%</td>
<td>95%</td>
<td>86%</td>
<td>84%</td>
<td>88%</td>
<td>100%</td>
<td>133%</td>
<td>89%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
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<th>Mission</th>
<th>Pierce</th>
<th>Southwest</th>
<th>Trade</th>
<th>Valley</th>
<th>West</th>
<th>ITV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>28,776</td>
<td>51,273</td>
<td>17,213</td>
<td>17,043</td>
<td>42,517</td>
<td>9,993</td>
<td>22,786</td>
<td>33,130</td>
<td>20,038</td>
<td>964</td>
<td>243,733</td>
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<tr>
<td>Spring 2016</td>
<td>34,252</td>
<td>55,998</td>
<td>20,390</td>
<td>18,164</td>
<td>43,499</td>
<td>11,669</td>
<td>25,621</td>
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<td>20,706</td>
<td>523</td>
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</tr>
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<td>Spring 2015</td>
<td>37,039</td>
<td>58,365</td>
<td>22,640</td>
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<td>12,187</td>
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<td>39,757</td>
<td>20,627</td>
<td>795</td>
<td>285,026</td>
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<tr>
<td>2017 % of 2016</td>
<td>84%</td>
<td>92%</td>
<td>84%</td>
<td>94%</td>
<td>98%</td>
<td>86%</td>
<td>89%</td>
<td>92%</td>
<td>97%</td>
<td>184%</td>
<td>91%</td>
</tr>
<tr>
<td>2017 % of 2015</td>
<td>78%</td>
<td>88%</td>
<td>76%</td>
<td>86%</td>
<td>92%</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
<td>97%</td>
<td>121%</td>
<td>86%</td>
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</table>

<table>
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<th>SECTION COUNT</th>
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<th>Harbor</th>
<th>Mission</th>
<th>Pierce</th>
<th>Southwest</th>
<th>Trade</th>
<th>Valley</th>
<th>West</th>
<th>ITV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>1,399</td>
<td>2,325</td>
<td>1,025</td>
<td>701</td>
<td>1,664</td>
<td>519</td>
<td>1,252</td>
<td>1,541</td>
<td>920</td>
<td>19</td>
<td>11,365</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1,467</td>
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<td>999</td>
<td>640</td>
<td>1,622</td>
<td>614</td>
<td>1,222</td>
<td>1,501</td>
<td>891</td>
<td>18</td>
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</tr>
<tr>
<td>Spring 2015</td>
<td>1,485</td>
<td>2,060</td>
<td>966</td>
<td>623</td>
<td>1,612</td>
<td>571</td>
<td>1,086</td>
<td>1,439</td>
<td>781</td>
<td>18</td>
<td>10,641</td>
</tr>
<tr>
<td>2017 % of 2016</td>
<td>95%</td>
<td>105%</td>
<td>103%</td>
<td>110%</td>
<td>103%</td>
<td>85%</td>
<td>102%</td>
<td>103%</td>
<td>103%</td>
<td>106%</td>
<td>102%</td>
</tr>
<tr>
<td>2017 % of 2015</td>
<td>94%</td>
<td>113%</td>
<td>106%</td>
<td>113%</td>
<td>103%</td>
<td>91%</td>
<td>115%</td>
<td>107%</td>
<td>118%</td>
<td>106%</td>
<td>107%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment divided by Section</th>
<th>City</th>
<th>East</th>
<th>Harbor</th>
<th>Mission</th>
<th>Pierce</th>
<th>Southwest</th>
<th>Trade</th>
<th>Valley</th>
<th>West</th>
<th>ITV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>20.6</td>
<td>22.1</td>
<td>16.8</td>
<td>24.3</td>
<td>25.6</td>
<td>19.3</td>
<td>18.2</td>
<td>21.5</td>
<td>21.8</td>
<td>50.7</td>
<td>21.4</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>23.3</td>
<td>25.3</td>
<td>20.4</td>
<td>28.4</td>
<td>26.8</td>
<td>19.0</td>
<td>21.0</td>
<td>24.0</td>
<td>23.2</td>
<td>29.1</td>
<td>23.9</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>24.9</td>
<td>28.3</td>
<td>23.4</td>
<td>31.9</td>
<td>28.6</td>
<td>21.3</td>
<td>25.5</td>
<td>27.6</td>
<td>26.4</td>
<td>44.2</td>
<td>26.8</td>
</tr>
<tr>
<td>2017 % of 2016</td>
<td>88%</td>
<td>87%</td>
<td>82%</td>
<td>86%</td>
<td>95%</td>
<td>101%</td>
<td>87%</td>
<td>89%</td>
<td>94%</td>
<td>175%</td>
<td>90%</td>
</tr>
<tr>
<td>2017 % of 2015</td>
<td>82%</td>
<td>78%</td>
<td>72%</td>
<td>76%</td>
<td>89%</td>
<td>90%</td>
<td>71%</td>
<td>78%</td>
<td>82%</td>
<td>115%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System, DAILYCRNCRX and SESSION_FTES_DETAIL tables.

*Enrollment and Section count: Includes Credit PA, WSCH, DSCH, and Ind Study. Excludes Work Exp, Non-Credit Adult Ed, and Non-Credit Tutoring.*
UNDOCUMENTED STUDENTS IN THE LACCD

REPORT ON STUDENT CHARACTERISTICS AND SUCCESS INDICATORS

Institutional Effectiveness & Student Success Committee
January 25, 2017
How are Undocumented Students Identified?

- Identification is Based on Citizenship and Residency Status
- **Undocumented Students** are students:
  - who are not U.S. citizens, permanent or temporary residents, refugees or asylees, or visa students, **AND**
  - who are designated for residency purposes as AB 540 students or foreign non-resident students
Research Questions

• How many undocumented students are in the LACCD and at each college?

• What are the demographic and enrollment characteristics of undocumented students and how do they compare to all LACCD students?

• What are the outcomes of undocumented students and how do they compare with LACCD students?

• How much FTES is generated by undocumented students?

• What efforts have the colleges undertaken to assist undocumented students?
How many undocumented students are in the LACCD and at each LACCD college?

- In Fall 2015 there were 10,967 undocumented students enrolled in LACCD colleges
  - 6,465 Credit Students
  - 4,502 Non-credit students

- This is about 7.1% of all enrolled students
  - 4.6% of Credit students
  - 35.7% of Non-credit students

- Next slide shows the breakdown by college
How many undocumented students are enrolled in the LACCD and at each college?

### Credit Students enrolled at LACCD in Fall 2015

<table>
<thead>
<tr>
<th>College</th>
<th>Undocumented Students</th>
<th>All LACCD Students</th>
<th>% Undocumented</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>1,050</td>
<td>18,154</td>
<td>5.8%</td>
</tr>
<tr>
<td>East</td>
<td>1,843</td>
<td>28,722</td>
<td>6.4%</td>
</tr>
<tr>
<td>Harbor</td>
<td>302</td>
<td>10,449</td>
<td>2.9%</td>
</tr>
<tr>
<td>ITV</td>
<td>20</td>
<td>1,033</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mission</td>
<td>500</td>
<td>10,241</td>
<td>4.9%</td>
</tr>
<tr>
<td>Pierce</td>
<td>779</td>
<td>20,820</td>
<td>3.7%</td>
</tr>
<tr>
<td>Southwest</td>
<td>175</td>
<td>6,866</td>
<td>2.5%</td>
</tr>
<tr>
<td>Trade-Tech</td>
<td>848</td>
<td>14,854</td>
<td>5.7%</td>
</tr>
<tr>
<td>Valley</td>
<td>660</td>
<td>19,060</td>
<td>3.5%</td>
</tr>
<tr>
<td>West</td>
<td>288</td>
<td>11,449</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,465</strong></td>
<td><strong>141,648</strong></td>
<td><strong>4.6%</strong></td>
</tr>
</tbody>
</table>

### Non-Credit Only Students enrolled at LACCD in Fall 2015

<table>
<thead>
<tr>
<th>College</th>
<th>Undocumented Students</th>
<th>All LACCD Students</th>
<th>% Undocumented</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>1,884</td>
<td>3,463</td>
<td>54.4%</td>
</tr>
<tr>
<td>East</td>
<td>319</td>
<td>1,793</td>
<td>17.8%</td>
</tr>
<tr>
<td>Harbor</td>
<td>25</td>
<td>134</td>
<td>18.7%</td>
</tr>
<tr>
<td>ITV</td>
<td>-</td>
<td>-</td>
<td>NA</td>
</tr>
<tr>
<td>Mission</td>
<td>399</td>
<td>789</td>
<td>50.6%</td>
</tr>
<tr>
<td>Pierce</td>
<td>-</td>
<td>1,591</td>
<td>0.0%</td>
</tr>
<tr>
<td>Southwest</td>
<td>998</td>
<td>1,893</td>
<td>52.7%</td>
</tr>
<tr>
<td>Trade-Tech</td>
<td>543</td>
<td>1,814</td>
<td>29.9%</td>
</tr>
<tr>
<td>Valley</td>
<td>333</td>
<td>1,077</td>
<td>30.9%</td>
</tr>
<tr>
<td>West</td>
<td>1</td>
<td>43</td>
<td>2.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,502</strong></td>
<td><strong>12,597</strong></td>
<td><strong>35.7%</strong></td>
</tr>
</tbody>
</table>
What are the demographic / enrollment characteristics of undocumented students and how do they compare to all LACCD students?

- Undocumented students are overwhelmingly Hispanic (over 80% of credit and non-credit students)
- Undocumented **credit** students tend to be younger (higher proportions in the Under 20 and 20-24 age groups)
- Undocumented **non-credit** students tend to be older (higher proportions in the 25-34 and 35-54 age groups)
- Undocumented **credit** students mirror the overall student population in gender balance, while undocumented **non-credit** students are disproportionately female (74.3% undocumented vs 69.6% overall)
- Undocumented **credit** students are disproportionately part-time (78.3%) compared to all students (73.7%)
What are the outcomes of undocumented students and how do they compare with all LACCD students?

• We examined many different student outcome measures including:
  • **Successful Course Completion** (% of student grades that are C or higher)
  • **Retention** (% of students that stay enrolled to the end of the class)
  • **Persistence** (% of students continuing their enrollment from one semester to the next)
  • **Milestones of student success** (units completed; completion of transfer and college level English and Math; degree, certificate, and transfer completion)
What are the outcomes of undocumented students and how do they compare with all LACCD students?

- Undocumented students had slightly higher **successful course completion rates** (67.8%) compared to all LACCD students (65.9%)
- Undocumented students had slightly lower **fall to spring persistence** (84.0%) compared to all LACCD students (88.0%)
- A lower proportion of undocumented students **completed 6 units in the first semester** (49%) compared to all LACCD students (53%)
- A **much lower** proportion of undocumented students **transferred** (1%) compared to all LACCD students (9%)
- Other outcomes and milestones are comparable between undocumented students and all LACCD students
How much FTES is generated by undocumented students?

- Undocumented students generated approximately **2,500** FTES (credit + non-credit) in Fall 2015
- This was about 5% of the total FTES for Fall 2015
  - **1,924 Credit FTES** (4% of total credit FTES)
  - **559 Noncredit FTES** (30% of total non-credit FTES)
- Estimated revenue for this amount of FTES is approximately **$11M** for this semester
What efforts have the colleges made to assist undocumented students?
Questions?
Executive Summary
Fall 2016 Student Mental Health Survey
January 25, 2017

The Los Angeles Community College District (LACCD) conducted a voluntary and confidential web-based mental health survey in Fall 2016 in order to assess the mental health needs of LACCD students. The survey used was the California Mental Health Services Authority (CalMHSA) Survey, developed by the RAND Corporation in collaboration with the CalMHSA program higher education partners using questions from standardized and valid measures of student mental health. A total of 2,754 LACCD students completed the survey.

The majority of the students that completed the survey were less than 25 years of age (59%), female (70%), and Hispanic (55%). In addition, many students who completed the survey stated that they identified with at least one special population, most often students identified as being a first generation college student. The majority of the students that completing the survey were full time students (57%) and had the goal to transfer to a 4-year college (60%). Some of these student characteristics do not mirror the 2015 student population, but instead reflect students who tended to be more engaged with their campus. This suggests that these results are not reflective of the entire LACCD student population.

The survey found that nearly half of students surveyed (49%) reported experiencing more than average to tremendous stress levels, which was persistent over time. Students also reported that their mental health affected their academic performance. More than half of students (52%) stated that stress was a factor in them either receiving a lower exam or course grade, dropping a class, or by causing a significant disruption that resulted in a leave of absence. In addition, students often reported that feelings of depression and anxiety also affected their performance in school.

Although mental health affects everyone, there are populations that are at greater risk. The survey revealed that the proportion of students whose academic performance is affected by anxiety, depression, or stress is significantly higher if they identify as belonging to the following groups: lesbian, gay, bisexual, transgender, & questioning (LGBTQ), first generation college students, foster care youth, ethnic minority, homeless youth, or students with disabilities. Homeless youth appear to be the most at risk population, as they also are significantly more likely to be affected by alcohol use, death of a friend or family member, and/or an eating disorder/problem. Although these students are more likely to get referred to counseling services on campus, they do not seek services at a greater rate than other students who do not experience homelessness.

The majority of students indicated some agency in their ability to work out their problems and seek alternative solutions. However, 14% of students stated that they did not know where to go for help with a personal problem and 31% were unaware at all where to go on campus if they needed mental health, or other similar, services. This suggests that many students who could benefit from campus services may not know what services are available or how to access those services. Although many students do not use mental health services, the majority (81%) indicated that they would consider seeking help from a mental health care professional, and 85% of the students who are open to receiving services would consider seeking help from the colleges’ Counseling or Health Services programs.

In general, students rated their campus as having a positive climate. Students indicated that their campus was friendly, caring, tolerant of diversity, and safe. In addition, students had positive feelings towards their life and their future. The survey also revealed some indifference with mental health issues, which may be due to lack of awareness of mental health problems and services available on campus. In fact, 23% of students did not feel that their college did a good job of communicating to students about the available mental health services on campus and 56% said that they had never heard about campus hosting an outreach event focused on mental health awareness.

The survey results suggest the need for more mental health awareness activities on campus and through social media. Many students said they would be willing to receive mental health services and access service on campus, but did not know if they were eligible to receive services, what services were offered, and how to access those services. Students who did receive information from their campus mostly sought out help for stress reduction and depression/anxiety, and they found the information they received useful. Despite the fact that most students do not use mental health services, the majority of students indicated openness to seeking help and accessing the colleges’ Counseling or Health Services programs. This finding, along with the favorable ratings of campus services, may signify the openness of students to receive mental health services on campus and the need for more information regarding what services are available and how to access them.
STUDENT NEEDS ASSESSMENT

PREVIEW OF THE RESULTS OF THE FALL 2016 STUDENT MENTAL HEALTH SURVEY

Institutional Effectiveness & Student Success Committee
January 25, 2017
Board Resolution (July 13, 2016)

- Called for developing a “comprehensive needs assessment survey of the diverse (LACCD) student body using the best available sampling methods as the basis for making strategic and decisive decisions to provide services to our student body”

- Directed the “Chancellor and his administration to prepare and propose all reasonable options to obtain survey results in those aforementioned areas including methodology, timeline, and cost estimates as soon as possible”

- Required administration of surveys to “comprehensively inform the District concerning housing and homelessness, food insecurity, transportation options, job placement, mental health, and other needs of the student body”

- Stated “…That such a needs assessment survey be completed no later than the start of the 2017 District Spring semester”
EPIE Research Activities in Fall 2016

Conducted Needs Assessments

• Student Food and Housing Insecurity
  • Participated in Univ. of Wisconsin HOPE Lab/Association of Community College Trustees national survey of student housing and food

• Mental Health
  • Participated in the California Mental Health Services Authority (CalMHSA) Survey
  • Developed by RAND Corp. utilizing questions from standardized and valid measures of student mental health

• Transportation and Housing Survey (developed by EPIE)
  • Administered voluntary and confidential web-based surveys to enrolled student population (n=134,435) and analyzed results

• Colleges are currently participating in the Career and Technical Education Outcomes (CTEO) Survey of occupational students
Student Mental Health (CalMHSA) Survey

• **Purpose of survey was to understand students’**:  
  • Experiences and attitudes related to student mental health  
  • Perceptions of how colleges are serving students’ mental health needs  
  • Perceptions of the overall campus climate toward student mental health and well-being  
• A total of 2,754 student participated in the survey

• **Survey Sample**:  
  • Broadly representative of LACCD enrollment by college  
  • Representative of LACCD gender balance  
  • Over-representative of:  
    • Female students (70% in sample vs 57% in LACCD population)  
    • Full-time students (57% in sample vs 27% in LACCD population)
Student Demographics & Characteristics

- Three-fourths of students (75%) identified with at least one special population, mostly as a first-generation college student (40%)

<table>
<thead>
<tr>
<th>Do you identify with any of the following populations? (N=2,754)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ</td>
<td>356</td>
</tr>
<tr>
<td>First Generation College Student</td>
<td>1,101</td>
</tr>
<tr>
<td>Foster Care Youth</td>
<td>83</td>
</tr>
<tr>
<td>Ethnic Minority</td>
<td>648</td>
</tr>
<tr>
<td>Student Veteran</td>
<td>58</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>70</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>319</td>
</tr>
</tbody>
</table>
Student Mental Health Status

• **Depression, anxiety, and stress** are the most significant factors that affect student academic performance.

• Nearly half of students (49%) reported experiencing more than average to tremendous stress levels within the last year.

• More than half of students (52%) reported that stress was a factor in them either receiving a lower exam or course grade, dropping a class, or by causing a significant disruption that resulted in a leave of absence.

• Students also reported anxiety (41%) & depression (33%) affected their academic performance.

**Overall Stress Experienced in the Last 12 Months (N=2,652)**
Student Mental Health Status

• Students belonging to a special population(s) are significantly more likely to have their academic performance affected by anxiety, depression, or stress.

• **Homeless youth**
  • Are the most at risk population (they also are significantly more likely to be affected by alcohol use, death of a friend or family member, and/or an eating disorder/problem)
  • Are more likely to get referred to counseling services (but they do not receive services at a greater rate than other students who do not experience homelessness)

| Special Populations Whose Academic Performance was Affected by Mental Health Problems |
|---------------------------------|-------------|-------------|-------------|
| | Depression | Anxiety | Stress |
| LGBTQ | 49% | 56% | 63% |
| First generation college students | 37% | 46% | 57% |
| Foster care youth | 52% | 52% | 67% |
| Ethnic minority | 40% | 47% | 59% |
| Homeless youth | 61% | 57% | 68% |
| Students with disabilities | 48% | 54% | 61% |
Use of Student Counseling Services

- 13% percent of LACCD students were referred to or used counseling services
- This is slightly higher than students at other CCCs (10%), but less than UC (23%) and CSU (19%) students
- 46% of these students received services on campus
  - Higher than the CCC average (41%), but much lower than the proportion of UC (77%) and CSU (71%) students who received campus services

Has student ever been referred to or used counseling services on campus?

<table>
<thead>
<tr>
<th>No (N=2,395, 87%)</th>
<th>Yes (N=359, 13%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reported several reasons why they don't end up using mental health services, the top 5 reasons were:</td>
<td>About 58% of students referred themselves</td>
</tr>
<tr>
<td>I didn't feel I needed services (n=1,447)</td>
<td>About 46% of students received services on campus (N=359)</td>
</tr>
<tr>
<td>I didn't know how to access it (n=859)</td>
<td>Of the students that received campus services (N=165):</td>
</tr>
<tr>
<td>I didn't know what it offered (n=843)</td>
<td>49% rated the services as mostly to very effective</td>
</tr>
<tr>
<td>I didn't know I was eligible (n=767)</td>
<td>73% rated the service received as good to excellent</td>
</tr>
<tr>
<td>I didn't have enough time (n=721)</td>
<td></td>
</tr>
</tbody>
</table>
Seeking Campus Mental Health Services

- The majority of students would consider seeking help from a mental health care professional and are open to receiving services from the colleges’ Counseling or Health Services programs.

- These findings, along with the favorable ratings of campus services, may signify the openness of students to receive mental health services on campus.

- However, more than half of students (56%) had never heard about campus hosting an outreach event focused on mental health awareness.
Campus Climate

- In general, students rated their campus as having a positive climate.
- However, 23% of students did not feel that their college did a good job of getting the word out to students about the available mental health services on campus.
- About 3 out of 5 students (63%) said that they had never heard about campus promoting mental health awareness through social media.

Heard about campus promoting mental health awareness through social media in the last year? (N=2,713)

- No, never: 63%
- Yes, once or twice: 23%
- Yes, a few times (3-5): 10%
- Yes, many times (6 or more): 4%
Summary of Findings

• Experiences and attitudes related to student mental health:
  • Depression, anxiety, and stress are the most significant factors that affect student academic performance
  • If a student belongs to a special population, they are significantly more likely to be affected by these issues

• Perceptions of how colleges are serving students’ mental health needs:
  • LACCD students access campus mental health services more often than other CCCs, but at a much lower rate when compared to UC and CSU students
  • Students accessing services tended to rate those services favorably

• Perceptions of the overall campus climate toward student mental health and well-being:
  • Students indicated that they felt their campus was friendly, caring, tolerant of diversity, and safe
  • However, about a quarter of students did not feel that their college did a good job of communicating to students about the available mental health services on campus
  • Also, more than half of students (56%) said that they had never heard about their college campus hosting an outreach event focused on mental health awareness
Questions?
SUBSTANTIVE CHANGE PROPOSAL *

Establishing an Additional Location Geographically Apart from the Main Campus at Which the Institution Offers at Least 50% of an Educational Program

Institution:
East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91745

Submitted:
February 2017

Prepared By:
Dr. Laura M. Ramirez
Vice President of Academic Affairs
Accreditation Liaison Officer

Ruben Arenas
Dean Research and Planning

Bryan Ventura
Research Analyst

*Note: Does not include Appendices due to length of document
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East Los Angeles College  
Substantive Change Proposal  
February 2017

TO:  Accreditting Commission for the Community and Junior Colleges  
Western Association of Schools and Colleges

FROM:  East Los Angeles College  
Office of the President  
1301 Avenida Cesar Chavez  
Monterey Park, CA 91754

This Substantive Change Proposal is submitted to ACCJC/WASC for the purpose of requesting approval of *Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution Offers at Least 50% of an Educational Program.*

We certify that this Substantive Change Report accurately reflects the status of the South Gate Education Center.

Signed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin R. Martinez</td>
<td>President, East Los Angeles College</td>
</tr>
<tr>
<td>Dr. Laura M. Ramirez</td>
<td>Vice President, Accreditation Liaison Officer, East Los Angeles College</td>
</tr>
<tr>
<td>Dr. Francisco Rodrigues</td>
<td>Chancellor, Los Angeles Community College District</td>
</tr>
<tr>
<td>Scott Svonkin</td>
<td>President, Board of Trustees, Los Angeles Community College District</td>
</tr>
</tbody>
</table>
I. Description of the Proposed Change

The purpose of this substantive change proposal is to request approval for East Los Angeles College (ELAC) to offer classes that constitute at least 50% of the coursework in 28 Associate Degree programs, 10 certificates of achievement, and 13 skill certificates (Appendix 1) at the ELAC South Gate Educational Center (SGEC). The SGEC is located approximately 11 miles southwest of the ELAC main campus at 2340 Firestone Boulevard, South Gate, California, 90280, at the corner of Firestone Boulevard and Alameda Avenue.

A. The South Gate Educational Center

The fulfillment of ELAC’s vision for reaching out beyond its campus in Monterey Park into the wider community began in the spring of 1994 with the opening of its satellite center in the City of Huntington Park. By 1996, the Southeast Center in Huntington Park was too small to accommodate the rapid growth experienced in two short years, so the program was moved to a larger facility in the City of South Gate in the fall of 1996. This facility is called the South Gate Educational Center.

Although the SGEC is only 7.5 miles away from the ELAC main campus, personal vehicle transportation between the sites can take an hour or more depending on the time of day. For that reason, the SGEC serves a population that cannot readily attend classes on the ELAC main campus, or these students find it more convenient to attend at the SGEC. The SGEC occupies a 50,000 square foot facility. In 1996 East Los Angeles College, through the Los Angeles Community College District (LACCD), entered into a ten-year lease for $588,792 per year. At that time, the College committed to a start-up cost of approximately $2.233 million that included personnel, rent, utilities, supplies, and equipment. The SGEC has 18 dedicated classroom spaces and 2 additional rooms that can be used as classrooms, and the site can accommodate approximately 5,000 students (Appendix 2). There is space for about 335 automobiles in a paved and landscaped parking area. Access is available from Firestone Boulevard with auxiliary access from Calden Avenue.

The commitment of the Los Angeles Community College District and ELAC to the South Gate community is evident not only by the continued support of the SGEC, but in the efforts to grow and improve services provided to the community. In 2009, ELAC purchased a property across the street from the current location and began the process to have it built out into a state of the art educational facility. The Environmental Impact Report (EIR)¹ has been completed and the design phase is expected to begin within the next few months. It is anticipated that the new facility, The Firestone Educational Center, will open in 2020.

¹ EIR https://www.elac.edu/adminservices/construction/eir/pdf/sg/2015_SGECMasterPlanSupplementalDEIR.pdf
For students wishing to complete programs not entirely available at the SGEC, there is a shuttle running directly to and from the ELAC main campus, with the schedule changing to accommodate the flow of students each term (Appendix 3). The cost of the contracted shuttle services is approximately $184,000 per year.

B. Relationship of the South Gate Educational Center to the East Los Angeles College Mission

The SGEC directly addresses Goal 3 of East Los Angeles College’s mission statement (Appendix 4):

Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

The SGEC is a result of the College’s desire to provide access to high quality educational programs and services in the traditionally underserved communities of Southeast Los Angeles area. The current location of the SGEC is approximately 6.6 miles from the nearest community college, Los Angeles Southwest College. It is located in a region with high population density and limited access to higher education. (Table 1)

Table 1: Location of the SGEC in relationship to other public community colleges.
C. Rationale for the South Gate Educational Center

The SGEC operates in the middle of a vibrant Latino-American community situated southeast of the City of Los Angeles. The site serves a number of purposes, including expanding educational access and opportunities to the underserved Southeast Los Angeles communities. The eight communities surrounding the SGEC, South Gate, Bell, Bell Gardens, Cudahy, Florence-Graham, Huntington Park, Maywood, and Vernon, account for the site’s highest enrollment rates.

D. Population Statistics and Demographics for the SGEC Region

The communities surrounding the SGEC are mostly ethnically homogeneous, with 95 percent of the population identifying as Latino, according to the U.S. Census. The next largest ethnic group is African-American, accounting for approximately two percent of the population. In 2010, studies predicted the population of Los Angeles County as a whole would grow more than six percent by 2020 (Table 2).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Estimate</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6,851</td>
<td>2.0%</td>
</tr>
<tr>
<td>American Indian and Alaskan</td>
<td>184</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2,139</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>330,315</td>
<td>95.0%</td>
</tr>
<tr>
<td>White</td>
<td>7,221</td>
<td>2.1%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>393</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other</td>
<td>457</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>347,560</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*Table 2: Ethnic distribution for the region surrounding the SGEC.*

*Source: US Census American Community Survey Demographic and Housing Estimates*

According to the U.S. Census American Community Survey conducted from 2010 through 2014, on average, college enrollment and college-level educational attainment is lower for the communities surrounding the SGEC as compared to Los Angeles County as a whole. In particular, college enrollment in the eight-city region around the SGEC is 20.9 percent, compared to an L.A. County average of 31.4 percent. Educational attainment compared to L.A. County is far worse with 3.9 percent of the local region attaining an Associate Degree compared to 6.8 percent for the county as a whole. Further, only 4.4 percent of the population in the communities surrounding the SGEC attained a Bachelor’s Degree, compared to 19.5 percent for L.A. County (Table 3).
**Educational Attainment**

<table>
<thead>
<tr>
<th>Population 25 years and over</th>
<th>196,333</th>
<th>100%</th>
<th>6,557,746</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>68,708</td>
<td>35.0%</td>
<td>891,853</td>
<td>13.6%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>39,752</td>
<td>20.2%</td>
<td>629,544</td>
<td>9.6%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>44,304</td>
<td>22.6%</td>
<td>1,344,338</td>
<td>20.5%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>24,996</td>
<td>12.7%</td>
<td>1,278,760</td>
<td>19.5%</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>7,684</td>
<td>3.9%</td>
<td>445,927</td>
<td>6.8%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>8,626</td>
<td>4.4%</td>
<td>1,278,760</td>
<td>19.5%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>2,263</td>
<td>1.2%</td>
<td>682,006</td>
<td>10.4%</td>
</tr>
</tbody>
</table>

*Table 3: Educational attainment for the eight cities surrounding SGEC. Source: US Census American Community Survey 2010-14*

**E. Local Workforce Information for the SGEC Region**

Job opportunities in the vicinity of the SGEC are often low-paying entry-level positions. In 2015, the top 10 occupations for ZIP codes local to the SGEC included positions such as “Sewing Machine Operator,” “Laborers and Freight, Stock, and Material Movers, Hand,” “Cashiers,” and “Combined Food Preparation and Serving Workers, Including Fast Food.” The largest occupation, Sewing Machine Operator, is expected to shrink nearly 30% by 2025 (Table 4).

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewing Machine Operators (51-6031)</td>
<td>6,075</td>
<td>4,319</td>
<td>(1,756)</td>
<td>(29%)</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand (53-7062)</td>
<td>4,628</td>
<td>5,104</td>
<td>476</td>
<td>10%</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers (533032)</td>
<td>3,831</td>
<td>4,153</td>
<td>322</td>
<td>8%</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)</td>
<td>3,703</td>
<td>4,075</td>
<td>372</td>
<td>10%</td>
</tr>
<tr>
<td>Retail Salespersons (41-2031)</td>
<td>2,848</td>
<td>3,201</td>
<td>353</td>
<td>12%</td>
</tr>
<tr>
<td>Cashiers (41-2011)</td>
<td>2,816</td>
<td>3,041</td>
<td>225</td>
<td>8%</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers (43-5081)</td>
<td>2,590</td>
<td>2,879</td>
<td>289</td>
<td>11%</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food (35-3021)</td>
<td>2,192</td>
<td>2,862</td>
<td>670</td>
<td>31%</td>
</tr>
<tr>
<td>General and Operations Managers (11-1021)</td>
<td>1,999</td>
<td>2,121</td>
<td>122</td>
<td>6%</td>
</tr>
<tr>
<td>Packers and Packagers, Hand (53-7064)</td>
<td>1,942</td>
<td>1,972</td>
<td>30</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Table 4: Top 10 Largest Occupations in the SGEC region. Source: EMSI Q2 2016 Data Set*
As a result, the median income of the City of South Gate and surrounding cities is far lower than Los Angeles County and the State of California. In particular, the median income for the SGEC region was roughly 33% less than Los Angeles County and 39% less than the State of California in 2014 (Table 5). This data shows there is a need for the community to be able to access the 21st century job training and university transfer opportunities the SGEC offers.

<table>
<thead>
<tr>
<th>City</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell</td>
<td>N/A</td>
<td>$30,504</td>
<td>$37,483</td>
<td>$36,496</td>
</tr>
<tr>
<td>Bell Gardens</td>
<td>$23,308</td>
<td>$30,419</td>
<td>$38,337</td>
<td>$37,103</td>
</tr>
<tr>
<td>Cudahy</td>
<td>$22,245</td>
<td>$28,833</td>
<td>$41,508</td>
<td>$37,759</td>
</tr>
<tr>
<td>Florence</td>
<td>$19,769</td>
<td>$25,824</td>
<td>$31,857</td>
<td>$33,992</td>
</tr>
<tr>
<td>Huntington Park</td>
<td>$24,268</td>
<td>$29,844</td>
<td>$35,107</td>
<td>$34,777</td>
</tr>
<tr>
<td>Maywood</td>
<td>$25,559</td>
<td>$30,316</td>
<td>$37,724</td>
<td>$36,492</td>
</tr>
<tr>
<td>South Gate</td>
<td>$28,980</td>
<td>$35,789</td>
<td>$42,362</td>
<td>$43,526</td>
</tr>
<tr>
<td>Vernon</td>
<td>$16,350</td>
<td>$63,750</td>
<td>$76,059</td>
<td>$38,500</td>
</tr>
<tr>
<td>Eight City</td>
<td>$22,911</td>
<td>$34,416</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average</td>
<td>$22,924</td>
<td>$34,411</td>
<td>$42,555</td>
<td>$37,331</td>
</tr>
<tr>
<td>LA County</td>
<td>$39,035</td>
<td>$46,452</td>
<td>$54,467</td>
<td>$55,870</td>
</tr>
<tr>
<td>California</td>
<td>$40,559</td>
<td>$53,025</td>
<td>$58,931</td>
<td>$61,489</td>
</tr>
</tbody>
</table>

**Table 5:** Median income, SGEC region, LA County, and State of California.

*Source: US Census 2010-14 American Community Survey 5-Year Estimates*

**F. SGEC Enrollment Data and Feeder School Data**

Since ELAC began operating at the SGEC site in 1996, the college has amassed a large body of data that confirms the community around the SGEC has a great interest in and need for ELAC educational programs. The numbers of students enrolled in classes at the SGEC have grown steadily over the last decade, with the only dip occurring during the California budget cuts in 2012. The total student head count for fall 2015 was nearly at an all-time high, although the total number of duplicated enrollments is less than during the recession years (Table 6).
<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Sections</th>
<th>Enrollment</th>
<th>Students</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>201</td>
<td>6,169</td>
<td>3,248</td>
<td>30.7</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>199</td>
<td>6,422</td>
<td>3,383</td>
<td>32.3</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>209</td>
<td>6,674</td>
<td>3,492</td>
<td>31.9</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>229</td>
<td>7,760</td>
<td>4,141</td>
<td>33.9</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>231</td>
<td>8,932</td>
<td>4,770</td>
<td>38.7</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>201</td>
<td>8,815</td>
<td>4,930</td>
<td>43.9</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>193</td>
<td>8,639</td>
<td>4,910</td>
<td>44.8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>165</td>
<td>7,604</td>
<td>4,520</td>
<td>46.1</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>173</td>
<td>7,553</td>
<td>4,543</td>
<td>43.7</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>204</td>
<td>8,159</td>
<td>4,821</td>
<td>40.0</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>219</td>
<td>8,312</td>
<td>4,864</td>
<td>38.0</td>
</tr>
</tbody>
</table>

*Table 6: Enrollment and offering information for the SGEC.*

In the last decade, the SGEC has grown in every enrollment metric, including section offerings, head count, duplicated enrollment, and average class size. The total number of students taking courses at the SGEC has increased by nearly 50%.

Students taking courses at the SGEC are primarily from the surrounding community, as evidenced by the ZIP Code information for student enrollments. The highest enrollments come from the cities of South Gate, Huntington Park, and Bell/Bell Gardens. The top feeder high schools are also located within these ZIP Codes (Table 7).
Table 7: Top 10 Zip Codes with highest number of enrollments at SGEC, fall 2015. The top 10 feeder high schools are also shown.

The top feeder high schools are generally considered low-performing, with no high school in this category meeting the State of California Academic Performance Index (API) of 800. Of the top 10 feeder high schools, Garfield High School has the highest API score, but is also the furthest away from the SGEC site (Table 8).
<table>
<thead>
<tr>
<th>High School</th>
<th>2011 Growth API</th>
<th>2012 Growth API</th>
<th>2013 Growth API</th>
<th>Non-Weighted 3-Year Average API</th>
<th>Weighted 3-Year Average API</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUTH GATE SENIOR HIGH</td>
<td>677</td>
<td>693</td>
<td>709</td>
<td>693</td>
<td>693</td>
</tr>
<tr>
<td>HUNTINGTON PARK SENIOR HIGH</td>
<td>606</td>
<td>651</td>
<td>673</td>
<td>643</td>
<td>636</td>
</tr>
<tr>
<td>BELL SENIOR HIGH</td>
<td>681</td>
<td>687</td>
<td>706</td>
<td>691</td>
<td>690</td>
</tr>
<tr>
<td>SOUTH EAST HIGH SCHOOL</td>
<td>644</td>
<td>678</td>
<td>689</td>
<td>670</td>
<td>669</td>
</tr>
<tr>
<td>FREMONT SENIOR HIGH</td>
<td>572</td>
<td>582</td>
<td>623</td>
<td>592</td>
<td>587</td>
</tr>
<tr>
<td>BELL GARDENS HIGH</td>
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<td>704</td>
<td>686</td>
<td>685</td>
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<td>LYNWOOD SENIOR HIGH</td>
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<td>632</td>
<td>660</td>
<td>636</td>
<td>636</td>
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<tr>
<td>GARFIELD SENIOR HIGH</td>
<td>708</td>
<td>706</td>
<td>714</td>
<td>709</td>
<td>709</td>
</tr>
<tr>
<td>ROOSEVELT SENIOR HIGH</td>
<td>521</td>
<td>544</td>
<td>601</td>
<td>555</td>
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</tr>
<tr>
<td>JORDAN SENIOR HIGH</td>
<td>516</td>
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<td>615</td>
<td>580</td>
<td>564</td>
</tr>
</tbody>
</table>

**Table 8:** Academic Performance Index (API) scores for the top 10 feeder schools to the SGEC site. The API score ranges from 200 to 1000, with a performance target of 800. Source: California Department of Education.
II. Planning Process Leading to the Request for Change

A. Needs and Resource Assessment

The SGEC site has been operating for 20 years. As discussed in the previous sections, the SGEC site is located in a region that is unserved by other public higher education institutions. Further, the existing site is already drawing significant enrollment from the local community and high schools.

ELAC has committed significant time and effort to continually assess the needs of the SGEC community. An Academic Senate taskforce discussed the educational needs of the community, with an emphasis on ensuring that a variety of programs can be completed at the site (Appendix 5). The Office of Institutional Effectiveness and Advancement (OIEA) produced a report summarizing the programs that can be completed at the SGEC, as well as noting programs that were one, two, or three courses away from being able to be completed entirely at the SGEC (Appendix 1). This has resulted in a commitment from academic departments and the administration to offer all courses necessary to complete these programs.

A different SGEC taskforce focused on the global needs of the site, such as facilities and administrative capacity. In Spring 2015, the SGEC taskforce presented the following recommendations to the ELAC Shared Governance Committee (ESGC) and received the support to implement them:

• Continue working with EMC to create a growth plan that will help us achieve 75% FTES capacity by 2017-18
• Work with the Budget committee to create a budget allocation model for the South Gate campus
• Work with the Academic Senate and HPC to create annual targets for hiring of full time faculty at the South Gate campus
• Work with the Human Resources committee to create annual targets for hiring of full time classified staff at the South Gate campus
• Hire an additional dean for the South Gate campus
• Create a scheduling plan which will maximize classroom space
• Work with department chairs to ensure that IGETC is offered and the high demand certificates are offered
• Work with department chairs with the implementation of a division chair for the South Gate campus
• Hire a Classified Manager for Satellite Campus
• Begin rotation of deans to ensure regular coverage at South Gate campus
B. Anticipated Effect of the Proposed Change on the Rest of the Institution

This substantive change will have no adverse impact on ELAC because all courses and programs of study have been offered successfully at the SGEC and at the Monterey Park main campus, and they are all approved by the California Community College Chancellor’s Office.

C. Benefits Resulting from Change

The college has a longstanding commitment to the SGEC community. While the current facility allows the college to offer at least 50% of a variety of certificate and degree programs, the future Firestone Educational Center will ensure the college offers 100% of certificate and degree programs. The opening of the Firestone Educational Center will provide students with a robust college experience with the addition of science laboratories, additional student support services, and enhanced instructional facilities.

D. Preparation for Change

ELAC has engaged the local and broader community in preparation for the change. ELAC opened its first satellite campus in 1994. ELAC’s first offerings began in spring 1994 when the Southeast Educational Center was opened in city of Huntington Park. This provided the college an opportunity to determine the extent of demand and the feasibility of the college to move forward with a permanent satellite location. In 1997, the college entered into a long-term lease at its current site, located in the city of South Gate. The SGEC includes 50,000 square feet of space for 18 dedicated classrooms, a library, student store, 3 instructional labs, and a combined administrative and student services space. The facility includes on-site parking, and eight years ago the college leased an additional parking facility with 155 parking spaces that is a block away from the center.

In 2009 the LACCD Board of trustees approved the purchase of a facility located across the street from the current SGEC, the Firestone site. The college will move forward with the design and planning phase of the Firestone Educational Center in 2017 (Appendix 6). ELAC has begun to prepare for expanded class offerings at the new site by hiring a second dean of academic affairs, 6 additional full time tenure track faculty, 1 full time tenure track career counselor, and an instructional assistant for the math lab.
III. Institutional Resources Dedicated to the Site

The college program review and annual update process provides the venue for all departments and units on the campus to request resources including personnel. The SGEC prepares an annual update and program review that includes resource requests which recently included request of dedicated faculty and staff (Appendix 7, 8).

A. Student Learning and Support Services

The SGEC provides comprehensive learning and support services during all hours of operation.7

- Tutoring: The SGEC provides students tutoring services in the writing center and math lab, and is planning to set up a learning assistance center to provide general tutoring. Tutoring is scheduled throughout the day and evening hours. There is also a computer lab staffed with a full time Instructional Assistant of Information Technology.
- Administrative Services: The SGEC has a dedicated PC & Network Support Specialist and a Manager of College Information Systems for all information technology daily operational needs, four custodians, and an accounting technician. Security is provided by the Los Angeles County Sheriff Department with four security officers at the SGEC.
- Library: The library is staffed with a full time and two part time librarians and a library technician. The library offers comparable services to the main campus including workshops, reference services, instruction, and general circulation.
- Student Success and Support Program: Students may complete all matriculation services at the SGEC including assessment, orientation, and general enrollment services. Currently two full time admission and records assistants are dedicated to SGEC. They are scheduled to ensure services are available for day and evening students. In addition, the admissions and financial aid offices offer services on the first Saturday of every month. The college is in the process of hiring an Admissions and Records Evaluation technician to evaluate student graduation petitions, academic transcripts, and prerequisite petitions.
- Counseling: Three full time counselors and a cadre of part time counselors are available for general, career, transfer, DSPS, and other specialized counseling services offered via a number of categorical programs.
- Financial Aid: Financial aid services are offered Monday thru Friday and staffed with a full time financial aid assistant and financial aid technician.
- Bookstore: The bookstore provides textbooks and general supplies and is staffed with a full time cashier.

B. Faculty, Management, and Support Staff

The SGEC has sufficient and qualified administrators, faculty, and classified staff (Appendix
9). The hiring and evaluation of personnel are consistent with the LACCD Human Resources Policies and Procedures. There are two academic deans (day and evening/weekend) that supervise the day to day operations of the SGEC, faculty and staff. A full time senior secretary and a full time office assistant support the administrative functions of the site. Recently the college hired six tenure track faculty specifically for the SGEC. A total of eleven full time faculty, four vice chairs, a full time librarian, and 3 full time counselors are dedicated to the SGEC.

C. Professional Development for Faculty and Staff

The Office of Professional Development offers a number workshops and opportunities for professional development. All ELAC faculty and staff are provided access and encouraged to participate in professional development activities both at the SGEC and the main campus. Recently, the faculty and staff of the SGEC participated in a day long retreat focused on team building. In addition, all personnel at SGEC are encouraged to participate in a number emergency preparedness workshops specific to SGEC. The SGEC has the facility and technology to provide Microsoft Office Specialist Testing. All SGEC personnel are encouraged to participate in the college’s opening day activities.

D. Equipment and Facilities

The SGEC has sufficient and appropriate equipment and facilities. Currently all 18 classrooms are equipped with “smart” classroom technology. Students have access to computers for general use in the library (22 stations) the computer lab (42 stations), and the Writing lab (24 stations). Tutoring is provided in a dedicated writing center and dedicated math lab. In addition, 2 classrooms are equipped with individual computer stations (one classroom has 40 computers and the other one has 25) for instruction of CAOT, Computer Science, and general education classes which require a computer lab. A multipurpose classroom supports physical education and art classes that are offered every primary academic term. The SGEC also has an assessment lab with 40 computers that offers not only assessment services but also general instruction when it is not scheduled for assessment testing. The current site provides parking for 335 automobiles and a leased facility a block away provides additional 156 spaces. All full time faculty have dedicated office space, and part-time faculty have shared office space.

E. Fiscal Resources

The college has a longstanding financial commitment to the SGEC. The current leased facility has been maintained by the college and undergone a number of improvements to ensure the college meets the standards for safety, security, facilities, equipment, and appropriateness for programs and services offered at the site. The college’s commitment to the South Gate community and financial investment is further supported with the investment in the Firestone
Educational Center. LACCD purchased the property and will commence a bond-funded project, which includes expansion of instructional programming, student services, and administrative services. The center will accommodate 9,000 to 10,000 students.

**F. Initial and Long-Term Funding and Impact on the Institutional Budget**

The college budget is sufficient to meet the instructional, student support, and administrative service costs. The college 2015-2016 unrestricted budget was $109.1 million and the college carry-forward balance for the respective fiscal year was $6 million. The costs associated with SGEC are fully incorporated in the college general fund and further supported with restricted funds such as Student Success and Support Program, Student Equity, and Basic Skills Initiative. While the SGEC has its own budget (Appendix 10), the majority of resources are integrated in the college general budget and operations. Moreover, the SGEC is fully integrated in the college fiscal planning process. The college uses program review and annual update process to allocate resources. The SGEC participates in the process where resource requests include facilities, personnel, and general budget augmentation.

**G. Comparative Analysis of Budget, Enrollment, and Resources**

The SGEC resources are provided through the college general fund and many restricted funds such as Basic Skills Initiative, Equity, and Student Success and Support, to name a few. The majority of costs are incorporated in the college general fund and is embedded within many units including academic affairs, student services, and administrative services (Appendix 11). The college has directed resources based on enrollments, program review, and overall student needs. For example, the recent SGEC taskforce recommended the hiring of faculty specifically for SGEC to support SGEC faculty leadership in the college shared governance and future transition to the Firestone Education Center. There is an SGEC budget for general operational needs, including administrative personnel.

**H. Monitoring of the Proposed Change**

The ELAC annual update and program review process includes an evaluation, at the department/program level, of current and longitudinal data including enrollment, student success measures, learning outcomes and resources. The college Program Review and Viability Committee reviews and validates analysis and planning efforts by each unit. The committee provides commendations and recommendations for improvement. The SGEC will continue to prepare its own program review/annual update.
I. Evaluation and Assessment of Student Learning Outcomes and Student Achievement Data

ELAC has made significant progress and investment in assessing student learning outcomes (SLO). The college has invested in a full time faculty Learning Assessment Coordinator, three campus facilitators, and a number of department specific facilitators. Overall, the college has supported 39 department facilitators for ongoing assessment, evaluation, and planning. While current facilitators work with all faculty regardless of location, the administration and faculty at SGEC will recruit at least one faculty member to serve as the SGEC facilitator.

The college Learning Assessment Committee provides technical review of course learning outcomes (CLOs) and is linked to curriculum development. In 2014 the Academic Senate passed the Policy on SLO Sustainability that required all CLOs be assessed and reports submitted to the Learning Assessment Office. The college developed and approved Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs).

The college engages in a number of activities designed to support and ensure robust dialogue surrounding learning outcomes. More recently, the college has begun implementation of eLumen software to support evaluation and assessment of SLOs and facilitate disaggregation of data. eLumen training is scheduled for SGEC faculty.

The program review and annual update process consists of evaluation, assessment, progress, and validation of all campus units. This process provides an opportunity to determine if each unit is aligned with the college mission and making progress toward the college overarching student success measures, including student achievement, retention, and completion. All units at the SGEC are fully incorporated in the program review process directly and indirectly. The SGEC completes its own annual update and program review and can consider student service outcome data specific to SGEC. Moreover, data provided to each college unit is inclusive of SGEC and ultimately disaggregated for further analysis.
IV. Evidence of Internal and External Approvals

A. Administrative

The ELAC Curriculum Committee approves all new or revised course outlines and programs of study offered at any location or mode of delivery. The curriculum approval process includes approval by the ELAC Academic Senate, LACCD BOT, and the CCCCO. All the courses offered at SGEC went through this approval process.

B. Los Angeles Community College District Board of Trustees Approval

The Los Angeles Community College District Board of Trustees will be presented with this substantive change proposal for formal approval at the January 2017 board meeting.
V. Evidence of Maintenance of Eligibility Requirements

The maintenance of eligibility requirements and the impact of the substantive change proposal to these requirements are noted below.

A. Authority

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

East Los Angeles College (ELAC) is authorized to operate as a post-secondary, degree granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The proposed change does not affect this requirement.

B. Operational Status

*The institution is operational, with students actively pursuing its degree programs.* In fall 2014, ELAC enrolled 27,638 credit students, 1,424 noncredit students, and 8,642 students in its Pubic Service Academies. Of the credit students enrolled, 28.1 percent were enrolled fulltime, with 71.5 percent of the students identifying a primary educational goal of pursuing transfer, a degree, or career preparation. Since many SGEC students also take courses at the main campus, it is difficult to separate educational goal by location.

A copy of the current searchable class schedule is available at the ELAC website.² A separate schedule listing only SGEC courses is available for fall and spring terms.³ Courses are scheduled at all sites so that students have the opportunity to complete degree and certificate

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² ELAC schedule of classes - [https://www.elac.edu/academics/schedules/index.htm](https://www.elac.edu/academics/schedules/index.htm)
³ Fall 2016 SGEC class schedule - [https://www.elac.edu/academics/schedules/2016/fall/ELAC_Fall_2016_Classes_SG.pdf](https://www.elac.edu/academics/schedules/2016/fall/ELAC_Fall_2016_Classes_SG.pdf) and Spring 2017 SGEC class schedule - [https://www.elac.edu/academics/schedules/2017/spring/ELAC_SPRING_2017_Classes_SG.pdf](https://www.elac.edu/academics/schedules/2017/spring/ELAC_SPRING_2017_Classes_SG.pdf)
programs at a pace and location that meets their individual needs. The proposed change does not affect this requirement.

C. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

ELAC has 37 Associate of Arts and Associate of Science Degrees plus 20 state-approved Associate Degrees for Transfer. The Catalog lists the requirements for all degrees. All degrees require a minimum of 60 units to complete and include a General Education component, as well as concentration within a major. Full-time students meeting the English and math requirements can earn the 60-unit degrees within two years.

During the 2014-2015 academic year ELAC offered 5,392 credit sections. Ninety-five percent of the sections were degree applicable. As of fall 2015, 15 degrees can be competed 50 percent or more at the SGEC site.

The proposed change does not affect this requirement.

D. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose fulltime responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Los Angeles Community College District Board of Trustees appointed the current College President, Mr. Marvin Martinez, on January 30, 2013, with an effective date of July 1, 2013. The president is the chief executive officer of the College, with full-time responsibility to the institution.

The proposed change does not affect this requirement.

E. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.
An independent firm conducts audits of the College within the District on an annual basis. They produce the “LACCD Report on Audited Basic Financial Statements” using Government Audit Standards. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD in conformity with U.S. generally accepted accounting principles.

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. According to the Department of Education’s website the default rates for East Los Angeles College for fiscal years 2010, 2011, and 2012 were 11.6 percent, 19.2 percent, and 13.4 percent, respectively, which are well within the acceptable range.

The proposed change does not affect this requirement.

**F. Mission**

*The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.*

The East Los Angeles College mission statement is publicized throughout the college in printed and electronic published documents. The mission statement is reviewed regularly and presented to the LACCD Board of Trustees for review and approval. The mission statement is inclusive of all educational programs, services, and locations (Appendix 4). The proposed change does not affect this requirement.

**G. Governing Board**

*The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution’s mission is achieved. The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The
Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items.\(^4\) The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District’s and colleges’ mission to support the integrity, quality and improvement of student learning programs and services.\(^5\)\(^6\)\(^7\)\(^8\)\(^9\)\(^10\).

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board.\(^11\)\(^12\)\(^13\)\(^14\)\(^15\)\(^16\) The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college’s requests for financial assistance for fiscal sustainability.\(^12\)\(^13\)

The proposed change does not affect this requirement.

**H. Administrative Capacity**

_The institution has sufficient staff, with appropriate preparation and experience to provide administrative services necessary to support its mission and purpose._

\(^4\) https://www.laccd.edu/Board/Documents/BoardRules/Ch.II-ArticleI.pdf
\(^5\) https://www.laccd.edu/Board/Documents/BoardRules/Ch.II-ArticleII.pdf
\(^6\) http://www.laccd.edu/Departments/BusinessServices/Contract-Services/Documents/2015-
\(^7\) %20Budget%20Development%20Calendar.pdf
\(^8\) https://www.laccd.edu/Departments/CFO/budget/BudgetReports/TentativeBudget/Documents/Tentative%2
\(^9\) 0Budget%202015-2016.pdf
\(^10\) https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/20152016%20Final%2
\(^11\) 0Budget%20(Board%20Approved).pdf
\(^12\) https://www.laccd.edu/About/Documents/D4-03.pdf
\(^13\) https://www.laccd.edu/Departments/DistrictLevelGovernance/DBC/Pages/default.aspx
\(^14\) https://www.laccd.edu/Board/StandingCommittees/Documents/20142015StandingCommitteeMinutes/20150513-
budget-finance-minutes.pdf
\(^15\) https://www.laccd.edu/Board/Documents/2015-2016BoardMinutes/20150805-Board-Minutes.pdf
\(^16\) https://www.laccd.edu/Board/Documents/2013-2014BoardAgendas/20131009-Board-Agenda.pdf
\(^17\) https://www.laccd.edu/Board/StandingCommittees/Documents/20152016StandingCommitteeMinutes/20150916-
budget-finance-Minutes.pdf
The SGEC has adequate staffing to ensure appropriate oversight and management during all hours of operation. The SGEC administrative team includes 2 full time academic deans, with day and evening/weekend assignments to ensure appropriate supervision. The deans report to the Vice President of Academic Affairs and consult with the Vice Presidents of Administrative Services and Student Services on matters related to administrative services and student services.

The student services staff includes eight full-time staff/counseling faculty and several part time staff/adjunct counselors. Student Services personnel report to the Vice President of Student Services. Personnel responsible for business services, technology, facilities, and safety report to the Vice President of Administrative Services. LACCD contracts with Los Angeles County Sheriff to provide safety and security, which includes a permanent presence at the SGEC. The administrative services personnel includes 11 full time and 1 half time employees.

The proposed change does not affect this requirement.

I. Educational Programs

*The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at level of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.*

ELAC’s instructional programs are consistent with its mission statement (Appendix 4). The college offers 58 state-approved associate degrees, 68 state-approved Certificates of Achievement, and 11 noncredit Certificates of Completion programs. Of the associate degrees, the college has 20 state-approved Associate Degrees for Transfer in the “recognized higher education fields of study” that have been developed by the state Chancellor’s Office as the model pathway for students interested in transferring to a California State University.

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14 Chancellor’s Curriculum Inventory - http://curriculum.cccco.edu/Search?CollegeIds=89&courseorprogram=c&TopCodeldAlpha=&TopCodeld=&keywords=&ControlNumber=&CreditStatusId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultId=
15 State Chancellor Curriculum Inventory Report August 31, 2015
The college also offers 47 college-based skills certificates that are not state approved (These certificates, all fewer than 18 units, are internal to the campus and do not require alignment with state curriculum.) In 2013-14, 1646 Associate Degrees, 1107 Certificates of Achievement, and 1006 Skills Certificates were awarded.

The Curriculum Committee ensures that degree and certificate requirements are appropriate and that courses within any program have the expected level of rigor. Courses offered off-campus, whether at local high schools or community agencies, at the SGEC, through contract education, or online must follow approved Course Outlines of Record and be taught by faculty who meet the same minimum qualifications as courses taught on the main campus and in face-to-face classes. Faculty must be certified in the college-approved learning management system for online instruction before teaching a hybrid or online class.

In 2014-15, the President of the College created a taskforce to evaluate the course offerings and support services at the SGEC and make recommendations to ensure that students taking classes at that location had access to courses needed to complete degrees and certificates in a timely manner (Appendix 5). Based on this process, the Enrollment Management Committee has allocated additional course hours to the SGEC to facilitate enrollment in courses required for completion or IGETC.

The proposed change does not affect this requirement.

**J. Academic Credit**

*The institution awards academic credits based on generally accepted practices for degree granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10).*

ELAC awards credit consistent with institutional policies that reflect the generally accepted norms of higher education and student attainment of learning outcomes. Grading policies and criteria for awarding credit are based on policy established in California Education

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16 [2013-15 Associate Degrees, Certificates and Skills Certificates](https://www.elac.edu/academics/catalog/asdegreeinfo.htm)

17 [Facts in Brief](https://www.elac.edu/academics/catalog/asdegreeinfo.htm)

18 [LACCD Board Rule 6201](http://laccd.edu/Board/Documents/BoardRules/Ch.VI-Article1.pdf)

19 [Course outline](https://www.elac.edu/facultyStaff/doc/checklist/CreditCourseOutline.pdf)

20 [California Community Colleges Chancellor's Office Minimum Qualifications for Faculty & Staff](http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

21 [ETUDES Training](https://www.elac.edu/online/courselogin.htm)
The Course Outline of Record (COR) is the official document containing course content, objectives, methods of assessment used for grading and awarding credit, and student learning outcomes. In compliance with the California Code of Regulations, Title 5, Chapter 6, the Curriculum Committee requires these elements for each outline.

Degree Requirements are specified in the LACCD Board Rules Chapter IV Article II:

- Board Rule 6201.10 specifies a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education for a degree to be awarded. It also defines compliance with the state guidelines for Associate Degrees for Transfer.
- Board Rule 6201.10 specifies the requirement for a 2.0 grade average or better in all work attempted in the curriculum upon which the degree is based.
- Board Rule 6201.12 defines the English and math competencies for degree achievement.
- Board Rule 6201.14 outlines the general education requirements for graduation.
- Board Rule 6202 defines students’ catalog rights.

The proposed change does not affect this requirement.

K. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

ELAC faculty have identified (PLOs) for each of the college’s instructional programs. The college has clustered the academic disciplines, degrees, and certificates into 54 programs of study. PLOs have been developed for 100% percent of these programs of study, are listed in the college catalog, and are published on the website. In addition the college has defined GELOs that correspond to the five General Education areas: Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, Language and Rationality, and Health and

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23 California Code of Regulations, Title 5 - http://www.cde.ca.gov/ls/fa/sf/title5regs.asp
24 LACCD Board Rules - http://laccd.edu/Board/Pages/Board-Rules.aspx
Physical Education. The college has also developed nine Institutional Learning Outcomes. Each general education course is mapped to at least one GELO. All other courses are mapped to one or more ILOs. The most recent assessment of the ILOs and GEOs took place in May 2015, resulting in a number of recommendations for instructional departments.

The proposed change does not affect this requirement.

L. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree programs. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

ELAC offers general education courses in accordance with the official course outline of record and assures SLOs are assessed regardless of location or delivery modality. The Curriculum Committee ensures that degree requirements are appropriate and that courses have the expected level of rigor. LACCD Board Rule 6201 specifies the minimum number of units for an associate degree as being no less than 60 (6201.10), minimum GPA of 2.0 (6201.11), the English and Math competency requirements to be met (6201.12), and the General Education requirements (6201.14). All associate degrees require a minimum number of general education units, ranging from 18 to 30, depending on the plan selected, that provide an introduction to the fields of Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. The number of General Education requirements varies by the degree plan, but the minimum number of GE units to be taken are 18, in compliance with Title V requirements.

The proposed change does not affect this requirement.

M. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community.

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27 LACCD Board Rules - http://laccd.edu/Board/Pages/Board-Rules.aspx
in general. Regardless of Institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exists.

The Los Angeles Community College Board’s (LACCD) position on Academic Freedom is contained within the Board Rules on Prohibited Discrimination and Harassment: 15002. Academic Freedom. The Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow Prohibited Discrimination. The discussion of ideas, taboos, behavior or language, which is an intrinsic part of the course content, shall in no event constitute Prohibited Discrimination. It is recognized that an essential function of education is probing of received opinions and an exploration of ideas, which may cause some students discomfort. It is further recognized that academic freedom insures the faculty’s right to teach and the student’s right to learn. Adopted 2/22/95 Amended 6/13/07

The District’s acknowledgement of academic freedom is included in the college General Catalog. The AFT negotiated contract outlines the policies and procedures for protection of academic freedom. Board rules concerning academic freedom are available to the Academic Senate. The committee on Academic Freedom and Ethics (CAFE) ensures that the college-upholds its policies on academic freedom and ethical conduct. The Academic Senate adopted the ELAC Academic Freedom and Responsibilities Policy on March 26 2013. The Academic Senate also adopted the ELAC Faculty Ethics Policy (Appendix 12) on October 8, 2013, and an Academic Freedom and Responsibilities Policy (Appendix 13) on March 26, 2013.

The proposed change does not affect this requirement.

N. Faculty

The institution has sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

East Los Angeles College has a substantial number of qualified full time and part time faculty. During the fall 2016 term the college hired 51 new full time faculty in a number of disciplines including 6 specifically for the SGEC. Currently there are 11 Full time faculty and 3 full time counselors dedicated to the SGEC. Overall, SGEC supports 136 FTE instructional faculty and
5.5 FTE counselors. The college has the sufficient qualified faculty to support the instructional programs.

The proposed change does not affect this requirement.

**O. Student Support Services**

_The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)_

At the SGEC, Student Services is concentrated at the front office, and students have access to most services. Students can access all services, such as the Student Health Center at the main campus, via the college shuttle. Starting in Fall 2016, a contract mental health therapist started to provide mental wellness counseling to the SGEC students on site two days (16 hours) per week, and a full-service student health center is programmed in the new Firestone Educational Center.

The quality and level of service at the SGEC are comparable to the main campus. Financial Aid, Assessment, Admissions and Records, Transfer, Career Center, EOPS, DSPS, and the Counseling department have staff and unclassified support at SGEC. A total of 3 full time counselors and several part time counselors are assigned to the SGEC. Staffing patterns are based on student needs and demand. During peak periods student services are augmented with additional staff and extended hours of operation.

The proposed change does not affect this requirement.

**P. Admissions**

_The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)_

East Los Angeles College is an open access college that welcomes all potential students. The college general admission policies are consistent with its mission statement of open access, reflective of Los Angeles Community College District Board rules that follow California State regulations. LACCD Board Rule 8100 allows students who are high school graduates or equivalent to attend East Los Angeles College. The only exception to the open admissions policy is for persons in the United States under a travel visa (B-1 or B-2). This stipulation in Board Rule 8100 is in response to increased Federal regulation and tracking on non-resident

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28 [LACCD Board Rule 8100 - https://www.laccd.edu/Board/Pages/Board-Rules.aspx](https://www.laccd.edu/Board/Pages/Board-Rules.aspx)
attendance in American schools. Otherwise, all students are welcome to attend, even if they are not California residents. The only difference is the tuition rate charged per unit.29

The proposed change does not affect this requirement.

Q. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs by offering, on both campuses, readily accessible libraries, Learning Assistance Centers, Reading and Writing Centers, Math Tutoring Centers, and several additional course- and major-specific assistance labs and tutoring services.

The SGEC library has more than 2,000 print books and access to the same electronic books and article databases as the main campus, 10 open access computers with 2 printers, and access to a copy machine. The SGEC library and computer lab have workstations for students with disabilities, and the staff are ready to offer assistance during operating hours. Agreements are in place to further provide long-term access to information with Cal State L.A., UCLA and the entire Los Angeles Community College District network of nine campuses.

Tutoring services are offered to the SGEC students. The SGEC Writing Center offers supervised learning assistance (tutoring) and is staffed by one full-time English Instructional Assistant and five peer tutors to assist students with developing critical thinking, reading and writing skills. Similarly, the SGEC Math Tutoring Center also offers tutoring services, but with a focus on helping students develop their mathematical skills, and is staffed by one full time Math Instructional Assistant and six peer tutors. Additionally, the institution is planning to add a Learning Assistance Center at the SGEC that will offer tutoring in other high demand subjects, including modern languages.

The proposed change does not affect this requirement.

Reg
Registration and Fees - http://www.elac.edu/prospectivestudents/admissions/fiscal/Registration_Fee.htm
R. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

The annual budget for the college is sufficient to meet instructional needs, student support needs, and operations. For 2015-2016 the college’s unrestricted budget is $106.5 million as of September 22, 2015. This figure includes a carry-forward balance of $9.8 million. The 2015-2016 budget is sufficient to cover projected expenditures of $100 million as well as provide for a 1% contingency to be used as needed. In addition, restricted funds supplement the college’s instructional services, student support services and operations. Prior year-end balances accrued by the college have contributed $25.2 million to the District’s General Reserve and Contingency Fund. Each year the college has fixed costs which amount to approximately 86% of the annual budget.

The institution’s prudent fiscal management has helped ensure financial stability for the entire district. In 2012, prior year-end balances and reserves accrued by the college contributed $25.2 million to the District’s General Reserve and Contingency Reserve. These funds will remain in District’s reserves and paid back to East Los Angeles College in future years when additional funding is available. The college continues to fully support the financial needs of the SGEC and prepared to support the transition to the Firestone Educational Center.

The proposed change does not affect this requirement.

S. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

30 https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/201415%20Final%20Budget.pdf

ELAC engages in continuous, broad based, systematic evaluation and planning. The planning process integrates program review with ELAC’s long term plans and resource allocation including staffing, physical, technological, and financial needs.

The foundation of long term planning at ELAC is the ELAC Strategic Plan. From the Strategic Plan flow the Educational, Technological and Facilities Master Plans. These plans are systematically reviewed on a seven year cycle.

All Master Plan objectives are aligned with the strategic directions and values of the Strategic Plan. All college planning agendas are created through data-driven processes that include national, state, local, and campus-level data.

OIEA provides comprehensive college data on student outcomes and college core indicators of success. The college is also guided by the objectives set forth in the District Strategic Plan. Through the use of quantitative and qualitative data, and the direction of the District Strategic Plan, the college regularly reviews its own strategic and planning objectives.

The Program Review process is used to substantiate the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The college utilizes two processes as part of Program Review: a Program Review Self-Evaluation is completed every six years and the Annual Update Plans are completed in between comprehensive reviews.

T. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information
- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with the ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees

32 ELAC Strategic Plan - http://www.elac.edu/facultyStaff/oie/planning/doc/Strat%20Plan_Short%20Ver_FINAL.pdf
33 District Strategic Plan - https://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/DistrictStrategic-Plan-v2.aspx
34 Annual Update Plans - http://www.elac.edu/facultyStaff/oie/Annualupdates.htm
• Academic Calendar and Program Length
• Academic Freedom Statement
• Available Student Financial Aid
• Available Learning Resources
• Names and Degrees of Administrators and Faculty
• Names of Governing Board Members

Requirements
• Admissions
• Student Fees and Other Financial Obligations
• Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students
• Academic Regulations, including Academic Honesty
• Nondiscrimination
• Acceptance of Transfer Credits
• Transcripts
• Grievance and Compliant Procedures
• Sexual Harassment
• Refund of Fees

ELAC provides a print and electronic copy of the general catalog with accurate, complete, and current information specific to each item specified above. The information is appropriate for students attending the SGEC.

The proposed change does not affect this requirement.

U. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose any information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12 and I.C.13)

The LACCD BOT provides assurance that ELAC adheres to Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose any information required by the Commission to achieve its accrediting responsibilities. The college’s accreditation status is disclosed in printed materials including the college catalog,
schedule of classes, and the college website. This substantive change proposal is further evidence of meeting commission requirements to institute and receive approval of substantial changes.

The proposed change does not affect this requirement.
### VI. Evidence That Each Accreditation Standard Will Be Fulfilled at the Site

#### A. Standard I

The SGEC operates in fulfillment of the college’s approved mission and goals\(^{35}\), particularly Goal 3, “Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.” The SGEC evolved into a full service center so students could complete a transfer program and several career programs without attending the main campus.

The adoption of Proposition J in fall 2008 secured $3.5 billion dollars for LACCD, of which $220 million was allocated to build a permanent location near South Gate/Firestone. That facility is targeted for completion in 2020, and will replace the current leased facility across the street.

SGEC participates in the Program Review process as a unique entity\(^{36}\) as well as via academic and student services divisions located there. The East Los Angeles College Profile and Data Book compiles information about students, faculty, staff, surrounding community, attendance, enrollment, student information, and services related to the South Gate location as well as the main campus.

PLOs at both the main campus and SGEC include refining Programs of Study and developing a schedule of completion. The *SLO Sustainability Policy*\(^{37}\) delineates the implementation levels, deadlines, necessary evidence and accountability actions. As of July 1, 2015, 100% of programs have PLOs defined (ELAC 2013-15 General Catalog).\(^{38}\)

PLOs are assessed by both direct and indirect measures. Evaluation of PLOs is ongoing; faculty and staff report on these outcomes through the Program Review Self-Evaluation and Annual Update Plan processes.\(^{39}\) Direct assessment of PLOs is conducted through an assignment; indirect assessment of PLOs is generally a survey.

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37 [http://elac.edu/facultyStaff/committees/acadsenate/doc/policies/PolicyOnSLO_Sustainability.pdf](http://elac.edu/facultyStaff/committees/acadsenate/doc/policies/PolicyOnSLO_Sustainability.pdf)


The college disaggregates and analyzes student outcome and achievement data for a variety of subpopulations of students, including students attending the SGEC. Equity gaps found in analyses have led to the development of several innovative programs, including the John Delloro Transfer Program in Social Justice, which was started at the SGEC. Additionally, the college is planning to start offering first-year experience cohorts for the SGEC students in summer or Fall 2017.

B. Standard II

Programs, courses, faculty, and staff at SGEC are held to the same standards as those on the main campus. Courses must follow approved Course Outlines of Record and be taught by faculty who meet the same minimum qualifications as courses taught on the main campus. Full-time and part-time faculty at SGEC, as well as at the main campus, are evaluated regularly and given feedback on their teaching. All faculty are required to participate in ongoing professional development.

In 2014-15, the President of the College created a taskforce to evaluate the course offerings and support services at the SGEC and make recommendations to ensure that students taking classes at that location had access to courses needed to complete degrees and certificates in a timely manner. Based on this process, the Enrollment Management Committee has allocated additional course hours to the SGEC to facilitate enrollment in courses required for completion or IGETC.

At ELAC, more than half the entering students assess into pre-collegiate English or math courses. As a result, they have a long pathway to follow in order to earn an associate degree or transfer. The support given to these students, both inside and outside the classroom, is critical to their long-term success.

The pathway for ELAC distinguishes pre-collegiate level curriculum from college level through coordination with the State Chancellor’s office. At ELAC, pre-collegiate courses, which are defined by the State Chancellor’s Office Data Element Dictionary, include:

- All noncredit classes except Citizenship and Vocational Education classes
- English Department: Reading 19; English 19, 21, 28, and 94
- Math Department: Math 102, 112, 103, 105, and 110

40 [http://elac.edu/southgate/JohnDelloro.htm](http://elac.edu/southgate/JohnDelloro.htm)
42 [http://elac.edu/facultyStaff/oie/enrollmentmanagementcommittee/docs/minutes/EMC%20Minutes%200422-15_draft.pdf](http://elac.edu/facultyStaff/oie/enrollmentmanagementcommittee/docs/minutes/EMC%20Minutes%200422-15_draft.pdf)
Such courses are listed in the catalog as noncredit or non-degree applicable (NDA) and are offered at SGEC as well as on the main campus.

Between summer 2013 and fall 2015, 57 percent of ELAC students taking an assessment test placed into one of these basic skills math classes and 47 percent of students (excluding ESL placements) placed into one of these basic skills English classes.

ELAC supports students in advancing to and succeeding in college level curriculum through developing strategies for academic success. Students at SGEC in pre-collegiate English and Math courses, as well as college-level courses, receive tutoring assistance through the Math Tutoring Center and the Writing Center.

The Writing Center offers supervised learning assistance (tutoring) at South Gate on a walk-in basis. The center assists students in developing critical thinking, reading, and writing skills at all stages of the writing process from brainstorming to drafting and revising. Since the center aims to guide students through one-on-one tutoring by asking questions rather than providing answers, tutors neither edit nor proofread assignments. Through this approach, students can assume responsibility for organizing their thoughts in clear, focused, and convincing arguments. The hours at South Gate are Monday—Thursday, 9 a.m. to 7 p.m., Friday, 10 a.m. to 4 p.m., and Saturday, 10 a.m. to 2 p.m. Hours during summer and winter intersessions are Monday—Thursday 9 a.m. to 7 p.m. and Friday 10 a.m. to 4 p.m. The SGEC Writing Center is staffed with five writing tutors and one full time English Instructional Assistant.

The Mathematics Tutoring Center offers walk-in, open-ended tutoring. In this approach, students drop in to the center and work on assignments at their own pace. When they need assistance, they notify a tutor. This gives the students enough time to develop their questions and the tutor to guide the students. The hours at South Gate are Monday-Thursday from 9 a.m. to 8 p.m., Friday, 9 a.m. to 4 p.m., and Saturday 9 a.m. to 2 p.m. There are six math tutors and one full time Math Instructional Assistant employed at SGEC. The Learning Assistance Center has three tutors in Social Sciences and Biology assigned to SGEC for 20 hours per week.

Students, staff, and faculty have access to a library collection with sufficient breadth, depth, and variety to support the courses offered at both the East Los Angeles College Main

45 https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/CollegeMasterPlan/edmasterplan_2012-18_FINAL.pdf
Campus and the SGEC. Students have access to the main campus library and, in addition, the South Gate Library, which is staffed by one full time and 2 part time librarians, one full time library technician, and a student worker. The following resources are available at the SGEC library:

- 2,000+ print books
- 30,000+ electronic books
- 40+ online article databases
- 280+ audio-visual materials
- 15+ print periodicals
- A course reserve collection with more than 80 course textbooks and other materials
- 10 open access computers and 2 public use printers
- A workstation for library users with disabilities
- 1 copy machine
- 1 library classroom equipped with a total of 40 computers (See the Library Services and Policies web page for more details).

At the SGEC, the library hours are Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. during the regular semesters. During the summer and winter sessions, the SGEC Library opens Monday through Thursday, 8:00 a.m. to 8:00 p.m.

The following reciprocal borrowing agreements are in place at both the Main Campus and the South Gate Libraries.

- **Cal State LA Reciprocal Borrowing**
  The East Los Angeles College Library has a reciprocal borrowing agreement with the California State University, Los Angeles Library. ELAC students can check out books from their library by going directly to the Cal State LA campus with a current ELAC

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46 [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library_Database_Usage_Statistics_for_ELAC.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library_Database_Usage_Statistics_for_ELAC.pdf)


49 [https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryHours.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryHours.pdf)
ID and class schedule. Students must physically go to the library to check out and return the books. No delivery service is available.\(^{50}\)

- **UCLA TAP Cards for ELAC’s Honor Students**
  Students enrolled in the Honors Program (which has a presence at SGEC) are eligible for a Transfer Alliance Program (TAP) card that allows students to check out books from UCLA’s College Library.\(^{51}\)

- **Los Angeles Community College (LACCD) Reciprocal Borrowing**
  The ELAC Library has a reciprocal borrowing agreement with the other libraries in the Los Angeles Community College District. Students can make intra-library loan requests for circulating books that are available in other LACCD libraries; the books are delivered via postal mail. The wait time is generally about one week. Students can also go directly to other LACCD campus libraries to check out circulating books in person with a current ELAC ID.

The quality and level of student support services at the SGEC are comparable to the main campus. Financial Aid, Admissions and Records, the Assessment Center, and the Counseling department have full time staff and unclassified support at SGEC. DSP&S has an adjunct counselor and provides accommodation services are provided to the students with disabilities. EOP&S and CalWORKS services are available to the SGEC students, and the College is in the process of staffing adjunct EOP&S and CalWORKS counselors at SGEC. Additionally, there are two full time and five part time general counselors, and there is a full time career counselor at SGEC. The College is also in the process of hiring another adjunct career counselor for the SGEC Career Center. In sum, there are 5.5 FTE counselors specifically for the SGEC.

The plans for the Firestone Education Center, replacing the current SGEC, include upgraded facilities and expansion of student services to include a Student Health Center.\(^{52}\)

Student services such as DSP&S and EOPS meet the needs of a unique group of students. Services are offered at both the main campus and SGEC. The institution complies with the Americans with Disability Act of 1990 and uses this regulation to ensure that services meet

\(^{50}\) [website](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20Cal%20State%20Los%20Angeles%20Library%20Policy.pdf)

\(^{51}\) [website](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20the%20TAP%20website.pdf)

\(^{52}\) [website](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/C/SGEC%20HealthCtr%20Prog.pdf)
the needs of the students. Services include, but are not limited to, dedicated counseling staff, specialized lab equipment and computer software, and testing accommodations.\(^{53}\)

**C. Standard III**

Much of the impact of the proposed change on areas of Standard III—human resources, physical resources, technology resources, and financial resources—is covered above in section D. Regarding evaluation of faculty and staff, two permanent full-time academic deans are in place at SGEC. They evaluate faculty and staff systematically and at stated intervals, using the same criteria, procedures, and forms as on the main campus. Also, departments with a large faculty presence at the center have vice-chairs in place who are empowered to evaluate faculty. The Vice President of Academic Affairs evaluates all academic deans, including SGEC deans, annually.

As for faculty selection, it is the purview of academic departments on the main campus, who recruit and interview candidates either with the stipulation that they will be assigned to SGEC, or that they may be rotated there in turn. Qualifications, advertising of positions, and interviewing are handled in the same way as on the main campus.

Staffing levels at SGEC are evaluated in the same way as on the main campus. Departments or units submit requests through their Annual Update Plans, and the requests are evaluated and prioritized by the Human Resources Committee. Following the college president’s approval, classified staff selection is handled in the same manner as on the main campus, under the guidelines of the personnel commission.

The ELAC President has emphasized hiring new full-time faculty for SGEC, and as of fall 2016, six new faculty were hired specifically for this location. SGEC faculty are included in the annual New Faculty Institute that takes place on a series of Fridays on the main campus. In addition, the SGEC deans and vice-chairs orient new SGEC hires to the facility and its resources.

The SGEC has a counselor designated for disabled students. The facility itself is ADA accessible. Administrative Services maintains a regular maintenance schedule, responds to web-based requests,\(^{54}\) and dispatches personnel promptly in emergencies. The college

\(^{53}\) https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/DSPS%20services.pdf  

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community looks forward to the construction of a new facility on college-owned land nearby the current building.

There are four sworn security officers on the site at all times that it is open and sheriff deputies visit SGEC regularly, to provide a safe and secure campus community for faculty, staff, and students.

The college’s IT Department serves the technology needs of SGEC students, faculty, and staff and currently have two full time staff on site.

D. Standard IV

ELAC is committed to participatory governance that involves students, staff, faculty, and administrators. The policy and procedures for decision-making are delineated in the Governance Policy Handbook that clarifies the roles and responsibilities of the constituent groups.

The working relationship among college constituencies—faculty, staff, administrators, and students—is designed to be collegial, cooperative, and collaborative. The Governance Policy Handbook states, “The College encourages collegial dialog among all stakeholders that focuses on empowering students to achieve their educational goals. Within shared governance committees, the collaborative process is to work with others in making decisions that are in the best interest of the college instead of one constituency or one individual.” Faculty and administrators participate in budgetary decisions by serving on the Budget Committee and ESGC as well as actively participating in program review, annual updates, and departmental budget requests. Department chairs are responsible, in consultation with department members, for submitting annual budget requests based on departmental needs and goals.

The proposed change does not affect the college commitment to collegial consultation and the shared governance processes. The SGEC is administered based on the college organizational structure. Moreover, the SGEC taskforce called for the development of a shared governance council to ensure a mechanism for participation in a college wide decision making/shared governance process, and the SGEC deans and full time faculty members are currently working with the ELAC Academic Senate to establish a SGEC shared governance council.

55 Governance Policy Handbook pg. 4, 5 -
VII. Appendices

Appendix 1: Programs where 50% or more offered at SGEC