

EAST LOS ANGELES COLLEGE ACCREDITATION MIDTERM REPORT 2020



Submitted by:

East Los Angeles College
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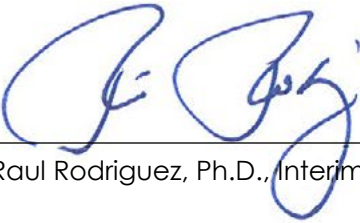
Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

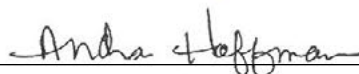
March 15, 2020

CERTIFICATION OF THE MIDTERM REPORT

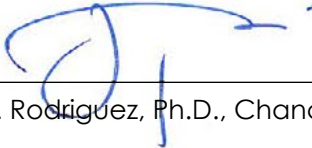
We certify that there was broad campus participation in the preparation of the Midterm Report and that it accurately reflects the nature and substance of East Los Angeles College.

 2/3/20

 Raul Rodriguez, Ph.D., Interim President, East Los Angeles College Date

 2/5/2020

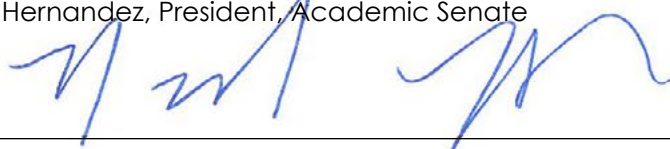
 Andra Hoffman, President, Board of Trustees, Los Angeles Community College District Date

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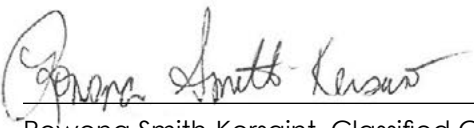
 Francisco C. Rodriguez, Ph.D., Chancellor, Los Angeles Community College District Date

 2/10/2020

 Jeffrey Hernandez, President, Academic Senate Date

 2/10/2020

 Marcellino Morales, Ed.D., Faculty Co-Chair, ELAC Shared Governance Council Date

 2/6/2020

 Rowena Smith-Kersaint, Classified Co-Chair, ELAC Shared Governance Council Date

 2/10/20

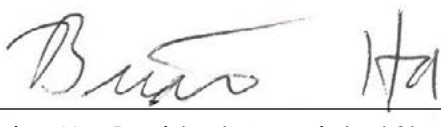
 Ruben Arenas, Accreditation Liaison Officer and Vice President of Liberal Arts & Sciences Date

 2/10/2020

 David K Song, Faculty Chair of Accreditation Date

 2-10-2020

 Michelle Benjamin, Chapter President, AFT Faculty Guild, Local 1521 Date

 2-10-2020

 Brian Ha, President, Associated Student Union Date

TABLE OF CONTENTS

CERTIFICATION OF THE MIDTERM REPORT	A2
STATEMENT OF REPORT PREPARATION	1
ACTIONABLE IMPROVEMENT PLAN #1: BUILDING A SUSTAINABLE STUDENT LEARNING OUTCOMES PROCESS	2
ACTIONABLE IMPROVEMENT PLAN #2: CREATING A ROBUST PROFESSIONAL DEVELOPMENT PROGRAM	6
ACTIONABLE IMPROVEMENT PLAN #3: EXPANDING COMMUNICATION EFFORTS	10
COLLEGE RECOMMENDATION 2 (IMPROVEMENT)	14
COLLEGE RECOMMENDATION 3 (IMPROVEMENT)	16
COLLEGE RECOMMENDATION 6 (IMPROVEMENT)	18
DISTRICT RECOMMENDATION 5 (IMPROVEMENT)	20
DISTRICT RECOMMENDATION 7 (IMPROVEMENT)	21
DISTRICT RECOMMENDATION 9 (IMPROVEMENT)	22
DISTRICT RECOMMENDATION 12 (IMPROVEMENT)	23
DATA TREND ANALYSIS	24
QUALITY FOCUS ESSAY #1: STRENGTHENING THE TRANSFER CULTURE	30
QUALITY FOCUS ESSAY #2: STREAMLINING THE MATH SKILLS PATHWAY	36
QUALITY FOCUS ESSAY #3: CREATING A WELCOME CAMPAIGN	39
APPENDIX: COLLEGE SUPPORTING EVIDENCE AND DOCUMENTATION INDEX	42

STATEMENT OF REPORT PREPARATION

This Midterm Report is a response to the ACCJC's External Evaluation Report and the accompanying visit that took place in Spring 2016. As a result of that visit, the Commission reaffirmed East Los Angeles College's accreditation status with a required follow-up report, submitted on October 1, 2017 and subsequently received reaffirmation.

At East Los Angeles College, preparation for the Midterm Report was concurrent with the preparation of the College's Follow-Up Report. Annual update templates for the Quality Focus Essay were developed based off the College's 2015 Institutional Self-Evaluation Report, and leads for the different components of the QFE and the Action Plans were identified. Request for QFE updates were issued at the end of the semester, and designated leads associated with the QFEs regularly reported to the Accreditation Steering Committee.

With improvements underway and the midpoint of the accreditation cycle drawing closer, an initial timeline to draft the narrative of the Midterm Report was approved in the Steering Committee in August 2018 (**D0.A Steering Committee August 30, 2018 Minutes**). The drafting process itself began in January 2019, and utilized the Steering Committee-designed templates as well as ongoing updates as improvement continued. Revision of the draft began in Fall 2019.

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (**D0.1 Accreditation Committee Charge**). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all recommendations to meet standards and draft responses provided to the ACCJC as Follow-up Reports (**D0.2 ACCJC Reaffirmation Letter Sample**).

Since the completion of the Follow-up Reports, District and college staff have continued to review and address, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval (**D0.3 District Accreditation Committee Minutes August 2019**).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were incorporated into the college Midterm Reports.

With the recommendation of the Accreditation Steering Committee, East Los Angeles College's Shared Governance Council and Academic Senate approved the Midterm Report in November 2019 (**D0.B ESGC November 25, 2019 Minutes; D0.C Academic Senate November 26, 2019 Minutes**).

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 (**D0.4 IESS Agenda**). The Board of Trustees reviewed and approved the report on February 5, 2020 (**D0.5 Board Agenda**). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

ACTIONABLE IMPROVEMENT PLAN #1: BUILDING A SUSTAINABLE STUDENT LEARNING OUTCOMES PROCESS

NOTE: Action Plan #1 relates to College Recommendation for Improvement 2.

Introduction: Since 2007, the ELAC Learning Assessment Committee (LAC) has made recommendations to the Academic Senate to affirm policies and procedures related to learning outcomes assessment for courses (instructional areas) and contexts (non-instructional areas). Although the use of TracDat software for outcomes assessment at the course level was a challenge in the past, the College has always utilized clearly defined institutional cycles of assessment. This is demonstrated by existing policy governing assessment procedures, which states that a learning outcome must “close the loop” (assess twice and develop an improvement plan and a department goal for improvement in teaching and learning) within a three-year cycle that begins once an outcome becomes active (**PA1.01 Assessment Handbook 2017-2018**).

Action	Standard	Status
1. Complete multiple cycles of SLO assessments at the course, program, and institutional level.	I.B, II.A, II.B, II.C	Completed

Outcome Narrative: The Learning Assessment Committee (LAC) has an ongoing plan to maintain cycles of outcomes assessment at the course, program, and institutional levels in adherence with policies recently re-affirmed by LAC and the Academic Senate (**PA1.02 Learning Assessment Committee February and March 2017 Minutes**). The Learning Assessment Office (LAO) plans to continue direct, authentic assessment of course and context learning outcomes on a continuous three-year cycle maintained by each department. Data is mapped from the per-student level of assessment up through Program Learning Outcomes (PLOs) and to the Institutional or General Education Learning Outcomes (IGELOs). The College continues an annual analysis and discussion of PLOs within the Annual Update Plan (AUP), and currently each academic year concludes with an analysis and discussion of institutional/general education learning outcomes and achievement data in a Closing Day event (**PA1.03 2018 Closing Day Agenda; PA1.04 Graphic Image of Assessment Process**).

The College's adoption of eLumen from TracDat in 2016 supported the College in collecting, reviewing, and interpreting disaggregated data at all levels produced by existing procedures. While the management and alignment of outcomes in eLumen is a continuously evolving process, the application of the eLumen assessment management software has significantly increased the numbers of participating faculty, departments, and other units actively participating in learning outcomes assessment. In terms of instructional outcomes, as of Fall 2019, 92% of courses have CLOs in eLumen ready to assess, 95% of those CLOs are mapped to higher level outcomes such as PLOs or ILOs, and 88% of those CLOs are connected to an assessment. Some of the incomplete assessments are reflective of the eLumen data entry process: with dozens of new courses being created each semester, there are natural lapses before a course appears in the District's curriculum system. The manual entry of CLOs into eLumen, mapping, assessment creation, and the initial assessment also delay the attainment of 100%. This can last a semester or two. Otherwise, 95% of the courses that planned to assess have produced data connected to their programs and the institution since assessments in eLumen began in Fall 2016 (**PA1.05 eLumen Participation Data**). This high level of participation is highlighted in the table below:

	Planned Courses	Assessed Courses	Planned Assessments	Completed Assessments	Course-Level Completion	Assessment Level Completion
Fall 2016	760	715	1834	1593	94%	87%
Spring 2017	303	300	1182	1052	99%	89%
Fall 2017	229	214	928	751	96%	81%
Spring 2018	338	317	1449	1291	94%	89%
Fall 2018	298	285	1104	949	95%	86%
Spring 2019	266	251	982	887	94%	90%
Overall Average	366	713	1247	1087	95%	87%

The table reflects campus participation in outcomes assessment per student, per section, per semester. Fall 2016 was the first semester to assess in eLumen and departments onboarded as many courses and sections as possible to train faculty, regardless of the department assessment plan. As a result, Fall 2016 has a disproportionately larger sample of courses and sections assessed. The number of courses assessed each semester depends on individual department, discipline, and/or course assessment schedules. Assessment planning occurs at the discipline level, and each department director, chair, and facilitator, along with the LAO ensures that all courses/contexts in a department assess at least twice within the campus-wide 3-year cycle of assessment. Since 2017, the LAO produces a semesterly report on participation level for individual departments.

The identification and completion of multiple cycles for all types of assessment were also a part of the ACCJC's Improvement Recommendation #2 and is discussed there as well.

Action	Standard	Status
2. Regularly review the assessment plans to ensure assessment methods are appropriate.	I.B, II.A, II.B, II.C	Completed
3. Engage in dialog within departments and units to ensure that the assessment results are used for continuous improvement.	I.B, II.A, II.B, II.C	Completed

Outcome Narrative: To assist with the regular review of assessment plans and to engage in assessment-related dialog, each department selects one or more SLO Facilitators who are tasked with overseeing departmental procedures for outcomes assessment after the LAO has provided guidance and training on best practices for assessment. In addition, the Learning Assessment Office provides technical training on creating, modifying, and scheduling assessments in the eLumen system. Beyond the assistance provided by the Learning Assessment Office, an experienced Department SLO Facilitator from one department will often be called upon to assist another department when additional support is needed.

Each department develops a process to select their own Department SLO Facilitators as well as to transition new facilitators into the role. The College organizational structure generally has a single department providing oversight over several disciplines (for example, the Social Sciences Department has History, Sociology, and Economics disciplines among others) so new facilitators are reminded that they serve their department, not a single discipline. Facilitators are also chosen with a minimum of a 1-year commitment beginning in the fall semester. This provides the continuity needed to ensure they are available for one full reporting period so that a facilitator who creates or schedules an assessment is available to see that assessment used in practice.

The Department SLO Facilitators complete a predefined series of tasks to ensure that assessments result in the continuous improvement of teaching and learning (**PA1.01 Assessment Handbook 2017-2018**). These tasks include:

- Ensuring that department meetings are held at which there is substantial dialog on the results of learning assessments.
- Assisting in the analysis of assessment data and facilitating departmental discussions around this analysis.
- Ensuring that course narrative reports are accurately entered into eLumen
- Creating at least one goal at the discipline level resulting from the above analysis to improve teaching and learning.

The aspect of continuous improvement is based on the assessment data and individual reflections submitted by faculty in eLumen. It is each course or context-holder's responsibility to contribute to the direction of continuous improvement for their respective course or context by completing this reflection and participating in the discussions that lead to the improvement plans ("Action Plans"). The facilitator, chair, director, or dean then can use the data-linked Action Plans to consider funding resource requests. Thus, eLumen can be used to make the connections from each course/context and discipline to the department level to highlight student, faculty, and staff needs, and then present these assessment-based needs to the administration as resource requests in the AUP. The development of an Action Plan also relates to Action Item #4 discussed further below.

The College has also appointed a full-time faculty Learning Assessment Coordinator and two part-time campus facilitators with 0.2 and 0.5 release time to assist instructional and non-instructional units in maintaining regular assessment procedures. Together, these facilitators ensure that assessment methods are appropriate through regular evaluation as a part of a three-year cycle. Any time the need to intervene with a non-compliant unit arises, an experienced facilitator from a compliant unit will volunteer or be appointed to assist with assessment planning. In the future, at least one 3-year cycle of assessment will be the standard commitment of a department facilitator.

Action	Standard	Status
4. Continue to use assessment results as one criterion for resource allocation through the Program Review and Annual Update processes.	I.B, II.A, II.B, II.C	Completed

Outcome Narrative: The Action Plan is a focused report based off conclusions drawn from the analysis and discussion of assessment data. It is completed twice during a 3-year cycle of outcomes assessment, once at a discipline level and then on a department level. Since an Action Plan is connected to the Annual Update Plan (the College's mechanism for a yearly check-in on Program Review progress), it becomes essential to ensure that outcomes assessment results are part of the College's larger planning process. Since action plans include resource requests, this is the mechanism by which resource requests related to outcomes assessment are addressed in the larger College planning process (**PA1.06 Action Plan Process; PA1.07 LAC February and May 2017 Minutes**).

A discipline-level Action Plan is a focused narrative of faculty observations. This report includes conclusions based on trends and gaps in instruction and student performance in the courses/contexts assessed; it highlights areas where students are successfully meeting outcomes, pinpoints areas where students do not meet outcome benchmarks, and describes instances where additional resources may be required to improve student success in the courses noted (**PA1.08 Discipline-Level Action Plan Overview**).

A department-level Action Plan connects plans to improve trends and bridge gaps in instruction and student performance in the courses/contexts with the department plans. This overarching plan draws from discipline-level Action Plan conclusions to establish a plan to improve student success; defines expected evidence of success; determines whether department members have the necessary resources; and indicates whether the improvement plan connects to discipline outcomes. Finally, this Action Plan should establish a SMART (Specific, Measurable, Achievable, Results-Focused, Time-Bound) Goal in eLumen at the discipline level, which the department chair can connect to the AUP (**PA1.09 Department-Level Action Plan Description**).

The development of an Action Plan specifically asks if additional resources are required to improve student success in the areas noted. Resources can be requested even if benchmarks are being met, if it will help students meet benchmarks. If so, units describe the required resources and link to CLOs or PLOs as appropriate. As an Action Plan can be connected to the Annual Update Plan, the assessment results are used in the decision-making process to allocate appropriate resources.

Action	Standard	Status
5. Provide ongoing professional development regarding teaching/learning theories that demonstrate the critical link between outcomes assessment and student learning.	II.A, III.A	Ongoing

Outcome Narrative: All department facilitators are required to have trainings each semester (**PA1.01 Assessment Handbook 2017-2018**). This can include maintaining familiarity with or learning new eLumen features as well as staying informed of outcomes assessment policies and procedures of the College/District and best practices in the field. These trainings can be completed online, in face-to-face workshops, or by attending regular LAC meetings. FLEX credit for ongoing training is available per semester. All facilitators earn varying amounts of FLEX credit for completing their assigned tasks at differing levels of achievement monitored by the LAO.

Each semester, several 1.5-hour face-to-face workshops (with online variations) help to provide options to satisfy all ongoing training obligations to remain a department facilitator. Workshop attendance was voted on by Facilitators

in Fall 2017 and Spring 2018 as an option to make ongoing training more accessible (**PA1.10 LAC June 2018 Minutes**). Action Plans, assessment planning, eLumen skills review, and institutional outcomes analysis have been scheduled each semester since Fall 2017. All online trainings have been available since the Fall 2018 semester to fulfill Academic Senate and LAC requirements for being in compliance with the Department SLO Facilitator Program (**PA1.11 2019-2020 LAC Workshop Schedule**). Attending at least two workshops (three hours total) or completing the available online training are optional, but have proven useful for facilitators.

In Fall 2019, eLumen Skills Review was replaced with an open forum, which is intended to be a placeholder for new workshops that explore teaching and learning theories tied to outcomes assessment and student learning, especially Dee Fink's Significant Learning Model and how it relates to directed learning activities in the classroom. The first open forum workshop on deeper data analysis is scheduled for November 2019 (**PA1.12 LAC October 2, 2019 Agenda**). The complex data emerging from eLumen assessments has necessitated more thorough analysis to improve student learning. Future open forum workshops will also cover universal authentic assessment methods for non-instructional areas (from the perspective of classroom instructors with learning-based rubrics). LAO will also be working closely with the Office of Professional Development to further explore new perspectives on teaching/learning pedagogy to be offered through the Teaching and Learning Series.

ACTIONABLE IMPROVEMENT PLAN #2: CREATING A ROBUST PROFESSIONAL DEVELOPMENT PROGRAM

NOTE: Action Plan also relates to College Recommendation for Improvement 6.

Action	Standard	Status
1. Develop a comprehensive professional development program that promotes student success and equity; serves faculty, staff, and administrators; is based on teaching and learning theory; and will be evaluated according to best practices.	III.A	Completed

Outcome Narrative: Since the release of the External Evaluation Report from the visiting team, significant gains and important advancements have been made in the area of professional development for all ELAC employees. First, the College's Integrated Professional Development Strategic Plan ("PD Plan") calls for and guides regular and systematic evaluation of the employee development programs (**PA2.01 Integrated Professional Development Strategic Plan**). It details clear alignment between the professional growth efforts, college initiatives, and broader college goals. Adopted by the ELAC Shared Governance Council in September 2016, the PD Plan describes multiple levels and time frames of systematic evaluation in four key PD areas: teaching and learning; service and support; effective leadership; and community building (**PA2.02 ESGC September 26, 2016 Minutes**). Data sources for the assessment and evaluation include Annual Update Plans' Professional Development section, Administrative Unit Outcomes (annually), and event or program surveys (each term or per event).

Each professional growth event facilitator conducts a participant survey using either the standard PD Effectiveness survey or the facilitator's adaptation of the survey (**PA2.03 PD Effectiveness Survey**). Results are linked to the four key areas and shared with the facilitators and the Office of Professional Development ("PD Office"). According to surveys, faculty expressed a perceived need in incorporating (**PA2.04 Survey Results**):

- Collaboration strategies (group work)
- Metacognitive activities
- Web-enhancing courses
- Formative assessments
- Equity-minded Syllabus/Curriculum
- Debate groups
- Self-reflection
- Use of technology
- Scaffolding assignments
- CRT/Social Justice framework

This is not an extensive list but a sample of perceived needs. A full list of various PD opportunities for all College employees is accessible to the entire campus community on the recently redesigned PD website (**PA2.05 Website Screenshot; PA2.06 PD Calendar 2019-2020**). To specifically meet faculty needs, the PD Office has developed the activities detailed below:

Faculty Activities	Timeline	Status
New Faculty Institute	Fall 2019-Spring 2020	Ongoing
Reading Apprenticeship 2 Day	Winter 2019	Completed
Technovations Series	Spring 2019	Completed
AFT Workshops	Fall/Spring 2019-20	Ongoing
Summer Teaching & Learning Institute	Summer 2019	Completed
2-Day OER Workshop 2-Day InDesign Bootcamp	Summer 2019	Completed
Teaching & Learning Series CoP (Community of Practice)	Fall 2019-Spring 2020	Ongoing
Adjunct Faculty Institute (Online Course)	Fall 2019-Spring 2020	Ongoing
STEM Colloquiums/series	Fall 2019-Spring 2020	Ongoing
Supporting Veterans (Canvas Modules)	Fall 2018-	In Progress

Faculty Activities	Timeline	Status
Wellness & Safety Strand (BIT, HEAT, Sheriff, IT, PD)	Fall 2019-Spring 2020	Ongoing
Coffee Chats	Fall 2019-Spring 2020	Ongoing
1-2 Day Writing Retreats	Spring 2020	In the planning stages
Relaxation Station	Spring 2020	In the planning stages
Cornerstone Implementation	Fall 2019-Spring 2020	In the planning stages
Recognition Subcommittee	Spring 2019-	Ongoing
Other forthcoming workshops (Title IX, Guided Pathways Workshops)	Fall 2019-Spring 2020	Ongoing
Meet with Global Awareness & Study Abroad committees to plan professional development opportunities	Fall 2019	In the planning stages
Meet with librarians to plan to develop a PD workshop series	Fall 2019	In the planning stages
Create running online/webinar components for ongoing series	2020-21	In the planning stages

The PD Office created a faculty Community of Practice (CoP) to develop a Teaching and Learning summer and year-round series. The two-week summer retreat covered teaching and learning theory, practice, and design. The year-round workshop series focuses on proven strategies that can be implemented at the course level to create equitable and inclusive climates for all students. The goal is to provide faculty with workshops on STEM-related topics, self-regulated learning, active learning, research-based principles for building inclusive communities and teaching to increase student learning, develop a first-gen mindset, recognize student learning and success and to consider how information about who ELAC students are and their performance can be used to ensure their success. The PD Office also added a STEM series and Guilt-Free Coffee Chats starting in Fall 2019. These Coffee Chats are scheduled every 3rd Wednesday of the month to engage in thought-provoking discussions around current, social, academic, research-based topics as well as an opportunity to connect over a cup of coffee/tea and create community. During Winter 2019, the PD Office offered a two-day Reading Apprenticeship workshop. To best support adjunct faculty, the PD Office developed an online Adjunct Faculty Institute/course as well as scheduled informational and social workshops specifically for part-time faculty.

To assist with the onboarding and orientation of new full-time and part-time faculty, the PD Office offers a one-day Welcome and Orientation before the semester begins and ongoing monthly meetings that touch upon identifying appropriate personnel services and students support resources; connecting relevant student success strategies to the unique needs of both their discipline and ELAC student population; and designing and/or redesigning some (or all) of a new or existing course to demonstrate sensitivity to ELAC's diverse student population, reflect an understanding of the student body and its transfer culture, and utilize equitable teaching practices.

The PD Office currently collaborates with the faculty union AFT 1521, Academic Senate, Committee on Academic Freedom and Ethics (CAFE), Behavioral Intervention Team (BIT), Health Emergency (HEAT), Sheriff, Information Technology (IT), Title IX, Admissions & Records, Employee Assistance Program (EAP), Disabled Student Program and Services (DSP&S), Dream Resource Center, and other departments and offices to offer workshops.

The PD Office has also been expanding opportunities for classified staff as well:

Staff PD Activities	Timeline	Status
Institutional Effectiveness Partnership Initiative (IEPI)-Leadership Series	Fall 2017	Completed
Employee Assistance Program (EAP) Workshops	Fall/Spring 2019-2020	Ongoing
Wellness & Safety Strand (BIT, HEAT, Sheriff, IT, PD)	Fall/Spring 2019-2020	Ongoing
Coffee Chats	Fall 2019-Spring 2020	Ongoing

Staff PD Activities	Timeline	Status
1-2 Day Writing Retreats	Spring 2020	In the planning stages
Relaxation Station	Spring 2020	In the planning stages
Cornerstone Implementation	Fall/Spring 2019-20	In the planning stages
Other forthcoming workshops (Title IX, Guided Pathways Workshops)	Fall/Spring 2019-20	Ongoing
Recognition Subcommittee	Spring 2019-	Ongoing
Organized Classified Staff Program (Workshop series including new employee orientation, cross-training, and interpersonal communicational skill development)	Spring 2020	Early stages
Classified Staff Subcommittee	Spring 2020	Ongoing
Classified Staff 3-Day Retreat	April 2-4th, 2019	Completed
Ongoing training for MOS Office Specialist Training and Certification	Spring 2016-	Ongoing
Collaboration with Classified Staff Union President to develop future workshops	Fall 2018-	Ongoing

To effectively include the voices of classified staff and meet their needs, the PD Office collaborated with the Classified Staff Union president to develop a three-day Classified Retreat during Spring Break in April 2019 (**PA2.07 Classified Retreat April 2019 Agenda**). Also, the Professional Development Committee is in the process of creating a Professional Development Staff Subcommittee that will hold monthly meetings to discuss, recommend, and create an ongoing series of professional development staff workshops by the end of academic year 2019-2020. The PD Office, with the support of the PD Committee, has successfully implemented and facilitated ongoing training and testing for Microsoft Office Specialist Training and Certification which can provide eligible staff members with an added monthly financial benefit.

Administration PD Activities	Timeline	Status
IEPI-Leadership Series	Fall 2017	Completed
Conflict-Resolution Workshop	Spring 2017	Completed
Procurement Workshops	Spring 2019	Ongoing
EEO Rep Trainings	Spring 2019	Completed
Senate Summit	Fall 2018/Spring 2019	Ongoing
Need to coordinate with Academic Senate and Administrators to offer workshops for administrators	Fall/Spring 2018-19	Completed
Recognition Subcommittee	Spring 2019-	Ongoing
Currently working with CAFE and other campus groups to develop a survey with the help of Title V.	Spring 2018-	Completed

For administrators, the PD Office offered the IEPI Leadership series during Fall 2017. In collaboration with the District, the PD Office also organized Conflict-Resolution, Procurement, and EEO Representative workshops. Administrators also received training through the Vice President of Liberal Arts and Sciences during 2018-2019. These workshops included several SAP trainings as well as two deans' retreats, one in December 2018 and the other in June 2019. The Teamsters also hosted an emergency training session for deans as well. Going forward, the goal is to coordinate with the District, administrators, and Academic Senate President to develop a comprehensive leadership series at the College by the end of academic year 2019-2020.

Action	Standard	Status
2. Secure appropriate staffing, space, and funding for professional development.	III.A, III.B, III.D	Incomplete

Outcome Narrative: The campus partially addressed the need to secure appropriate staffing and space. One Faculty Professional Development Coordinator, two permanent classified staff, two grant-funded classified staff, two student workers were hired (**PA2.08 PD Office Organizational Chart**). However, the position for a Classified Staff Professional Development Coordinator was denied. A budget that encompasses all professional development needs is still not secured, with a variety of categorical and grant funding sources funding portions of professional development somewhat inconsistently. Currently, Title V grant funding has primarily covered the expenses of several Professional Development projects.

Action	Standard	Status
3. Collaborate with state and district initiatives to avoid duplication and ensure coordinated efforts that complement and enhance the training process.	III.A	Completed

Outcome Narrative: The PD Office has addressed the need to collaborate with the District by creating a Professional Development Committee Co-Chair, who now regularly attends the District's Professional Development Meetings. The Professional Development Faculty Coordinator also attends many campus-wide meetings, such as Student Equity and Achievement Program Advisory Committee (SEA PAC), Guided Pathways, CAFE, Information Technology Faculty Advisory Committee (ITFAC), Technology Planning Subcommittee (TPSC), Academic Senate/Senate Exec, and SEAP. This is especially important given the PD Office's reliance on categorical funding such as from Guided Pathways or the Student Equity and Achievement Program.

Last year, the PD Office collaborated with 3CSN (California Community Colleges' Success Network), Center for Urban Education (CUE), and Career Ladders Project (CLP) to provide college-wide workshops and assist for Opening Day preparations. For example, CUE conducted two workshops and provided one of the keynote speakers, Dr. Estela Bensimon. CLP conducted two workshops and provided one of the keynote speakers, Dr. Angelica Garcia (**PA2.09 2018 Opening Day Program**).

ACTIONABLE IMPROVEMENT PLAN #3: EXPANDING COMMUNICATION EFFORTS

East Los Angeles College committed itself to expanding communication efforts as a part of its mission to improve academic quality and institutional effectiveness. One of the self-identified areas from the last Institutional Self-Evaluation Report (ISER) was the need to incorporate current technologies and promote collegial dialogue.

Action	Standard	Status
1. Development of a values statement.	I.A	Completed

Outcome Narrative: The process of drafting East Los Angeles College's values statement began with feedback gathered from a Strategic Planning retreat in January 2017 ([PA3.01 Retreat Values Summary January 19, 2017](#)) and a Strategic Planning Committee meeting in January 2018 ([PA3.02 SPC January 2018 Minutes](#)). Using that input as a starting point, a team compiled five key values to represent the College's values. An early draft underwent a feedback process with its presentation and discussion at the Educational Planning Subcommittee on April 17, 2018 ([PA3.03 EPSC April 17, 2018 Agenda](#)) and the current iteration of the values statement was approved in Strategic Planning Committee on April 28, 2018 ([PA3.04 SPC April 28, 2018 Minutes](#)). ELAC's new values statement states the following:

We cultivate **global citizenship and community**: Our community begins with the campus and local area but extends past borders and encompasses people from around the world who benefit from collaboration and interconnectedness.

We advance **social responsibility**: With our agency as a campus we are accountable to act for the benefit of all and actively participate in civic institutions.

We foster **life-long learning**: We are committed to the ongoing pursuit of knowledge and experience and seek to facilitate that process of personal growth.

We advance **equity**: We consciously evaluate and study all aspects of the student experience to foster success and inclusivity for students of all backgrounds and levels of ability.

We uphold **integrity**: We are committed to honesty and transparency in our institution to ensure accountability and trustworthiness.

Currently, the values statement has been packaged into the revised Strategic Plan for approval ([PA3.05 Strategic Plan 2019-2025](#)). The revised plan was approved in Academic Senate in September 2019 and Shared Governance Council in October 2019 ([PA3.06 Senate September 10, 2019 Minutes](#); [PA3.07 ESGC September 23, 2019 Minutes](#)). The plan was fully approved by the District Board of Trustees in December 2019 ([PA3.08 BOT January 8, 2020 Minutes](#)).

Action	Standard	Status
2. Hold a campus-wide retreat to develop a culture of collaborative conflict resolution.	III.A	Completed

Outcome Narrative: In the spirit of "creating a culture of collaboration," the ISER originally called for a campus-wide event with the goal of using communication as a key to foster that culture. Since 2016, that original vision has become a multi-pronged effort to address various aspects of campus communication, as well as establishing definitions of collegiality and exploring means to attain that goal.

The College took a step in that direction with the first annual Senate/Administrative Summit on April 27, 2018 to begin the discussion around collegial communication, and a special guest speaker was invited to organize an interactive workshop to enhance communicative skills ([PA3.09 2018 Summit Program](#)). A survey of attendees following the summit ([PA3.10 June 5, 2018 Summit Survey](#)) found a strong interest in several topics for future summits:

- Team Building Strategies
- Current Challenge Facing the College
- Conflict Resolution
- Cross-Functional Collaboration

Based on the evaluation of the retreat as well as the goal of fostering an environment of collaboration, the Shared Governance Council approved a motion on October 2018 to broaden the next annual summit and include classified staff and students (**PA3.11 ESGC October 28, 2018 Minutes**). Incorporating these new groups, the second annual summit was held on April 26, 2019 to brainstorm and collaborate on moving Guided Pathways forward for the College (**PA3.12 2019 Summit Agenda**). During the breakout, participants formed cross-functional teams that developed strategies for inter-departmental collaboration. These annual campus-wide summits are planned to continue in the foreseeable future.

In the same vein, the College has also committed to activities on other fronts to foster a culture of communication, collaboration, and conflict resolution:

- The Academic Senate's Committee on Academic Freedom and Ethics (CAFE), re-launched in Fall 2016, presented a campus-wide workshop entitled "The Meaning and Practice of Collegiality at ELAC" at ELAC's Opening Day event on August 24, 2017 (**PA3.13 2017 Opening Day Program**).
- The Office of Professional Development has been routinely offering workshops for staff and faculty to address this issue. The last workshop on "Leadership Development: Creating a Culture of Collegiality" was offered on December 8, 2017 (**PA3.14 2017 Event Flyer**).
- CAFE presented a training module entitled "The Meaning and Practice of Collegiality at ELAC" at ELAC's New Faculty Institute on February 23, 2018 (**PA3.15 2018 NFI CAFE Presentation**).
- The Academic Senate approved a resolution on "Defining Collegiality in the Workplace" for the Academic Senate for California Community Colleges (ASCCC) for the Spring 2018 plenary (**PA3.16 ASCCC Spring 2018 Resolution**).
- CAFE presented a campus-wide workshop entitled "Advancing Collegiality at ELAC" at ELAC's Opening Day event on August 23, 2018 (**PA3.17 2018 Opening Day Program**).
- In Fall 2018, the College revised a statement on faculty ethics policy with a definition of collegiality approved by the Academic Senate on October 23, 2018 (**PA3.18 Statement on Faculty Ethics Policy**).
- CAFE presented a campus-wide workshop entitled "A Data-Driven Look at Collegiality at ELAC" at ELAC's Opening Day event on August 22, 2019 (**PA3.19 2019 Workshop Presentation**).

CAFE has taken the initiative in addressing many of these issues, researching, presenting, and soliciting feedback on collegiality. As a part of that work, the College circulated a campus-wide survey from May to June 2019 and received feedback from 413 respondents, covering a wide variety of communication-related topics including inter-departmental/unit issues of collegiality. CAFE is currently analyzing the data with the AFT 1521 Chapter President to determine whether collegiality can be added to the faculty union contract. CAFE disseminated the results of the survey in the 2019 Opening Day and in Academic Senate on September 24, 2019 (**PA3.20 Senate September 24, 2019 Minutes**).

Furthermore, ELAC has been working to improve the communication effectiveness around campus committee participation and structure as a part of a grant received through the California Community Chancellor's office as a part of the Institutional Effectiveness Partnership Initiative. A final report and list of proposals based on the findings from the committee focus groups is in progress. Recommendations based on that research will go to the ESGC and Senate for a vote and then proceed to the President during the 2019-2020 academic year (**PA3.21 IEPI Workplan**).

Action	Standard	Status
3. Celebrate achievement and recognize innovation.	III.A	Completed
4. Utilize technology to improve transparency and effectively communicate campus activities, policies, and achievements.	III.B	Completed

Outcome Narrative: The last two items in the College's actionable improvement plan are closely related, as both were contingent upon hiring a Public Information Officer (PIO) whose primary role would be to facilitate communication from the College to the campus and the local community at large. ELAC had been without a PIO since 2016, and the hiring of a replacement had been constrained by the budget. When a new PIO position was finally approved, the hiring process began in October 2018 and a new PIO was brought onboard in December 2019.

Since then the PIO has developed a campaign to expand the College's social media presence to spread awareness of campus activities, policies, and achievement. ELAC will utilize its social media platforms to not only share information, but also to live stream important events. Social media accounts are a tool to connect digitally with both current and prospective students. A branding guide is also currently under development to update the College logo and mascot and maintain the consistency of visual style across all campus materials produced for the public. The Senate formed a Committee on Educational Program Identity in June 2019 to begin soliciting broad campus feedback on branding, and the goal is to complete the guide in conjunction with new logos by 2020 to commemorate the 75th anniversary of the establishment of the College (**PA3.22 Senate Executive Committee June 3, 2019 Minutes**).

The College has also identified "Brand Pillars," which are specific aspects that represent ELAC. The "Brand Personality" consists of traits that guide the expression of the College and supports the Brand Pillars, and these are planned for incorporation into future materials.

Brand Pillars:

- Student-centered Instruction and Services
- Student Equity and Social Justice
- Nurturing Community
- State-of-the-Art Campus

Brand Personality:

- Inclusive
- Supportive
- Prestigious
- Community-focused

The College also completed a redesign of its website that went live in Summer 2019. The previous redesign had been in 2015. To maintain a current and functional online presence, the College began soliciting bids for site renovation in Summer 2018 and the new website was unveiled in Fall 2019. The College plans to have the website fully accessible with committee agendas, minutes, and other relevant meeting data by June 2020.

The new website has been redesigned with student access in mind, including compliance with Section 508 to ensure that electronic and information technology is accessible to people with disabilities to facilitate communication. To that end, the College is investing in maintaining these federal standards: Workshops have been offered regularly through the PD office to ensure that faculty are utilizing technology that will be accessible to everybody in compliance with the Americans with Disabilities Act. Section 508 and accessibility training workshops were also offered on Faculty Opening Day in August 2018 to ensure that courses provide online accessibility and accommodation to facilitate an inclusive learning space and other opportunities will be offered as needed (**PA3.17 2018 Opening Day Program**).

With the unveiling of the redesigned ELAC website in Summer 2019, the College will utilize this platform to further recognize the accomplishments of faculty, classified staff, students, and other members of the campus community. The PD Committee already formed a subcommittee in Spring 2019 with the goal of proposing a regular system of recognition for the campus through the website and other modes (**PA3.23 PD Committee March 2019 Minutes**).

To also recognize the achievement and innovation of faculty, the Academic Senate created an ad hoc committee on nomination process for scholarships awarded through the Academic Senate for California Community Colleges (ASCCC) and Academic Senate Foundation for California Community Colleges (ASFCCC) in September 2018 and supported a nomination for the Fall 2018 Plenary. The nomination and support process itself was derived from past processes that the Senate had previously adopted to nominate and support applications for ASCCC Awards in Fall 2017 and ASFCCC Scholarships for Part-Time Faculty in Spring 2018 (**PA3.24 Senate September 25, 2018 Minutes**).

Innovation is recognized through initiatives such as the Title V Innovation Award which encourages the scaling or exploration of promising practices. To support faculty in designing, developing, and implementing innovative projects to increase student success through professional development, the Title V Innovation Award is awarded annually on Opening Day. For example, past awardees had projects involving cohort classes.

The East Los Angeles College Foundation has also played a pivotal role in recognizing innovation and achievement on campus. The ELAC Foundation continues to be involved with annual fundraising events and scholarships. Since

Spring 2016, however, the ELAC Foundation has also focused on addressing some of the pressing student issues with new campaigns addressing food insecurity and lack of housing, while also encouraging innovation and achievement opportunities for students.

One such innovative project to emerge from the ELAC Foundation was the development of a Washington DC Gateway summer internship program in 2017, which gave ELAC students a rare opportunity to serve elected officials in the United States Congress. Over the summers of 2017 and 2018, the internship program placed eight students with various Congressmembers' offices and became a highlight achievement for participants (**PA3.25 Internship Program Reception Press Release**).

In 2017, the College President created the Resource, Economic Development, and Innovation Office (REDIO) with the goal of stimulating ideas on how to foster innovation spaces and entrepreneurial opportunities for ELAC students (**PA3.26 REDIO Creation Press Release**). REDIO hosts the Los Angeles Center for Entrepreneurship and Innovation, established in early 2018, which is a space to incubate and accelerate startup and expanding minority, formerly incarcerated, women, veteran, and LGBTQIA owned businesses in East and Southeast Los Angeles. The ESTEC LA incubator provides fourteen months of business curriculum and high-touch incubation focused on equitable access to markets, service providers, financial resources, and capital. Working with a network of mentors and advisors, the program's goal is to help build economic prosperity, support quality job growth, develop intellectual property, and create generational wealth in underserved communities. This is the first such incubator program for ELAC and the East and Southeast Los Angeles region (**PA3.27 CEI ESTEC LA Press Release**).

Finally, in 2018 the Academic Senate approved the creation of a Joint Taskforce on Global Education to work in consultation with the College President and Administration on exploring how best to support ongoing innovations in global education (**PA3.24 Senate September 25, 2018 Minutes**). With the approval of the final report of the joint task force, the College established the Center for Global Education and Engagement (CGEE) in 2019 (**PA3.28 Joint Task Force on Global Education Recommendations**). Overall, the CGEE serves as a center to develop collaborations between ELAC and international educational institutions. For example, the CGEE seeks to ensure that ELAC students are given opportunities to travel and study abroad to increase the likelihood student success in a globalized world. With this initiative, the College demonstrates its efforts to innovate, recognize students, and commit to the Values Statement on cultivating global citizenship.

COLLEGE RECOMMENDATION 2 (IMPROVEMENT)

In order to increase effectiveness, the team recommends the college identify clearly defined institutional cycles for all types of outcomes assessment to assure all outcomes are assessed regularly and within a prescribed time frame (I.B.2; I.B.4).

EVALUATION

Since 2007, the ELAC Learning Assessment Committee (LAC) has made recommendations to the Academic Senate to affirm policies and procedures related to learning outcomes assessment for courses (instructional areas) and contexts (non-instructional areas). Although the use of TracDat software for outcomes assessment at the course level was a challenge in the past, the College has always utilized clearly defined institutional cycles of assessment. This is demonstrated by existing policy governing assessment procedures, which states that a learning outcome must "close the loop" (assess twice and develop an improvement plan and a department goal for improvement in teaching and learning) within a three-year cycle that begins once an outcome becomes active (**CR2.01 Assessment Handbook 2017-2018**).

The College incorporated non-instructional areas into similar three-year assessment cycles. The biggest breakthrough occurred in Fall 2016 after switching to the software eLumen, the replacement for TracDat. The Learning Assessment Office (LAO) piloted a process of developing consistent non-instructional department profiles within the system. This piloting process carried all non-instructional areas of the institution, including administrative areas, through the steps of an assessment cycle to develop a mission and goals, confirm contexts and outcomes, and create appropriate assessment methods and evaluation rubrics. By Spring 2018, most non-instructional units had been integrated into eLumen with an established three-year cycle. As of Fall 2019, 80% of non-instructional areas have a mission and SMART (Specific, Measurable, Achievable, Results-focused, Time-bound) goals in eLumen, which indicates that thorough discussions have taken place between multiple department representatives and the LAO (**CR2.02 Student Support Services Assessment Plan Progress October 2019**).

In such meetings, the LAO confirms the existence of SMART goals and that the department is ready to develop contexts and outcomes. About 85% of non-instructional areas have completed Step 1 in eLumen, which means they have approved contexts and outcomes mapped to the institution and that they are ready to assess at the face-to-face per-student level of assessment and collect data. 84% of non-instructional departments have come to the LAO each year to discuss or revise their eLumen profile and to complete their Annual Update Plan (AUP). In this way, they are completing an indirect, yet authentic, assessment. Finally, 63% of these non-instructional departments have actually assessed and completed an Action Plan for improvement in their Fall 2019 AUP (**CR2.03 Administrative Units Assessment Plan Progress October 2019**).

The College has an ongoing plan to maintain outcomes assessment cycles at the course or context, program, and institutional levels, following the policies recently re-affirmed by LAC and the Academic Senate. LAC monitors direct, authentic assessment of course and context learning outcomes on a continuous three-year cycle while departments analyze their program learning outcomes annually within their AUPs. LAC also organizes a Closing Day event near the end of the academic year in which institutional and general education learning outcomes are analyzed.

CONCLUSION AND SUSTAINABILITY

The switch from TracDat to eLumen in 2016 facilitated the College's ability to assess outcomes and gather relevant data. While authentic assessment occurs at the course or context level, the analysis of student success data, which is analyzed and disaggregated for subpopulations of students, occurs at all outcomes levels within the College, such as the course, program, general education, or institution levels.

The College maintains clear three-year cycles of outcomes assessment, including annual data analysis and discussion for both instructional and non-instructional areas. Program Learning Outcome (PLO) data is analyzed and discussed by instructional departments through AUPs. Although non-instructional areas do not have PLOs at this time, all areas on campus are required to discuss program achievement data in their AUPs, which includes a narrative for

units to assess their achievements in relationship to their mission, goals, contexts, and outcomes. Finally, at the end of every academic year, beginning in 2018, Institutional and General Education Learning Outcomes data are also analyzed in a Closing Day Event, which is attended by faculty, staff, and administrators (**CR2.04 2018 Closing Day Agenda**).

The Commission's recommendation for improvement also aligns with ELAC's Actionable Improvement Plan #1 ("Building a Sustainable Student Learning Outcomes Process") which is found earlier in this document.

COLLEGE RECOMMENDATION 3 (IMPROVEMENT)

In order to increase effectiveness, the team recommends the college develop a systematic approach to ensure the college goal progress is routinely monitored and evaluated across master plans, program review and other planning efforts, and widely disseminate and discuss the retreat/evidence of dissemination of results. (I.B.5; I.B.8; I.B.9)

EVALUATION

To increase the systematic evaluation of goals across planning efforts, the College adopted eLumen in 2016, an online outcomes assessment and program planning management system, for major planning processes. Currently, the College uses eLumen for both learning outcomes assessment and the Annual Update Plan (AUP). Each AUP in eLumen requires departments or units to annually assess their program outcomes and analyze student program completion. One of the most useful features of the system is the ability to align department, discipline, and unit level goals with the goals of the Strategic and Master Plans. As such, the AUP has become the process by which department or unit goals, along with the College Mission Statement Goals through direct alignment within the AUP, are annually monitored and assessed (**CR3.01 Learning Assessment Office Sample in eLumen; CR3.02 Psychology 2020-2021 AUP Sample**).

The AUPs are reviewed annually by the Program Review and Viability Committee (PRVC). This committee reviews, assesses, and provides feedback on the department or unit recommendations developed at the start of the 6-year Program Review cycle in 2013. After each annual review by the committee, the reviews are posted to the website for departments or units to review and utilize for future planning. During this most recent iteration of the AUP, each department or unit was provided with their previous responses and committee review feedback to assist in developing their updated responses. Additionally, PRVC develops an annual report of the AUP process. This report summarizes the themes and findings from the review, reports on the progress each department or unit has made on their respective recommendations, and provides future directions for the AUP process (**CR3.03 PRVC Annual Update Report 2019-2020**).

One of the more significant changes to the AUP this year came from a College-wide discussion regarding the College budget. After reviewing the numerous budget augmentation requests, the Budget Committee recommended that budgets requests submitted through the AUP be limited to two per department or unit given the budget outlook. This recommendation was accepted by the PRVC and adopted into the AUP submitted for Fall 2019 (**CR3.04 PRVC June 3, 2019 Minutes; CR3.05 Budget Committee May 20, 2019 Minutes**).

As of Fall 2019, the College will be adopting and implementing the 2019-25 Strategic Plan, which serves as the central planning document for the institution. Once approved, the College will utilize the Strategic Plan to develop the Educational, Facilities, and Technology Master Plans through the alignment with the College Mission goals and Strategic Plan Objectives. The development of these master plans (forthcoming) will include an alignment with the Strategic Plan Objectives and the development of accompanying action items, or the creation of new objectives and action items aligned with the College Mission goals. To ensure the College routinely assesses and monitors the progress of College Mission goals, the Office of Institutional Effectiveness and Advancement (OIEA) will develop a Strategic Plan Scorecard consisting of key performance indicators delineated in the 2019-2025 Strategic Plan. This scorecard will part of the evaluation process, and will be discussed annually with Educational, Facilities, and Technology Planning Subcommittees for review and feedback. Discussions will focus on goal progress, with an emphasis on improving the college's academic programs and student support services as they align will each goal and objective. Furthermore, sub-plan activities aligned with each goal and objective will be discussed and revised, if needed, for progress and improvement. Each committee will have an opportunity to engage in discussions

regarding the measures and determine if new priorities are necessary to ensure progress. Any shared governance approved revisions to the strategic plan will be integrated into the sub-plans and may include new processes, activities, and measures. Additionally, the Strategic Plan Scorecard will be presented to the broader campus community at the annual State of the College presentation (**CR3.06 2019-2025 Strategic Plan**).

In Spring 2019, the College engaged in a local goal setting process in compliance with Assembly Bill 1809. This bill established the new Student-Centered Funding Formula and required each college to set local goals in alignment with the Chancellor's Vision for Success. The College's local goal-setting process engaged the campus in a dialog on student success and the established ambitious goals for each of the five indicators—Completion, Transfer, Unit Accumulation, Workforce, and Equity—to focus on over the next five years. As part of the process, the College held open forums for faculty, staff, and administration to explain and discuss the proposed goals. The College-approved Vision for Success goals are included in the 2019-25 Strategic Plan and will be evaluated and discussed annually.

CONCLUSION AND SUSTAINABILITY

The College is continually working to improve its planning efforts through systematic evaluation and reporting. As the implementation of the 2019-2015 Strategic Plan and use of eLumen for planning progresses, the College will have a stronger structure for integrating, aligning, and evaluating its goals and initiatives. This will allow for more systematic evaluation and reporting on goal progress to the College community. More importantly, the College will be evaluating and planning a new 6-year cycle for Program Review and plans to make further improvements to the planning structure and processes to ensure systematic evaluation and broader communication of evaluation findings.

COLLEGE RECOMMENDATION 6 (IMPROVEMENT)

In order to increase effectiveness the team recommends that the institution establish a regular and systematic evaluation of its professional development programs and uses the results of these evaluations as the basis for improvement. Additionally, the team recommends assessing the current distribution of professional development resources and opportunities for faculty, staff, and administrators. (III.A.14)

EVALUATION

East Los Angeles College (ELAC) recognizes and embraces the value of employees' ongoing professional growth. The College commits resources to developing and supporting the Office of Professional Development, which facilitates professional development efforts for all employee groups. Since the release of the External Evaluation Report from the visiting team, significant gains and important advancements have been made in the area of all employee learning and growth, along with processes for evaluation.

The College's Integrated Professional Development Strategic Plan details the clear alignment between professional growth efforts, college initiatives, and broader college goals while also guiding the regular and systematic evaluation of employee development programs (**CR6.01 Integrated PD Strategic Plan**). Adopted by the ELAC Shared Governance Council in September 2016, the PD Plan describes multiple levels and time frames of systematic evaluation in four key PD areas: teaching and learning; service and support; effective leadership; and community building. Data sources for the assessment and evaluation include Annual Update Plans' Professional Development section, Administrative Unit Outcomes (annually), and event or program surveys (each term or per event) (**CR6.02 ESGC September 26, 2016 Minutes**). Each workshop facilitator conducts participant survey using either the standard PD Effectiveness Survey or the facilitator's adaptation of the survey (**CR6.03 PD Effectiveness Survey**). Results are linked to the four key areas and shared with the facilitators and the PD Office. The PD Office is currently planning to develop, apply, measure, evaluate, and institutionalize standards for the existing faculty Teaching and Learning professional development program by the end of academic year 2019-2020. The results of the evaluation will serve as the basis to for improving the ongoing PD programs.

In addition to adopting the PD Plan, the Professional Development Committee also established a more well-rounded membership in which each employee group (faculty, staff, and administrators) is proportionately represented (**CR6.04 PD Committee Bylaws**). To further address the needs of different constituent groups and the various professional development needs of the College, the PD Committee is currently exploring restructuring the committee by adding working subcommittees, such as the PD South Gate Subcommittee, PD Classified Staff Subcommittee, and other subcommittees tasked to recommend, develop, and offer workshops specific to their respective constituencies.

The PD Committee, in collaboration with the PD Office, is also responsible for using evaluation as the basis for improvement and decision-making. In the 2016-2017 Classified Staff PD Survey, important themes emerged about the barriers preventing professional development and the need for participation in activities offered by the PD Office (**CR6.05 2016-2017 Classified Staff PD Survey**). Barriers to classified staff participation included unclear union contract language on what is allowable, short-staffed offices that are negatively impacted when staff are away, and the lack of funding sources that match the types of training relevant to staff.

In response, the PD Committee has taken strategic action to work around these barriers. It has made key endorsements and recommendations (including changes to the membership described above) to further promote classified PD offerings. This expansion of professional development resources and opportunities for classified staff, including administrators and faculty, since 2016 are detailed in the College's self-identified Actionable Improvement Plan #2 ("Plans Arising Out of Self-Evaluation").

CONCLUSION AND SUSTAINABILITY

While changes to funding for classified PD for off-campus activities are forthcoming, the College has made significant improvements that affirm its commitment to enhancing data-driven programming and improvement as well as developing effective PD structures and resources for all employees. The hiring of additional permanent staff has also helped support the professional development of staff, administrators and faculty. A new Strategic Plan was approved in Fall 2019 and will be the basis for an updated six-year Educational Master Plan, which will include specific PD objectives related to programming and facilitate the continued systematic evaluation of professional development programs (**CR6.06 Strategic Plan 2019-2025**). Cornerstone, a flex-tracking system, will also be implemented by Fall 2020, which will help track the completion of professional development obligations and assist in evaluating these programs.

In order to maintain a sustainable professional development program though, consistent funding sources should be allocated to continue directing and coordinating special professional development programs in vocational education, economic development, science, mathematics, categorical areas, and others for the benefit of the entire campus community.

DISTRICT RECOMMENDATION 5 (IMPROVEMENT)

In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification (**D5.1 SRP Board Approval; D5.2 SRP Overview**). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (**D5.3 Classified Staffing Request; D5.4 Academic Staffing Request**). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval (**D5.5 Sample Staffing Reviews**). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems (**D5.6 IT Evaluation Approval**). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system (**D5.7 IT Evaluation Summary**). Based on this recommendation, the District has created plans to adopt a new business enterprise system (**D5.8 IT Evaluation Board Report**). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

DISTRICT RECOMMENDATION 7 (IMPROVEMENT)

In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District (**D7.1 OPEB Funding History**). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund, but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of \$113,340,000 (**D7.2 OPEB Asset Statement**). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

DISTRICT RECOMMENDATION 9 (IMPROVEMENT)

In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: "What changes should be made in committee composition, function, or charge to enhance its effectiveness?" Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. **(D9.1 Sample Committee Evaluation)**. Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representatives of each constituent group **(D9.2 Survey Report; D9.3 Survey Overall Results)**. The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in **(D9.4 Public Forum Responses)**. The DSP was also brought to the SAC, each college's participatory governance committee, and the District Academic Senate for approval **(D9.5 Final Board Presentation)**. To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor's Directive 70 **(D9.6 Chancellor's Directive 70; D9.7 Example Regulation Sign-Off)**. Following the consultation process, each policy is noticed in the board meeting prior to approval **(D9.8 Board Agenda Sample Item S.1)**. Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

DISTRICT RECOMMENDATION 12 (IMPROVEMENT)

In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes (**D12.1 Evidence of Posting**), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance (**D12.2 Governance Survey Summary**). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (**D12.3 IESS March 2019 Agenda**) and for full Board meetings in April 2019 (**D12.4 Board Agenda April 2019**). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 (**D12.5 Sample Posting; D12.6 Senate Agenda**), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal (**D12.7 Web Redesign RFP**). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

DATA TREND ANALYSIS

ACCJC MIDTERM REPORT DATA FORM

[Click Here](#) for Word Version. (for reports due through Spring 2020)

ANNUAL REPORT DATA, INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	63%	63%	63%
Stretch Goal			76%
Actual Performance	69%	70%	69%
Difference between Standard & Performance	(-6%)	(-7%)	(-6%)
Difference between Stretch Goal & Performance			7%

Analysis of the data: Across the three years, performance in course completion remained constant. Though the I.S.S. was exceeded each year. With the college being 7 points away from the stretch goal for year 3.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	*945*	*945*	*945*
Stretch Goal			2,743
Actual Performance	1,647	1,578	2,022
Difference between Standard & Performance	(-702)	(-633)	(-1,077)
Difference between Stretch Goal & Performance			721

Analysis of the data: Across the three years, degree completion has increased.

* I.S.S. is the total duplicated number of degrees*

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	*725*	*725*	*725*
Stretch Goal			1,358
Actual Performance	1,184	1,455	1,655
Difference between Standard & Performance	(-459)	(-730)	(-930)
Difference between Stretch Goal & Performance			(-297)

Analysis of the data: Student completing certificates has risen across the three years. The college's stretch goal has also been exceeded in year 3.

* I.S.S. is the total duplicated number of degrees*

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	700	700	700
Stretch Goal			2,195
Actual Performance	1,706	1,729	1,377
Difference between Standard & Performance	(-1,006)	(-1,029)	
Difference between Stretch Goal & Performance			

Analysis of the data: Across the three years, the I.S.S. has been exceeded for the number of students transferring to 4-year universities.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	1,230	1,262	1,382
Number of Courses Assessed	760	223	298
Number of Programs	179	196	199
Number of Programs Assessed	179	196	199
Number of Institutional Outcomes	8	8	8
Number of Outcomes Assessed	8	8	8

Analysis of the data: The college strives to assess all programs and institutional outcomes.

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
NCLEX (Nursing)	75%	73%	75%		2%	0%					
CRT (Resp. Therapy)	100%	94%	87%	73%	6%	13%	27%				
EMT	70%	55%	57%		15%	13%					
Health Information Technology	64%	77%	67%	71%	(-13%)	(-3%)	(-7%)				

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Accounting		69%	77%	78%							
Administration of Justice		77%	84%	78%							
Applied Photography		56%	75%	56%							
Architecture and Related Technologies		44%	69%	77%							
Automotive Technology		66%	81%	93%							
Child Development/Early Care and Education		68%	74%	70%							
Electronics and Electric Technology		56%	N/A	81%							
Emergency Medical Services	70%	78%	89%	N/A	(-8%)	(-19%)					
Engineering and Industrial Technologies		57%	84%	N/A							
Fire Technology		76%	93%	99%							
Health Information Technology	80%	77%	86%	88%	3%	(-6%)	(-8%)				
Human Services		N/A	70%	65%							
Information Technology		83%	55%	55%							
Logistics and Materials Transportation		63%	78%	69%							
Nursing	85%	73%	83%	86%	12%	2%	(-1%)				
Office Technology/Office Computer Applications		57%	65%	67%							
Public and Protective Services		76%	84%	83%							
Real Estate	90%	61%	61%	61%	29%	29%	29%				
Respiratory Care/Therapy	71%	78%	95%	90%	(-7%)	(-24%)	(-19%)				
Sign Language		N/A	65%	90%							

ANNUAL FISCAL REPORT DATA

Category

Reporting Years since Comprehensive Review

General Fund Performance

	Year 1	Year 2	Year 3
Revenue	126,500,126	125,078,570	126,104,784
Expenditures	119,115,224	121,676,139	123,139,776
Expenditures for Salaries and Benefits	104,768,962	105,544,733	108,448,972
Surplus/Deficit	7,384,902	3,402,431	2,965,008
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	5.84%	2.72%	2.35%
Reserve (Primary Reserve Ratio)	25,227,260	25,227,260	25,227,260

Other Post-Employment Benefits

	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	671,326,000	690,481,000	696,537,302
Funded Ratio (Actuarial Value of Plan Assets/AAL)	12.43%	14.29%	16.27%
Annual Required Contribution (ARC)	43,795,000	N/A	N/A
Amount of Contribution to ARC	28,346,435	35,453,915	33,115,913

Enrollment

	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	21,152	20,551	19,862

Analysis of the data: FTES has declined slightly across the three years.

Financial Aid

	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	14.2%	15.8%	15.8%

Analysis of the data: The official cohort student loan default rate has increased slightly across the most recently available 3 years of data. (2013, 2014, 2015).

ANNUAL FISCAL REPORT DATA

Category

Reporting Years since Comprehensive Review

General Fund Performance

	2018-19	2017-18	2016-17
Revenue	707,656,356	683,499,572	648,918,659
Expenditures	683,830,788	667,618,279	666,175,726
Expenditures for Salaries and Benefits	574,207,897	566,876,508	557,491,315
Surplus/Deficit	23,825,568	15,881,293	(17,257,067)
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.4%	2.3%	(2.7%)
Reserve (Primary Reserve Ratio)	21.6%	18.8%	17.0%

Analysis of the data: The above trend shows the Reserve has steadily increased for the past 3 fiscal years.

Other Post-Employment Benefits

	2018-19	2017-18	2016-17
Actuarial Accrued Liability (AAL) for OPEB	696,537,302	690,480,715	733,358,891
Funded Ratio (Actuarial Value of Plan Assets/AAL)	16.3%	14.3%	11.4%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	35,413,966	35,453,915	28,346,435

Analysis of the data: Although the AAL is actuarially determined with myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	2018-19	2017-18	2016-17
Actual Full-Time Equivalent Enrollment (FTES)	98,139	100,045	107,984

Analysis of the data: FTES has declined slightly across the three years.

Financial Aid

	2016	2015	2014
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	See attach	for campus	specific

Analysis of the data: The above trend shows the Default Rate is improving for the past 3 years. Districtwide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

Cohort Year

	2016	2015	2014
ELAC	11%	16%	16%
LACC	14%	18%	19%
LAHC	8%	11%	20%
LAMC	12%	14%	14%
LAPC	13%	14%	17%
LASC	17%	17%	27%
LATTC	22%	24%	30%
LAVC	10%	14%	15%
WLAC	9%	9%	15%
	13%	15%	19%

QUALITY FOCUS ESSAY #1: STRENGTHENING THE TRANSFER CULTURE

OVERVIEW

With a renewed state and nation-wide focus on transfer from community colleges to universities in recent years, ELAC identified the need to strengthen its transfer culture for its QFE. Student surveys showed that students were concerned about a lack of information about transfer and the need to have more direct support and engagement as well as awareness of the transfer resources available on campus. Thus, the following components and related activities were proposed to improve ongoing efforts.

COMPONENT #1: TRANSFER-READY STUDENT ENGAGEMENT

The original goal for “transfer-ready student engagement” was to show students a clear pathway to transfer, involving equitable access to transfer information through personalized interaction with a peer mentor. These students would receive specific guidance on transfer, successfully complete lower division coursework, and apply for transfer to a university. ELAC’s Transfer Center has been an integral part in developing a transfer culture on campus.

The first step in this process began in the 2016-2017 academic year. Transfer marketing materials were developed and purchased with a goal of increasing the number of students the Transfer Center would serve. These materials were distributed through in-class presentations, on-campus events, transfer center events, and tabling at various high student traffic areas. In addition, investment with our University partners (UCLA and previously Loyola Marymount University, now UC Irvine and UC Santa Barbara) assisted in creating a culture of transfer-readiness (**QF1.01 UCSB Report; QF1.02 UCI Report**). Moving to a new space on campus also allowed for the Transfer Center to provide participants with follow-up services throughout the academic year. Moreover, in 2016, the Transfer Center expanded to include 2.5 FTE counselors from one counselor.

Overall, the number of students served by the Transfer Center for 2016-2017 academic year increased over the previous year. In 2015-2016, 4,571 students were served while the 2016-2017 term saw an increase of 28% with a total of 6,381 students served. These increases were correlated with the increase in student engagement materials along with our university partnership investments (**QF1.03 TC Report from 2016-2019**).

During the 2017-2018 academic year, the Transfer Center modified its student engagement based on student feedback: many identified the lack of visibility of the Transfer Center as an important issue. A common thread within the feedback pointed to the lack of visibility for the location of the Transfer Center (located in the D7 bungalow). The feedback led to the creation of various transfer events with the goal of increasing engagement and student traffic: GO East LA (Greater Outcomes for East Los Angeles), UC Application Kick Off, and the Spring Parent Transfer Conference. During the summer of 2017, GO East LA Summer Bridge Academy was developed to serve as an extended orientation for incoming freshmen with the goal of developing participants’ campus knowledge and transfer acumen through a series of engaging activities and workshops. During the eight weeks of Go East, the program served 297 new students. Since Summer 2018 though, this program has also transitioned over to the Welcome Center.

The “UC Application Kickoff” event was developed to inform students about the UC application process, the Blue and Gold opportunity (families that make less than \$80,000 a year qualify for free tuition), to encourage more students to apply to the University of California system and to address the Transfer Center’s lack of campus visibility. The vision and purpose of the Transfer Center’s third event (Parent Transfer Conference) was created by the UCLA Center for Community College Partnerships

coordinator. According to ELAC's 2018 Student Success Scorecard, 71.1% of ELAC self-identify as first-generation students (**QF1.04 Student Success Scorecard**). For these students, the transfer process is not done in isolation and often involves consultation with family members who themselves are unfamiliar with the transition involved when transferring to a new institution. The goal of the Parent Transfer Conference was to incorporate the cultural capital that exists within these family units and assist them in dispelling transfer myths and misinformation. The conference accommodated English and Spanish speakers and breakout sessions included systems of higher education, financial aid, and how to support transfer students (**QF1.05 2018 Parent Transfer Conference Report**).

Overall, these targeted efforts positively impacted student traffic to the Transfer Center. The Transfer Center was able to provide support for all students that submitted a university application within the Center and the career guidance counseling assistant (CGCA) team provided follow-up services for 839 applicants (**QF1.06 Transfer Data spreadsheet**). For the 2017-2018 academic term, the Transfer Center served a total of 8,565 students, an increase of 34% from the previous year, and 10,509 students from 2018-2019 (**QF1.07 2017-2019 Student Sign-in Spreadsheet**).

In 2018-2019, transfer-ready students were identified by OIEA and this information was then used by the Transfer Center Counseling and CGCA team to target transfer messaging based on units accrued and transfer grade point average. This targeted approach helped the campus achieve 369 UC Transfer Admission Guarantee (TAG) applicants for the 2018-2019 cycle compared to 256 applications for the 2017-2018 term. The efforts by various ELAC entities (counseling, instructors, academic programs, student support programs, etc.) in promoting transfer and Associate Degree for Transfer offerings resulted in a recognition by Campaign for College Opportunity. In September of 2018, ELAC was named a 2018 Champion for Higher Education by the Campaign for College Opportunity for the work in awarding Associate Degrees for Transfer (AD-T) (**QF1.08 Champion Honorees List**). For 2016-2017, ELAC awarded 661 AD-T's and had among the highest year-to-year increases among the 114 California Community Colleges (**QF1.09 Associate Degree for Transfer Campus-Level Implementation 2018**).

The Transfer Center increased the number of transfer events and campus collaborations to engage and serve more students. The Transfer Center coordinated the following events: Fall University Fair, Transfer Kickoff 2018, Transfer Student Success Conference, UC Kickoff and Ice Cream Social, Spring University Fair, Transfer Week, South Gate Transfer Fair, and Transfer Student Reception. These events along with an e-mail campaign, social media presence, and academic department presentations assisted in promoting our transfer services to a larger number of students. All these events resulted in the center serving 10,509 students for the academic year and capturing and supplying wraparound services for 1,130 university applicants.

The Transfer Center and its services also benefitted from an overall increase in the number of transfer counselors at the College over the last several years.

	2016	2017	2018	2019
Full-time Counselors	27	31	34	38

In 2018-2019, the CGCA team and an additional transfer counselor trained future peer mentors in collaboration with university partners as part of an annual cycle. The CGCA team assists with student intake and fields transfer inquiries, acting as intermediaries between counselors and students. Based on the available data, the Transfer Center has taken on a significant proportion of transfer-related appointments along with South Gate, and the International Student Center:

of Booked Appointments with a "Transfer Check" Reason Code:

	2016	2017	2018
EOPS	100	111	108
International Student Center	509	403	477
South Gate	625	553	396
Transfer Center	9	199	730

Transfer-ready engagement on campus is also addressed in collaboration with other programs such as the Adelante First Year Experience (FYE) Program, Honors Program, John Delloro Transfer Program in Social Justice, Math Engineering & Science Achievement (MESA), Pathway to Law, Puente, and services for student athletes. These programs provide a variety of support services and enrichment activities based off students' interests, goals, and backgrounds. For example, the Honors Program provides students with the opportunity to earn certification. Once certified, honors students are eligible for priority consideration when applying to some of the nation's finest colleges. MESA enables educationally underserved students to prepare for and graduate from a four-year institution with a degree in areas such as engineering, the sciences, computer science, and mathematics. FYE, open to first-year scholars of any age, utilizes thematic cohorts to promote self-advocacy, transfer knowledge, and a college-going mindset.

COMPONENT #2: COMMUNICATION STUDIES TRANSFER AMBASSADORS

The project associated with this component involved collaboration with public speaking students (enrolled in Communications 101 courses) to visit classes across campus and inform students about transfer process and requirements. Initially, some class presentations were conducted during the end of the semester and at campus recruitment events such as the Boom Festival, Cash for College, ELAC Live, and Opening Day for Faculty in 2016-2017. However, the focus for Communication Studies Transfer Ambassadors changed because the Communication Studies Department did not have the capacity to implement this initiative. Instead of specifically tapping Communication Studies students, focus shifted toward the development of Student Success Advocates discussed in the following component.

COMPONENT #3: STUDENT SUCCESS ADVOCATES

Faculty Transfer Advocates were originally trained in understanding the transfer steps and requirements, who could then provide students with guidance on completing degrees in the faculty member's specific discipline. Faculty were to be recruited and trained to be transfer leaders within their specific discipline. Once trained, the faculty led transfer efforts within the classroom. This would add an additional layer of support for students coming from the faculty level and not just Student Services.

Over the course of 2016-2017, the Faculty Transfer Advocate designation changed to Student Success Advocates to recognize that students had diverse goals, which were not just limited to transfer. The primary role of a Student Success Advocate is to help students navigate not only the university campus and its many resources, but also help set their educational goals by partnering with Student Services. The Student Success Advocates facilitated a workshop series focused on disseminating applicable best practices derived from RP Group's 6 Factors of Student Success. The 6 Factors of Student Success include valuing, engaging, connecting, nurturing, fostering and directing student success. Based on multi-year research findings, the RP Group affirmed that colleges, including ELAC, need to (1) foster students' motivation, (2) teach students how to succeed in the postsecondary environment, (3) structure support to ensure all six success factors are addressed, (4) provide comprehensive support to historically underserved students to prevent the equity gap from growing and (5) encourage faculty to take the lead in supporting student achievement ([QF1.10 SSA Spring 2017 Presentation](#)).

Faculty participants collaborated with Student Services to develop and implement workshops, mini-conferences, open houses within their disciplines to assist students with major declarations, and introduced their students to certificate, degree and transfer pathways. Examples of events in the 2016-2017 academic year include the Social Sciences Open House and South Gate Campus Transfer Student Success Conference (**QF1.11 Social Sciences Spring 2017 Flyer**; **QF1.12 SGECC Transfer Student Success Conference 2017 Agenda**).

In 2017-2018, Student Success Advocates continued to facilitate foundational workshops for faculty and recruited faculty from the New Faculty Institute (**QF1.13 NFI Syllabus 2017-2018**). Fifteen faculty signed participant agreements and coordinated departmental open house events, student success conferences, workshops, and career panels. These events introduced students to career and educational pathways within their disciplines. Attendance at these events ranged from 131 to over 500 students (**QF1.14 May 2018 SSA Overview**; **QF1.15 Social Sciences Spring 2018 Flyer**; **QF1.16 Careers in Child, Family & Education Studies Event Flyer**).

In 2018-2019, the Student Success Advocates were put on hold. As the campus responded to Assembly Bill 705 (AB 705) and the implementation of Guided Pathways, many of our faculty champions were pulled into these other efforts. The Student Success Advocates may return in the future to buttress the above initiatives.

COMPONENT #4: LATINA COMPLETION AND TRANSFER ACADEMY (LCTA)

The focus for Component #4 is to provide Latina students with a pathway to academic success. Based on data collected by OIEA, Latina students were identified as taking longer to complete and transfer than other student groups.

The first step of this process required securing part-time personnel, adjunct counseling hours, and other resources. Counseling support was secured starting in 2016 to assist with LCTA efforts and ensure that all program participants received educational plans, career guidance, and overall academic and social support. An advisory committee of Latina faculty, staff and administrators drafted the program services and required LCTA students to attend transfer-related workshops during the Fall 2016 semester (**QF1.17 LCTA Orientation Agenda**). In 2017, a student services assistant was hired to support program operation, provide case management and coordinate and facilitate student support.

LCTA participants are enrolled in cohort courses, including Math and English courses as well as a course in Biology and Chicano Studies, based on demand. Classes are offered in the evenings to better accommodate program participants' work schedules. Textbooks, calculators, embedded tutoring and case management are provided. Students must also sign a contract to participate in study hours on Friday and Saturdays. An analysis of student educational plans and data revealed that some of the factors attributed to delays in Latina students' completion and transfers were placement into lower level Math and English courses; inability to pass gatekeeper courses; and in some instances, three failed attempts at a course that prevented them from moving forward. Placement into lower level math courses have recently been addressed with the implementation of AB 705. Prior to AB 705, participants met program parameters but could not place in available Math courses nor could they take full advantage of program services. Due to LCTA's embedded support, along with AB 705, more students have joined the program which has resulted in an increased need to open transfer-level Math 125 and Math 227 sections.

An increased need for Math 125 and 227 sections but lack of increase in Supplemental Instruction (SI) coaches has been an issue though. SI coaches are in the classroom with students during lecture to assist students with successful completion to reduce equity gaps. Previously, only one SI coach was available for Math 125 and 227 and quickly reached capacity. At the peak, the LCTA utilized up to three Math SI coaches, one English SI coach, and one Biology SI coach (**QF1.18 2017-2018 LCTA Service Pamphlet**). Going into Fall 2019, the LCTA currently includes two Math SI coaches and one in Biology. Due to a new student worker policy, the LCTA English SI coach was not able to continue with the

program. A request has been made to identify a tutor that can work to support English 101 and 103 sections.

Another issue has been low transfer and completion rates. To address this, non-credit math courses were considered to prepare students for transfer-level math but those plans were put aside with AB 705 implementation. SI coaches have occasionally offered special math workshops as needed in the past. For 2018-2019, LCTA partnered with the Learning Center to offer workshops and will continue to work with the Learning Center, Writing Center, and Math Lab. Additionally, LCTA staff have worked with Transfer Center staff and counselors to ensure that students apply in the year they complete.

Staff also provide activities, workshops, and opportunities to work with transfer counselors (**QF1.19 LCTA Sample Activities**). Since 2016-2017, LCTA members are required to regularly meet with a counselor to maintain a comprehensive educational plan to complete a degree and transfer. Students must meet with mentors, who are faculty or community members, and connect through a leadership series organized throughout the year.

Since 2017-2018, LCTA has been housed in the Student Services Annex along with the Transfer Center which makes it more convenient for participants to access LCTA program services and transfer assistance. Currently, LCTA office hours are from 12pm to 8:30pm Monday through Thursday. Later hours of operations allow LCTA to better serve students.

In 2017-2018, the Social Solutions Efforts to Outcomes (ETO) was purchased and piloted to track LCTA participants. However, after issues with system usage and student tracking, the usage of ETO was ultimately discontinued in December 2018. Related details can be found in QFE #3 Component #4.

As mentioned earlier, a major finding for the program was the fact that many participants could not complete and transfer because they had failed a math or English class three times. This made them ineligible (by state mandate) to retake the course at the College unless their appeals were approved. Students did not know of a 4th Attempt Petition, or if they did, they did not know how to properly complete the petition or check its status of their petition.

In response, the LCTA team and Admissions co-created a workshop to highlight the option of the 4th Attempt Petition workshop, and passage rates have increased as a result (**QF1.20 4th Attempt Instructions**). Moreover, the 4th Attempt Petition has expanded beyond Latina students to the general student population who are referred from counselors and program staff. However, with such success, the LCTA program has reached capacity issues as petitions are taking longer to approve and there are delays in approval notification. A recommendation is currently being discussed to create targeted cohort courses for 4th Attempt students and notify them of approval prior to the start of the semester.

Another anticipated work area for the LCTA is developing on-site childcare for students. While LCTA offers family-friendly workshops where students can bring their children and other family members to boost attendance and demonstrate the importance of higher education to their families, childcare needs limit course enrollment. Many LCTA students currently only take one class per semester which delays degree completion and transfer. Currently, LCTA is working with the Child Development Center, which is pending state license approval to expand its services so that it can address the needs of LCTA program participants. The expansion of services will include the extension of day care center operating hours and an increase in capacity to serve younger children.

In terms of overall LCTA participation, the data is as follows: In 2016, 82 students (including students inherited from other programs that ended who met LCTA unit qualifications); in 2017, 134 students participated; in 2018, 225 students participated (as Math 125 and 227 were in high demand, two sections per class were added) and in 2019, there are currently 190 participants—a decrease due to the loss of Math 115.

COMPONENT #5: CAMPUS ENGAGEMENT

Originally, this component called for a Campus Engagement Specialist who would be tasked with overseeing the College's transfer initiatives and working with the Office of Student Services, Transfer Center, and other related units as well as faculty. However, The Campus Engagement Specialist position was vacated in 2017. While funding request for the position was included in the Annual Update Plan (AUP) process in 2016-2017, the position has not been filled since then (**QF1.21 Transfer Center AUP 2016-2017**). In lieu of a dedicated Campus Engagement Specialist, the College has been working on other ways to foster campus dialogue related to transfer and create broader "campus engagement."

One such effort has been the partnership with the Center for Urban Education (CUE). In January 2017, CUE was contracted to provide transfer equity data analysis and work with a cross-section of campus leaders to develop a Transfer Equity Scorecard and evaluate the effectiveness of changes and create long-term plans to reach equity goals (**QF1.22 ELAC 2019 Transfer Equity Scorecard**). To that end, this two-year project would increase transfer equity at the College, initiate an inquiry process, and develop a set of data analysis tools organized in a five-phase course of action. Inquiry and sub-inquiry groups met once a month to dialogue and delve further into data analysis. As a result, campus leaders in the CUE Inquiry Group examined three chunks of "transfer aspirant" data, dialogued within inquiry teams, and developed recommendations to foster campus engagement around transfer culture. This resulted in changes to orientation materials (both in-person and online) to make the material more welcoming and accessible, foster a sense of belonging for students, and set expectations for transfer.

QUALITY FOCUS ESSAY #2: STREAMLINING THE MATH SKILLS PATHWAY

OVERVIEW

The goal of the original “Streamlining Basic Math Skills” QFE plan focused on the improvement of success rates in basic math skills, a need that was identified utilizing several key data sources. Data reflected that ELAC students who started in Math 105 (Arithmetic) and Math 110 (Introduction to Algebraic Concepts), classes four and three levels below transfer, respectively, were unlikely to complete the requirements for earning a degree or transferring within three years. Based on the data, the original QFE outlined a strategy to improve those outcomes.

However, implementation of the original QFE plan became problematic with the passage of California’s Assembly Bill 705 (AB 705), which took effect on January 1, 2018. The bill requires that placement recommendations must ensure that students have maximized opportunities to complete transfer level English and Math courses within one year and may not be placed into remedial prerequisite courses unless students are “highly unlikely to succeed” without them. The bill also requires that placement decisions rely primarily on the use of one or more of the following: high school coursework, high school transcripts, and/or high school GPA.

In response to AB 705, the LACCD Chancellor imposed a scheduling restriction on the District mathematics departments preventing the departments from offering any courses more than one level below transfer (equivalent to Intermediate Algebra) beginning in Fall 2019 (**QF2.01 Chancellor’s April 29, 2019 Email**). This dramatic shift obviously affected the scope of the original QFE given that the courses targeted by the original QFE are no longer offered. With that said, the intent of the original QFE is not lost and the College is actively working to address success and completion in Mathematics coursework.

The Mathematics Department developed a number of parallel support courses that contain additional contact time for needed remediation. For example, the College currently offers both Statistics (Math 227) and Statistics with Support (Math 227S) with the latter course having one additional contact hour per week that the instructor uses to provide tailored remediation (**QF2.02 Curriculum Committee April 2018 Summary**). In addition to curriculum changes, the College, with the support of additional funding from the District, expanded tutoring and supplemental instruction efforts for Mathematics.

COMPONENT #1: INFORMED COURSE PLACEMENT

At the time of the most recent Institutional Self-Evaluation Report, new ELAC students were required to participate in an assessment placement process before enrolling in any math class with prerequisites. The problem was that many students often took the assessment “cold,” that is, after one or more years might have lapsed since their last math class resulting in potential inaccurate placement. The original QFE plan called for “no cold assessment” with the idea that special learning modules could be developed for students to access prior to assessment. Early efforts at “no cold assessment” included pilot sessions of face-to-face workshops that were designed to familiarize students with the format and content of existing placement tests to increase awareness around the topics that students should review. The overall aim of this component was to increase the proportion of students placing into Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra) instead of Math 105 (Arithmetic) and Math 110 (Introduction to Algebraic Concepts).

In this paradigm, informed course placement now takes two forms. The first is helping students understand how their abilities align to offered coursework. To address this concern, the Math Department developed a recommended placement rubric in Fall 2018 for students to determine which math course best meets their needs based upon their prior experience and math enrollment

history, in conjunction with a district-wide rubric (**QF2.03 LACCD Placement Rubric**; **QF2.04 Self-Placement Flyer**). The second form is mandated by law where College messaging to students must inform the students about placement policies including the right to enroll in transfer-level coursework. The entire LACCD is compliant with these requirements and is providing standard messaging to students about placement (**QF2.05 Placement Messages**).

Due to the mandates of AB 705, the original “no cold assessment” project is replace with “informed course placement.”

COMPONENT #2: ADJUNCT ACADEMY

The concept of the Adjunct Academy arose because most Math 105 and 110 sections were taught by adjunct faculty. The Adjunct Academy would give part-time faculty additional resources and training to support students struggling in Math 105 and 110. Initial progress around began in 2016-2017 with the development of a math faculty inquiry group. Faculty met several times to exchange teaching strategies, textbook options, and online resources. This resulted in the development of a list of study skills for instructors as well as common finals for those math courses.

However, the passage of AB 705 resulted in the elimination of Math 105 and 110 offerings and complicated the course-specific aim of the Academy. As a result, the Math Department also ended the Math 110 common final that had been created by the faculty inquiry group. In response, the Math Department developed new support math courses and learning support service opportunities. With those changes, the Math Department will continue to explore alternatives to address adjunct training needs and provide adjunct professional development opportunities for effective, research-based approaches when working with least prepared students.

For example, the Mathematics Department, supported by funding from the Basic Skills and Student Outcomes Transformation Program, hosted to full-day workshops regarding the new support curriculum during academic year 2018-19 (**QF2.06 2018 Math Curriculum Training**). Adjunct faculty were especially encouraged and incentivized to attend these workshops with small stipends.

The LACCD is also taking a leading role given the District wide impact of AB 705. The LACCD administration together with the faculty union are developing a series of trainings and workshops for teaching statistics, which is now the primary course offered throughout the District (**QF2.07 August 2019 IESS Support Chart**). In particular, these workshops will be aimed at adjunct faculty who may have had little experience teaching statistics given the large number of remedial offerings prior to AB 705.

COMPONENT #3: SUPPLEMENTAL INSTRUCTION/TRI-MATH MODEL

For the past four years, the STEM program has used Supplemental Instruction (SI) to provide math students with in-class facilitators, termed “SI coaches,” who provide additional targeted work, discussion, guidance, and activities outside of the class period. SI coaches are trained and monitored by math faculty who receive stipends or reassigned time for their work, and who are themselves trained in the SI model through the University of Missouri. The original QFE proposal sought to expand the SI program to have a greater focus on Math 105/110. The elimination of Math 105/110 has shifted priorities to providing additional SI for transfer-level coursework. This has indeed happened with the more than doubling of funding for the Mathematics SI Program in 2019-20. The original budget for the Mathematics SI Program was meant to be \$60,000 for SI coaches, but due to additional AB 705 funding an additional \$80,000 will be provided for the 2019-2020 year (**QF2.08 2019-2020 Math Department Budget**). The additional funding now means that the majority of intermediate algebra and statistics courses will be covered by SI coaches. Unfortunately, the additional funding came just prior to the Fall 2019 semester, and given the extensive training of the SI coaches the majority of new SI coaches will not be ready to serve students until Spring 2020.

Moreover, there has not yet been an opportunity to analyze SI program results as the Math Department has been focused on AB 705 compliance. Work on a student survey to gauge SI program effectiveness has been delayed. The current goal is to develop a questionnaire and survey students in the 2019-2020 academic year. Specific student groups have had opportunities within cohorts to participate in SI. However, that success data has not been collected and the training of SI coaches still need to be uniformly provided.

The Tri-Math Model discussed in the last ISER originally included a counseling component to provide additional support. In this approach, each math class was assigned a career guidance counseling assistant (CGCA). The CGCA followed up with students to ensure that they were attending SI sessions and also responded to attendance issues or other class problems identified by teaching faculty. Before the full effectiveness of the Tri-Math Model could be explored though, the program was discontinued in 2017 due to lack of funding.

COMPONENT #4: MATH ADVANCEMENT PROGRAM (MAP)

The Math Advancement Program (MAP), in which students enroll in two math classes in one semester, still continues after AB 705. Past data has demonstrated that student success increases with participation in MAP (**QF2.09 MAP Success Data**). In 2017-2018, MAP expanded to include Math 241 (Trigonometry) and Math 260 (Pre-calculus). The original proposal included 8-week sections of Math 105-Math 125 to foster progress and completion, but those will now be changed to pairings of Math 125 and its support version (Intermediate Algebra) and Math 227 and its support version (Statistics).

The Math Department still faces challenges in expanding this program because students are reluctant to take ten or more units of math in one semester, especially first-time college students. It has also been difficult to retain students who do not pass the first eight-week course. Once changes arising from AB 705 have been fully implemented, the Math Department plans to examine who has successfully completed MAP under post-AB 705 course offerings and develop strategies for recruitment and retention to expand strategically. While MAP did grow to include new course combinations, such as Math 241 and 260, the Department is exploring the possibilities of other course pairings and how to track student progress.

QUALITY FOCUS ESSAY #3: CREATING A WELCOME CAMPAIGN

OVERVIEW

The goals of the ELAC Welcome Campaign are to assist current and incoming students, improve their navigation of the College, and increase their sense of belonging. By thoughtfully examining practices of campus personnel and policies that affect students during their initial contact with the College, the Welcome Campaign has been building a support system to better connect the students with relevant resources.

COMPONENT #1: PHYSICAL SPACE AND SIGNAGE

Physical space for the WSRC was secured in the Student Services Building in late Spring 2016. Once that space opened, signage was also secured ([QF3.01 WSRC Signage Photo](#)). Currently, the space is also shared with the Career and Workforce Development Center (CWDC).

Students now utilize the WSRC as the initial point of engagement and other offices also refer students to the WSRC for further assistance. In Spring 2017, pop-up banners were acquired and set up during a student services promotional campaign to publicize services, such as the Veteran's Resource Center and Financial Aid Office, and their locations ([QF3.02 WSRC Banners](#)). In addition to physical signage, the WSRC uses social media accounts such as Instagram to market student services as well as traditional communication media such as newsletters ([QF3.03 Instagram Page](#); [QF3.04 Newsletter Sample](#)). The WSRC website, updated with a complete redesign of the College website in Summer 2019, also remains an important engagement point for students with links to relevant resources and useful information such as office location and operating hours. Initially, the WSRC operated from Monday through Friday, but later expanded to Saturday as well starting in 2017-2018 ([QF3.05 Website Screenshot](#)).

While ELAC is the largest college in the District and one of the largest in the state, its Student Services building is one of the smallest and lacks the capacity to fully house support programs and best serve student needs. In May 2018, the Facilities Planning Subcommittee (FPSC) discussed Measure CC and other existing bond programs and approved the expansion of the Student Services Building, which was subsequently approved by the Shared Governance Council ([QF3.06 ESGC July 23, 2018 Minutes](#)). The goal of the project is to expand to a three or four-level building (compared to the current single level) and centralize all student services units.

COMPONENT #2: ADDRESSING STUDENT NEEDS

In the original QFE proposal, Component #2 specifically addressed "Culturally Responsive Training" (CRT). As a part of the Student Equity Plan, a core of campus leaders would be trained to promote awareness around the needs of a diverse student population. These leaders would develop workshops based on their findings, and workshop participants would initiate changes in teaching/learning and/or student services based on CRT. Based on current campus needs, however, the Welcome Campaign modified its original QFE scope.

In 2016-2017, the WSRC shifted focus to develop a broader array of services. As a result, the recruitment and training of CRT and Safe Zone facilitators moved to the Dream Resource Center and CRT Academy, although all WSRC staff are still Safe Zone trained. Request for staffing for WSRC was put on hold. Instead, a cadre of Student Service Support representatives was hired to work with the WSRC in summer 2017 around outreach and recruitment to develop student workers/volunteers and provide campus tours and develop workshops. Beginning in Spring 2017, the staff member collaborated with other campus services to focus on immediate student needs, such as registration assistance, navigation of the PeopleSoft portal, and completion of online student orientation (further detailed in Component #3).

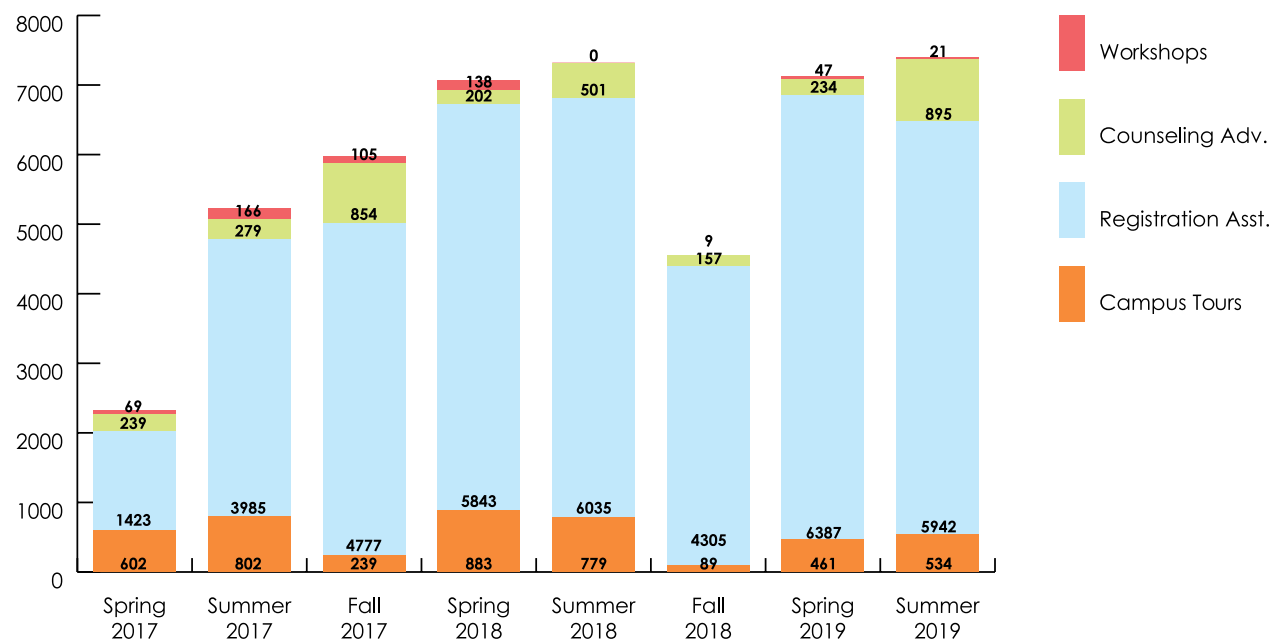
In 2017-2018, the WSRC worked with Equity CRT to identify faculty that had participated in CRT and ask them to serve as facilitators to embed best practices in student success workshops, but now CRT workshops are primarily conducted through the Dream Resource Center.

COMPONENT #3: SERVICE, INTAKES, AND REFERRALS

Component #3 comprises the bulk of the WSRC's work and mission, which includes the provision of orientation services, workshops, and other programs to ensure student success. Student Services recruited a classified staff member and students to provide tours, workshops and support at the WSRC (**QF3.07 WSRC Organizational Chart**). The classified staff member also collaborates with other services on campus to provide relevant workshops and connect to student services and instructional support.

The table below highlights the number of students served by campus tours, registration assistance, counseling advice, and workshops since Spring 2017:

Welcome & Support Resource Center's Key Services Report



Orientation services were also expanded in 2017-2018. New Online Orientation videos and Extended Orientation videos were launched in Summer 2017 to a larger group of students (**QF3.08 Online Orientation Screenshot**). The Online Orientation was developed to inform a new generation of college students who are more comfortable with information technology and sought services through the Internet. Extended Orientations were designed to offer specialized information to specific student groups including, but not limited to, first-generation students; student athletes; men of color; Science, Technology, Engineering & Math (STEM); Extended Opportunity Programs & Service (EOPS) CalWORKS; single parents; and Career and Technical Education (CTE) majors. The WSRC increased the number of students served in Extended Orientation by 1000% (from 50 students to 500 students) through the GO East LA (Greater Outcomes for East Los Angeles) Summer Bridge Academy, a three-day orientation program which was first piloted in 2016-2017. The WSRC worked with Counseling and Outreach Departments to connect the students with the online orientation and provided support with campus tours.

In terms of other ongoing activities, the College also organized Acceptance Days in 2017, welcoming high school students and helping them apply to school. Workshops and tours were also organized along with the Outreach Department, Counseling Department, Assessment Center, and the First Year Center in Spring 2018. Furthermore, the office space in WSRC was reconfigured with the addition of new tables, laptops, and chairs. This reorganization allows the WSRC to better serve students, allowing them space to use computers and also receive hands-on assistance. Finally, to continue better serving the students, a full-time counselor has been designated for the Welcome Center starting in 2019-2020. Previously, counseling services had been provided by an hourly adjunct counselor.

COMPONENT #4: TRACKING AND FOLLOW-UP

In 2016, an equity researcher was hired to serve both Student Equity and the Student Success and Support Program (SSSP). However, due to staffing issues, the researcher also supports other campus-wide initiatives and not just Equity/SSSP.

In 2016-2017, the WSRC began the implementation and usage of an online case management tracking system called Efforts to Outcomes (ETO), coordinating with OIEA to track student interest and need inquiries. In 2017-2018, the WSRC uploaded the ETO points of services, but follow-up and tracking were put on hold until case management personnel were hired and trained. ETO training was then delayed due to contract issues and a lack of staff capacity. After ETO went live, data was collected but its functionality was limited because not all units were using the system (**QF3.09 ETO Welcome Center Data Spring 2018**). Moreover, due to the confidentiality of the information within the system, the number of classified staff that could enter the system was limited and more follow-up personnel were needed to improve tracking efforts. Consequently, the College decided to utilize a different system once the contract for ETO ended in December 2018.

To replace ETO, ConexED has been chosen to provide more comprehensive scheduling and functionality as a case management tool to track students. ConexED went live on July 2019, and the WSRC is transitioning accordingly. The new system will provide better case management to help students onboard and assist with their enrollment and navigation of college resources.

In 2016-2017, a universal application form was also developed for use with the ETO System to better track students. Vetted by the Student Services Branch, the universal form identified students' needs in order to connect them with appropriate programs and resources on campus. While the universal form is still in use, the end of ETO also means that a new, improved form will need to be developed (**QF3.10 Current Universal Form**).

APPENDIX: COLLEGE SUPPORTING EVIDENCE AND DOCUMENTATION INDEX

Statement of Report Preparation

D0.A Steering Committee August 30, 2018 Minutes
D0.1 Accreditation Committee Charge
D0.2 ACCJC Reaffirmation Letter Sample
D0.3 District Accreditation Committee Minutes August 2019
D0.B ESGC November 25, 2019 Minutes
D0.C Academic Senate November 26, 2019 Minutes
D0.4 IESS Agenda
D0.5 Board Agenda

Actionable Improvement Plan #1: Building a Sustainable SLO Process

PA1.01 Assessment Handbook 2017-2018
PA1.02 Learning Assessment Committee February and March 2017 Minutes
PA1.03 2018 Closing Day Agenda
PA1.04 Graphic Image of Assessment Process
PA1.05 eLumen Participation Data
PA1.06 Action Plan Process
PA1.07 LAC February and May 2017 Minutes
PA1.08 Discipline-Level Action Plan Overview
PA1.09 Department-Level Action Plan Description
PA1.10 LAC June 2018 Minutes
PA1.11 2019-2020 LAC Workshop Schedule
PA1.12 LAC October 2, 2019 Agenda

Actionable Improvement Plan #2: Creating a Robust PD Program

PA2.01 Integrated Professional Development Strategic Plan
PA2.02 ESGC September 26, 2016 Minutes
PA2.03 PD Effectiveness Survey
PA2.04 Survey Results
PA2.05 Website Screenshot
PA2.06 PD Calendar 2019-2020
PA2.07 Classified Retreat April 2019 Agenda
PA2.08 PD Office Organizational Chart
PA2.09 2018 Opening Day Program

Actionable Improvement Plan #3: Expanding Communication Efforts

PA3.01 Retreat Values Summary January 19, 2017
PA3.02 SPC January 2018 Minutes
PA3.03 EPSC April 17, 2018 Agenda
PA3.04 SPC April 28, 2018 Minutes
PA3.05 Strategic Plan 2019-2025
PA3.06 Senate September 10, 2019 Minutes
PA3.07 ESGC September 23, 2019 Minutes
PA3.08 BOT January 2020 Minutes
PA3.09 2018 Summit Program
PA3.10 June 5, 2018 Summit Survey
PA3.11 ESGC October 28, 2018 Minutes
PA3.12 2019 Summit Agenda
PA3.13 2017 Opening Day Program
PA3.14 2017 Event Flyer
PA3.15 2018 NFI CAFE Presentation
PA3.16 ASCCC Spring 2018 Resolution
PA3.17 2018 Opening Day Program
PA3.18 Statement on Faculty Ethics Policy
PA3.19 2019 Workshop Presentation
PA3.20 Senate September 24, 2019 Minutes
PA3.21 IEPI Workplan
PA3.22 Senate Executive Committee June 3, 2019 Minutes
PA3.23 PD Committee March 2019 Minutes
PA3.24 Academic Senate September 25, 2018 Minutes
PA3.25 Internship Program Reception Press Release
PA3.26 REDIO Creation Press Release
PA3.27 CEI ESTEC LA Press Release
PA3.28 Joint Task Force on Global Education Recommendations

College Recommendation 2

CR2.01 Assessment Handbook 2017-2018
CR2.02 Student Support Services Assessment Plan Progress October 2019
CR2.03 Administrative Units Assessment Plan Progress October 2019
CR2.04 2018 Closing Day Agenda

College Recommendation 3

CR3.01 Learning Assessment Office Sample in eLumen
CR3.02 Psychology 2020-2021 AUP Sample
CR3.03 PRVC Annual Update Report 2019-2020
CR3.04 PRVC June 3, 2019 Minutes
CR3.05 Budget Committee May 20, 2019 Minutes
CR3.06 2019-2025 Strategic Plan

College Recommendation 6

CR6.01 Integrated PD Strategic Plan
CR6.02 ESGC September 26, 2016 Minutes
CR6.03 PD Effectiveness Survey
CR6.04 PD Committee Bylaws
CR6.05 2016-2017 Classified Staff PD Survey
CR6.06 Strategic Plan 2019-2025

District Recommendation 5

D5.1 SRP Board Approval
D5.2 SRP Overview
D5.3 Classified Staffing Request
D5.4 Academic Staffing Request
D5.5 Sample Staffing Reviews
D5.6 IT Evaluation Approval
D5.7 IT Evaluation Summary
D5.8 IT Evaluation Board Report

District Recommendation 7

D7.1 OPEB Funding History
D7.2 OPEB Asset Statement

District Recommendation 9

D9.1 Sample Committee Evaluation
D9.2 Survey Report
D9.3 Survey Overall Results
D9.4 Public Forum Responses
D9.5 Final Board Presentation
D9.6 Chancellor's Directive 70
D9.7 Example Regulation Sign-Off
D9.8 Board Agenda Sample Item S.1

District Recommendation 12

D12.1 Evidence of Posting
D12.2 Governance Survey Summary
D12.3 IESS March 2019 Agenda
D12.4 Board Agenda April 2019
D12.5 Sample Posting
D12.6 Senate Agenda
D12.7 Web Redesign RFP

Quality Focus Essay #1: Strengthening the Transfer Culture

QF1.01 UCSB Report
QF1.02 UCI Report
QF1.03 TC Report from 2016-2019
QF1.04 Student Success Scorecard
QF1.05 2018 Parent Transfer Conference Report
QF1.06 Transfer Data spreadsheet
QF1.07 2017-2019 Student Sign-in Spreadsheet
QF1.08 Champion Honorees List
QF1.09 Associate Degree for Transfer Campus-Level Implementation 2018
QF1.10 SSA Spring 2017 Presentation
QF1.11 Social Sciences Spring 2017 Flyer
QF1.12 SGEC Transfer Student Success Conference 2017 Agenda
QF1.13 NFI Syllabus 2017-2018
QF1.14 May 2018 SSA Overview
QF1.15 Social Sciences Spring 2018 Flyer
QF1.16 Careers in Child, Family & Education Studies Event Flyer
QF1.17 LCTA Orientation Agenda
QF1.18 2017-2018 LCTA Service Pamphlet
QF1.19 LCTA Sample Activities
QF1.20 4th Attempt Instructions
QF1.21 Transfer Center AUP 2016-2017
QF1.22 ELAC 2019 Transfer Equity Scorecard

Quality Focus Essay #2: Streamlining the Math Skills Pathway

QF2.01 Chancellor's April 29, 2019 Email
QF2.02 Curriculum Committee April 2018 Summary
QF2.03 LACCD Placement Rubric
QF2.04 Self-Placement Flyer
QF2.05 Placement Messages
QF2.06 2018 Math Curriculum Training
QF2.07 August 2019 IESS Support Chart
QF2.08 2019-2020 Math Department Budget
QF2.09 MAP Success Data

Quality Focus Essay #3: Creating a Welcome Campaign

QF3.01 WSRC Signage Photo
QF3.02 WSRC Banners
QF3.03 Instagram Page
QF3.04 Newsletter Sample
QF3.05 Website Screenshot
QF3.06 ESGC July 23, 2018 Minutes
QF3.07 WSRC Organizational Chart
QF3.08 Online Orientation Screenshot
QF3.09 ETO Welcome Center Data Spring 2018
QF3.10 Current Universal Form