



EAST LOS ANGELES COLLEGE



# Substantive Change Proposal

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

**SUBMITTED BY** > East Los Angeles College, 1301 Avenida Cesar Chavez, Monterey Park, CA 91754

**SUBMITTED TO** > Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

# **SUBSTANTIVE CHANGE PROPOSAL**

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

**Institution:**

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

**Submitted:**

February 2017

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**February 2017**


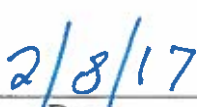


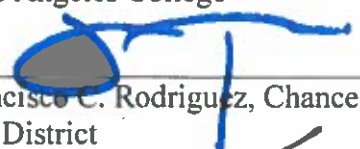


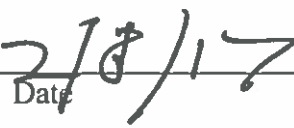
**TO:** Accrediting Commission for the Community and Junior Colleges  
Western Association of Schools and Colleges

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

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

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

**Signed:**

 _____ Marvin R. Martinez, President, East Los Angeles College	 _____ Date
 _____ Dr. Laura M. Ramirez, Vice President, Accreditation Liaison Officer, East Los Angeles College	 _____ Date
 _____ Dr. Francisco C. Rodriguez, Chancellor, Los Angeles Community College District	 _____ Date
 _____ Scott Svonkin, President, Board of Trustees, Los Angeles Community College District	 _____ Date

## **I. Description of the Proposed Change**

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

### **A. The South Gate Educational Center**

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

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

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

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<sup>1</sup> EIR [https://www.elac.edu/adminservices/construction/eir/pdf/sg/2015\\_SGECMasterPlanSupplementalDEIR.pdf](https://www.elac.edu/adminservices/construction/eir/pdf/sg/2015_SGECMasterPlanSupplementalDEIR.pdf)

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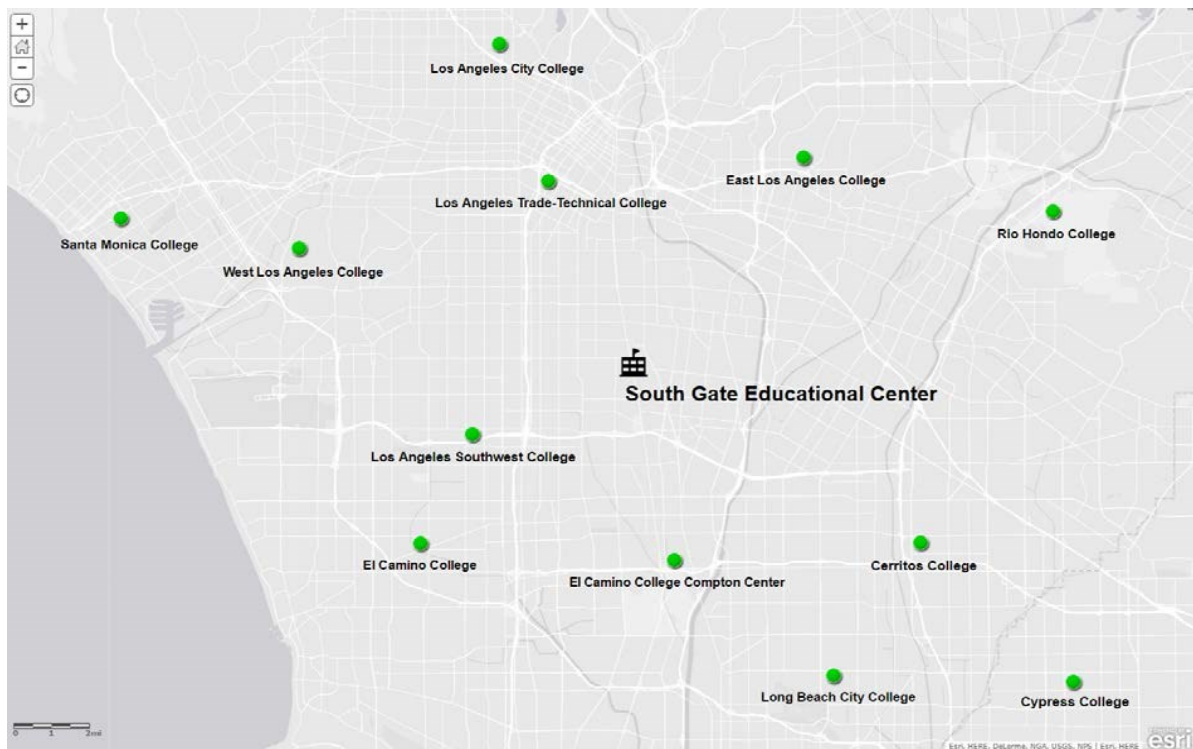
For students wishing to complete programs not entirely available at the SGEC, there is a shuttle running directly to and from the ELAC main campus, with the schedule changing to accommodate the flow of students each term (Appendix 3). The cost of the contracted shuttle services is approximately \$184,000 per year.

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

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

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

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



*Table 1: Location of the SGEC in relationship to other public community colleges.*

**C. Rationale for the South Gate Educational Center**

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

**D. Population Statistics and Demographics for the SGEC Region**

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

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

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

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

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

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

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

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

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

<b>Occupation</b>	<b>2015 Jobs</b>	<b>2025 Jobs</b>	<b>Change</b>	<b>% Change</b>
Sewing Machine Operators (51-6031)	6,075	4,319	(1,756)	(29%)
Laborers and Freight, Stock, and Material Movers, Hand (53-7062)	4,628	5,104	476	10%
Heavy and Tractor-Trailer Truck Drivers (533032)	3,831	4,153	322	8%
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)	3,703	4,075	372	10%
Cashiers (41-2011)	2,816	3,041	225	8%
Combined Food Preparation and Serving Workers, Including Fast Food (35-3021)	2,192	2,862	670	31%
Packers and Packagers, Hand (53-7064)	1,942	1,972	30	2%

*Table 4: Top 10 Largest Occupations in the SGEC region. Source: EMSI Q2 2016 Data Set*

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As a result, the median income of the City of South Gate and surrounding cities is far lower than Los Angeles County and the State of California. In particular, the median income for the SGEC region was roughly 33% less than Los Angeles County and 39% less than the State of California in 2014 (Table 5). This data shows there is a need for the community to be able to access the 21<sup>st</sup> century job training and university transfer opportunities the SGEC offers.

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

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

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

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

Since ELAC began operating at the SGEC site in 1996, the college has amassed a large body of data that confirms the community around the SGEC has a great interest in and need for ELAC educational programs. The numbers of students enrolled in classes at the SGEC have grown steadily over the last decade, with the only dip occurring during the California budget cuts in 2012. The total student head count for fall 2015 was nearly at an all-time high, although the total number of duplicated enrollments is less than during the recession years (Table 6).

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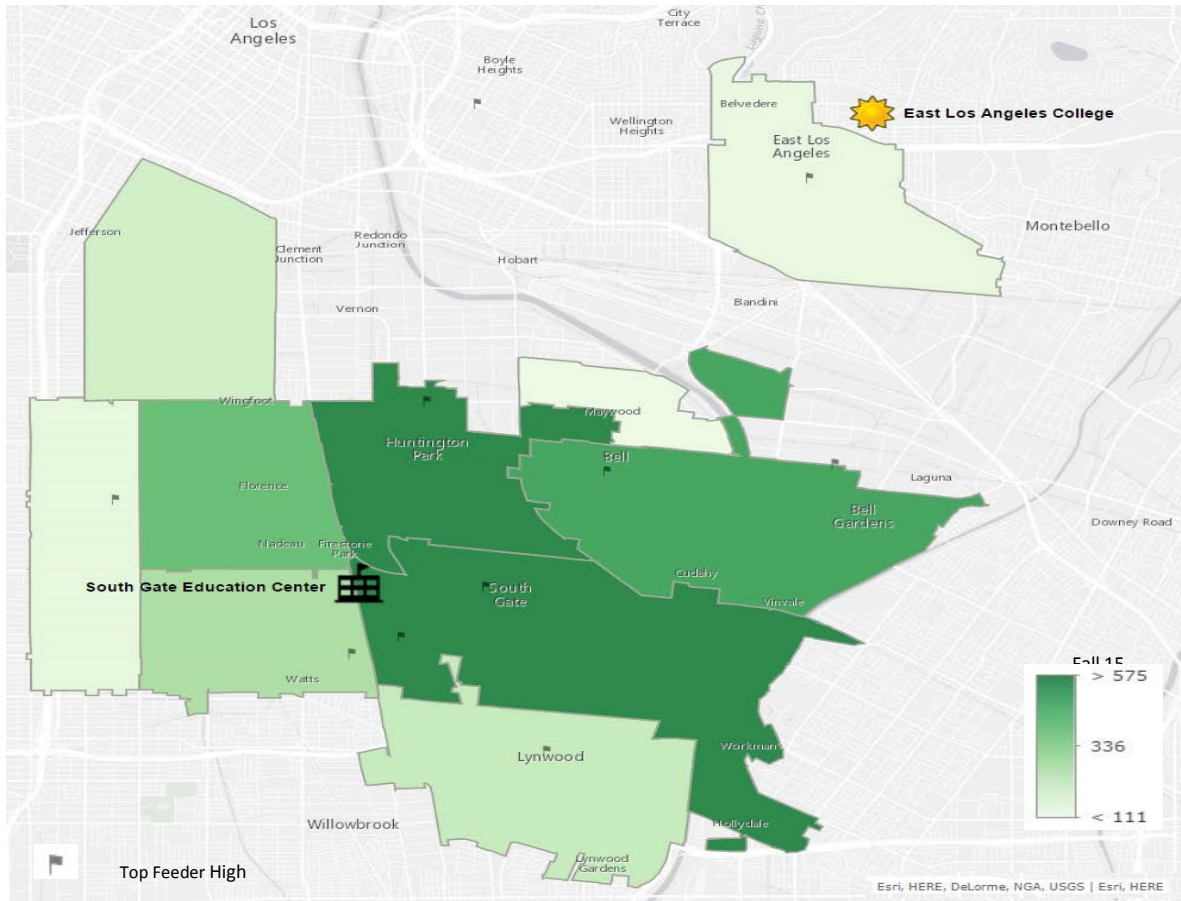
<b>Semester</b>	<b>Credit Sections</b>	<b>Enrollment</b>	<b>Students</b>	<b>Class Size</b>
Fall 2005	201	6,169	3,248	30.7
Fall 2006	199	6,422	3,383	32.3
Fall 2007	209	6,674	3,492	31.9
Fall 2008	229	7,760	4,141	33.9
Fall 2009	231	8,932	4,770	38.7
Fall 2010	201	8,815	4,930	43.9
Fall 2011	193	8,639	4,910	44.8
Fall 2012	165	7,604	4,520	46.1
Fall 2013	173	7,553	4,543	43.7
Fall 2014	204	8,159	4,821	40.0
Fall 2015	219	8,312	4,864	38.0

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

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

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

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

The top feeder high schools are generally considered low-performing, with no high school in this category meeting the State of California Academic Performance Index (API) of 800. Of the top 10 feeder high schools, Garfield High School has the highest API score, but is also the furthest away from the SGEC site (Table 8).

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<b>High School</b>	<b>2011 Growth API</b>	<b>2012 Growth API</b>	<b>2013 Growth API</b>	<b>Non- Weighte d 3-Year Average API</b>	<b>Weighte d 3-Year Average API</b>
SOUTH GATE SENIOR HIGH	677	693	709	693	693
HUNTINGTON PARK SENIOR HIGH	606	651	673	643	636
BELL SENIOR HIGH	681	687	706	691	690
SOUTH EAST HIGH SCHOOL	644	678	689	670	669
FREMONT SENIOR HIGH	572	582	623	592	587
BELL GARDENS HIGH	667	686	704	686	685
LYNWOOD SENIOR HIGH	617	632	660	636	636
GARFIELD SENIOR HIGH	708	706	714	709	709
ROOSEVELT SENIOR HIGH	521	544	601	555	551
JORDAN SENIOR HIGH	516	609	615	580	564

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

## **II. Planning Process Leading to the Request for Change**

### **A. Needs and Resource Assessment**

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

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

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

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

**B. Anticipated Effect of the Proposed Change on the Rest of the Institution**

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

**C. Benefits Resulting from Change**

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

**D. Preparation for Change**

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

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

### **III. Institutional Resources Dedicated to the Site**

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

#### **A. Student Learning and Support Services**

The SGEC provides comprehensive learning and support services during all hours of operation.<sup>7</sup>

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

**B. Faculty, Management, and Support Staff**

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

**C. Professional Development for Faculty and Staff**

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

**D. Equipment and Facilities**

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

**E. Fiscal Resources**

The college has a longstanding financial commitment to the SGEC. The current leased facility has been maintained by the college and undergone a number of improvements to ensure the

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college meets the standards for safety, security, facilities, equipment, and appropriateness for programs and services offered at the site. The college's commitment to the South Gate community and financial investment is further supported with the investment in the Firestone Educational Center. LACCD purchased the property and will commence a bond-funded project, which includes expansion of instructional programming, student services, and administrative services. The center will accommodate 9,000 to 10,000 students.

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

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

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

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

### **H. Monitoring of the Proposed Change**

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

**I. Evaluation and Assessment of Student Learning Outcomes and Student Achievement Data**

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

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

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

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

## **IV. Evidence of Internal and External Approvals**

### **A. Administrative**

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

### **B. Los Angeles Community College District Board of Trustees Approval**

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

## **V. Evidence of Maintenance of Eligibility Requirements**

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

### **A. Authority**

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

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

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

The proposed change does not affect this requirement.

### **B. Operational Status**

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

A copy of the current searchable class schedule is available at the ELAC website.<sup>2</sup> A separate schedule listing only SGEN courses is available for fall and spring terms.<sup>3</sup> Courses are scheduled at all sites so that students have the opportunity to complete degree and certificate programs at a pace and location that meets their individual needs. The proposed change does not affect this requirement.

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<sup>2</sup> ELAC Schedule of Classes: <https://www.elac.edu/academics/schedules/index.htm>

<sup>3</sup> Fall Schedule: [https://www.elac.edu/academics/schedules/2016/fall/ELAC\\_Fall\\_2016\\_Classes\\_SG.pdf](https://www.elac.edu/academics/schedules/2016/fall/ELAC_Fall_2016_Classes_SG.pdf) and Spring SGEN class schedule: [https://www.elac.edu/academics/schedules/2017/spring/ELAC\\_SPRING\\_2017\\_Classes\\_SG.pdf](https://www.elac.edu/academics/schedules/2017/spring/ELAC_SPRING_2017_Classes_SG.pdf)

**C. Degrees**

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

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

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

The proposed change does not affect this requirement.

**D. Chief Executive Officer**

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

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

The proposed change does not affect this requirement.

**E. Financial Accountability**

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

An independent firm conducts audits of the College within the District on an annual basis. They produce the “LACCD Report on Audited Basic Financial Statements” using

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Government Audit Standards. The most recent result found the financial statements presented fairly, in all material respects, the net assets of the LACCD in conformity with U.S. generally accepted accounting principles.

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. According to the Department of Education's website<sup>10</sup> the default rates for East Los Angeles College for fiscal years 2010, 2011, and 2012 were 11.6 percent, 19.2 percent, and 13.4 percent, respectively, which are well within the acceptable range.

The proposed change does not affect this requirement.

### **F. Mission**

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

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

### **G. Governing Board**

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

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items.<sup>4</sup> The Board ensures colleges have the necessary resources to deliver quality student learning

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<sup>4</sup> <https://www.laccd.edu/Board/Documents/BoardRules/Ch.II-ArticleI.pdf>

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programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services.<sup>5 6 7 8 9 10</sup>).

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board.<sup>11 12 13 14 15 16 17</sup> The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability.<sup>18 19</sup>

The proposed change does not affect this requirement.

### **H. Administrative Capacity**

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

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<sup>5</sup> <https://www.laccd.edu/Board/Documents/BoardRules/Ch.II-ArticleIII.pdf>

<sup>6</sup> <http://www.laccd.edu/Departments/BusinessServices/Contract-Services/Documents/2015-2016%20Budget%20Development%20Calendar.pdf>

<sup>7</sup> <http://www.laccd.edu/Departments/BusinessServices/Contract-Services/Documents/2015-2016%20Budget%20Development%20Calendar.pdf>

<sup>8</sup>

<https://www.laccd.edu/Departments/CFO/budget/BudgetReports/TentativeBudget/Documents/Tentative%20Budget%202015-2016.pdf>

<sup>9</sup> [https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/2015-2016%20Final%20Budget%20\(Board%20Approved\).pdf](https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/2015-2016%20Final%20Budget%20(Board%20Approved).pdf)

<sup>10</sup> <https://www.laccd.edu/About/Documents/D4-03.pdf>

<sup>11</sup> <https://www.laccd.edu/Departments/DistrictLevelGovernance/DBC/Pages/default.aspx>

<sup>12</sup> <https://www.laccd.edu/Board/StandingCommittees/Documents/2014-2015StandingCommitteeMinutes/20150513-budget-finance-minutes.pdf>

<sup>13</sup> <https://www.laccd.edu/Board/Documents/2015-2016BoardMinutes/20150805-Board-Minutes.pdf>

<sup>14</sup> <https://www.laccd.edu/Board/Documents/2013-2014BoardAgendas/20131009-Board-Agenda.pdf>

<sup>15</sup> <https://www.laccd.edu/Board/StandingCommittees/Documents/2015-2016StandingCommitteeMinutes/20150916-budget-finance-Minutes.pdf>

<sup>16</sup> <https://www.laccd.edu/Board/StandingCommittees/Documents/2014-2015StandingCommitteeMinutes/20150513-budget-finance-minutes.pdf>

<sup>17</sup> <https://www.laccd.edu/Board/Documents/2015-2016BoardMinutes/20150805-Board-Minutes.pdf>

<sup>18</sup> <https://www.laccd.edu/Board/Documents/2013-2014BoardAgendas/20131009-Board-Agenda.pdf>

<sup>19</sup> <https://www.laccd.edu/Board/StandingCommittees/Documents/2015-2016StandingCommitteeMinutes/20150916-budget-finance-Minutes.pdf>

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The SGEC has adequate staffing to ensure appropriate oversight and management during all hours of operation. The SGEC administrative team includes 2 full time academic deans, with day and evening/weekend assignments to ensure appropriate supervision. The deans report to the Vice President of Academic Affairs and consult with the Vice Presidents of Administrative Services and Student Services on matters related to administrative services and student services.

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

The proposed change does not affect this requirement.

### **I. Educational Programs**

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

ELAC's instructional programs are consistent with its mission statement (Appendix 4). The college offers 58 state-approved associate degrees, 68 state-approved Certificates of Achievement, and 11 noncredit Certificates of Completion programs<sup>20</sup>. Of the associate degrees, the college has 20 state-approved Associate Degrees for Transfer in the "recognized higher education fields of study" that have been developed by the state Chancellor's Office as the model pathway for students interested in transferring to a California State University.<sup>21</sup>

The college also offers 47 college-based skills certificates that are not state approved<sup>22</sup> (These certificates, all fewer than 18 units, are internal to the campus and do not require alignment with

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<sup>20</sup> Chancellor's Curriculum Inventory:

<http://curriculum.cccco.edu/Search?CollegeIds=89&courseorprogram=c&TopCodeIdAlpha=&TopCodeId=&keywords=&ControlNumber=&CreditStatusId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultId=>

<sup>21</sup> State Chancellor Curriculum Inventory Report August 31, 2015:

<https://www.elac.edu/currentstudents/student-services/transfercenter/adt.htm>

<sup>22</sup> 2013 – 15 Associate Degrees, Certificates and Skills Certificates:

<https://www.elac.edu/academics/catalog/asdegreeinfo.htm>

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state curriculum.) In 2013-14, 1646 Associate Degrees, 1107 Certificates of Achievement, and 1006 Skills Certificates were awarded.<sup>23</sup>

The Curriculum Committee ensures that degree and certificate requirements are appropriate and that courses within any program have the expected level of rigor.<sup>24</sup> Courses offered off-campus, whether at local high schools or community agencies, at the SGEC, through contract education, or online must follow approved Course Outlines of Record<sup>25</sup> and be taught by faculty who meet the same minimum qualifications as courses taught on the main campus and in face-to-face classes.<sup>26</sup> Faculty must be certified in the college-approved learning management system for online instruction before teaching a hybrid or online class.<sup>27</sup>

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

The proposed change does not affect this requirement.

### **J. Academic Credit**

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

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

Code.<sup>28</sup> The Course Outline of Record (COR) is the official document containing course content, objectives, methods of assessment used for grading and awarding credit, and student

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<sup>23</sup> Facts in Brief:

[http://elac.edu/facultyStaff/oie/docs/Fall%202014%20Facts%20in%20Brief\\_FINAL%20Revised%2005-12-15.pdf](http://elac.edu/facultyStaff/oie/docs/Fall%202014%20Facts%20in%20Brief_FINAL%20Revised%2005-12-15.pdf)

<sup>24</sup> LACCD Board Rule 6201: <http://laccd.edu/Board/Documents/BoardRules/Ch.VI-ArticleI.pdf>

<sup>25</sup> Course Outline: <https://www.elac.edu/facultyStaff/doc/checklist/CreditCourseOutline.pdf>

<sup>26</sup> California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Staff:

[http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012\\_2014.pdf](http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

<sup>27</sup> Canvas: <http://www.elac.edu/online/canvaslogin.htm>

<sup>28</sup> California Education Code §66746: <http://codes.findlaw.com/ca/education-code/edc-sect-66746.html>

learning outcomes. In compliance with the California Code of Regulations, Title 5, Chapter 6,<sup>29</sup> the Curriculum Committee requires these elements for each outline.

Degree Requirements are specified in the LACCD Board Rules<sup>30</sup> Chapter IV Article II:

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

The proposed change does not affect this requirement.

## **K. Student Learning and Student Achievement**

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

ELAC faculty have identified (PLOs) for each of the college's instructional programs. The college has clustered the academic disciplines, degrees, and certificates into 54 programs of study. PLOs have been developed for 100% percent of these programs of study, are listed in the college catalog,<sup>31</sup> and are published on the website. In addition the college has defined GELOs that correspond to the five General Education areas: Natural Sciences, Social and Behavioral Sciences, Arts and Humanities, Language and Rationality, and Health and

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<sup>29</sup> California Code of Regulations, Title 5: <http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>

<sup>30</sup> LACCD Board Rules: <http://laccd.edu/Board/Pages/Board-Rules.aspx>

<sup>31</sup> ELAC General Catalog, Page #88: [https://www.elac.edu/academics/catalog/doc/ELAC\\_GeneralCatalog\\_2016-2017.pdf](https://www.elac.edu/academics/catalog/doc/ELAC_GeneralCatalog_2016-2017.pdf)

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Physical Education. The college has also developed nine Institutional Learning Outcomes.<sup>32</sup> Each general education course is mapped to at least one GELO. All other courses are mapped to one or more ILOs. The most recent assessment of the ILOs and GEOs took place in May 2015, resulting in a number of recommendations for instructional departments.

The proposed change does not affect this requirement.

### **L. General Education**

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

ELAC offers general education courses in accordance with the official course outline of record and assures SLOs are assessed regardless of location or delivery modality. The Curriculum Committee ensures that degree requirements are appropriate and that courses have the expected level of rigor. LACCD Board Rule 6201<sup>33</sup> specifies the minimum number of units for an associate degree as being no less than 60 (6201.10), minimum GPA of 2.0 (6201.11), the English and Math competency requirements to be met (6201.12), and the General Education requirements (6201.14). All associate degrees require a minimum number of general education units, ranging from 18 to 30, depending on the plan selected, that provide an introduction to the fields of Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. The number of General Education requirements varies by the degree plan, but the minimum number of GE units to be taken are 18, in compliance with Title V requirements.

The proposed change does not affect this requirement.

### **M. Academic Freedom**

*The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of Institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exists.*

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<sup>32</sup> ELAC Institutional Learning Outcomes:

[https://www.elac.edu/academics/programs/slo/doc/ILOs\\_and\\_GELOs\\_2015.pdf](https://www.elac.edu/academics/programs/slo/doc/ILOs_and_GELOs_2015.pdf)

<sup>33</sup> LACCD Board Rules: <http://laccd.edu/Board/Pages/Board-Rules.aspx>

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The Los Angeles Community College Board's (LACCD) position on Academic Freedom is contained within the Board Rules on Prohibited Discrimination and Harassment: 15002. Academic Freedom. The Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow Prohibited Discrimination. The discussion of ideas, taboos, behavior or language, which is an intrinsic part of the course content, shall in no event constitute Prohibited

Discrimination. It is recognized that an essential function of education is probing of received opinions and an exploration of ideas, which may cause some students discomfort. It is further recognized that academic freedom insures the faculty's right to teach and the student's right to learn.

Adopted 2/22/95

Amended 6/13/07

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

The proposed change does not affect this requirement.

### **N. Faculty**

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

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

The proposed change does not affect this requirement.

### **O. Student Support Services**

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

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

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

The proposed change does not affect this requirement.

### **P. Admissions**

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

East Los Angeles College is an open access college that welcomes all potential students. The college general admission policies are consistent with its mission statement of open access, reflective of Los Angeles Community College District Board rules that follow California State regulations. LACCD Board Rule 8100<sup>34</sup> allows students who are high school graduates or equivalent to attend East Los Angeles College. The only exception to the open admissions policy is for persons in the United States under a travel visa (B-1 or B-2). This stipulation in Board Rule 8100 is in response to increased Federal regulation and tracking on non-resident attendance in American schools. Otherwise, all students are welcome to attend, even if they are not California residents. The only difference is the tuition rate charged per unit.<sup>35</sup>

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<sup>34</sup> LACCD Board Rule 8100: <https://www.laccd.edu/Board/Pages/Board-Rules.aspx>

<sup>35</sup> Registration and Fees: [http://www.elac.edu/prospectivestudents/admissions/fiscal/Registration\\_Fee.htm](http://www.elac.edu/prospectivestudents/admissions/fiscal/Registration_Fee.htm)

The proposed change does not affect this requirement.

**Q. Information and Learning Support Services**

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

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

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

The proposed change does not affect this requirement.

**R. Financial Resources**

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

The annual budget for the college is sufficient to meet instructional needs, student support needs, and operations. For 2015-2016 the college's unrestricted budget is \$106.5 million as of September 22, 2015. This figure includes a carry-forward balance of \$9.8 million. The 2015-2016 budget is sufficient to cover projected expenditures of \$100 million as well as provide for

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a 1% contingency to be used as needed. In addition, restricted funds supplement the college's instructional services, student support services and operations.<sup>36</sup> Prior year-end balances accrued by the college have contributed \$25.2 million to the District's General Reserve and Contingency Fund. Each year the college has fixed costs which amount to approximately 86% of the annual budget.<sup>37</sup>

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

The proposed change does not affect this requirement.

### **S. Institutional Planning and Evaluation**

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

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

The foundation of long term planning at ELAC is the ELAC Strategic Plan.<sup>38</sup> From the Strategic Plan flow the Educational, Technological and Facilities Master Plans. These plans are systematically reviewed on a seven year cycle.

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

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<sup>36</sup> <https://www.laccd.edu/Departments/CFO/budget/BudgetReports/FinalBudget/Documents/2014-15%20Final%20Budget.pdf>

<sup>37</sup> [https://www.elac.edu/facultyStaff/committees/budget/doc/2015/Budget\\_Minutes\\_February\\_20\\_2015.pdf](https://www.elac.edu/facultyStaff/committees/budget/doc/2015/Budget_Minutes_February_20_2015.pdf)

<sup>38</sup> ELAC Strategic Plan: [http://www.elac.edu/facultyStaff/oie/planning/doc/Strat%20Plan\\_Short%20Ver\\_FINAL.pdf](http://www.elac.edu/facultyStaff/oie/planning/doc/Strat%20Plan_Short%20Ver_FINAL.pdf)

OIEA provides comprehensive college data on student outcomes and college core indicators of success. The college is also guided by the objectives set forth in the District Strategic Plan.<sup>39</sup> Through the use of quantitative and qualitative data, and the direction of the District Strategic Plan, the college regularly reviews its own strategic and planning objectives.

The Program Review process is used to substantiate the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The college utilizes two processes as part of Program Review: a Program Review Self-Evaluation is completed every six years and the Annual Update Plans<sup>40</sup> are completed in between comprehensive reviews.

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

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

### *General Information*

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with the ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

### *Requirements*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

### *Major Policies Affecting Students*

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Transcripts*

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<sup>39</sup> District Strategic Plan: <https://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/District-Strategic-Plan-v2.aspx>

<sup>40</sup> Annual Update Plans: <http://www.elac.edu/facultyStaff/oie/Annualupdates.htm>

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- *Grievance and Compliant Procedures*
- *Sexual Harassment*
- *Refund of Fees*

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

The proposed change does not affect this requirement.

### **U. Integrity in Relations with the Accrediting Commission**

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

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

The proposed change does not affect this requirement.

## **VI. Evidence That Each Accreditation Standard Will Be Fulfilled at the Site**

### **A. Standard I**

The SGEC operates in fulfillment of the college's approved mission and goals<sup>41</sup>, particularly Goal 3, "Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness." The SGEC evolved into a full service center so students could complete a transfer program and several career programs without attending the main campus.

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

SGEC participates in the Program Review process as a unique entity<sup>42</sup> as well as via academic and student services divisions located there. The East Los Angeles College Profile and Data Book compiles information about students, faculty, staff, surrounding community, attendance, enrollment, student information, and services related to the South Gate location as well as the main campus.

PLOs at both the main campus and SGEC include refining Programs of Study and developing a schedule of completion. The *SLO Sustainability Policy*<sup>43</sup> delineates the implementation levels, deadlines, necessary evidence and accountability actions. As of July 1, 2015, 100% of programs have PLOs defined (ELAC 2013-15 General Catalog).<sup>44</sup>

PLOs are assessed by both direct and indirect measures. Evaluation of PLOs is ongoing; faculty and staff report on these outcomes through the Program Review Self-Evaluation and Annual Update Plan processes.<sup>45</sup> Direct assessment of PLOs is conducted through an assignment; indirect assessment of PLOs is generally a survey.

The college disaggregates and analyzes student outcome and achievement data for a variety of subpopulations of students, including students attending the SGEC. Equity gaps found in analyses have led to the development of several innovative programs, including the John

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<sup>41</sup> ELAC Mission and Goals: <http://www.elac.edu/aboutelac/missionStatement.htm>

<sup>42</sup> [http://www.elac.edu/facultyStaff/oie/docs/academicunits/SGEC\\_PRSE2013.pdf](http://www.elac.edu/facultyStaff/oie/docs/academicunits/SGEC_PRSE2013.pdf)

<sup>43</sup> [http://elac.edu/facultyStaff/committees/acadsenate/doc/policies/PolicyOnSLO\\_Sustainability.pdf](http://elac.edu/facultyStaff/committees/acadsenate/doc/policies/PolicyOnSLO_Sustainability.pdf)

<sup>44</sup> [http://www.elac.edu/academics/catalog/doc/ELAC\\_2013-2015\\_General\\_Catalog.pdf](http://www.elac.edu/academics/catalog/doc/ELAC_2013-2015_General_Catalog.pdf)

<sup>45</sup> [http://elac.edu/academics/programs/slo/doc/plo/plolist\\_20150819.pdf](http://elac.edu/academics/programs/slo/doc/plo/plolist_20150819.pdf)

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Delloro Transfer Program in Social Justice,<sup>46</sup> which was started at the SGEC. Additionally, the college is planning to start offering first-year experience cohorts for the SGEC students in summer or Fall 2017.

### **B. Standard II**

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

In 2014-15, the President of the College created a taskforce to evaluate the course offerings and support services at the SGEC and make recommendations to ensure that students taking classes at that location had access to courses needed to complete degrees and certificates in a timely manner.<sup>47</sup> Based on this process, the Enrollment Management Committee has allocated additional course hours to the SGEC to facilitate enrollment in courses required for completion or IGETC.<sup>48</sup>

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

The pathway for ELAC distinguishes pre-collegiate level curriculum from college level through coordination with the State Chancellor's office. At ELAC, pre-collegiate courses, which are defined by the State Chancellor's Office Data Element Dictionary,<sup>49</sup> include:

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

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<sup>46</sup> <http://elac.edu/southgate/JohnDelloro.htm>

<sup>47</sup>

[https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardI/A/EV363\\_PresidentTaskForceSouthgate%20Facilities%20Planning%20Subgroup.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardI/A/EV363_PresidentTaskForceSouthgate%20Facilities%20Planning%20Subgroup.pdf)

<sup>48</sup> [http://elac.edu/facultyStaff/oie/enrollmentmangementcommittee/docs/minutes/EMC%20Minutes%2004-22-15\\_draft.pdf](http://elac.edu/facultyStaff/oie/enrollmentmangementcommittee/docs/minutes/EMC%20Minutes%2004-22-15_draft.pdf)

<sup>49</sup> <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>

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Such courses are listed in the catalog as noncredit or non-degree applicable (NDA),<sup>50</sup> and are offered at SGEC as well as on the main campus.

Between summer 2013 and fall 2015, 57 percent of ELAC students taking an assessment test placed into one of these basic skills math classes and 47 percent of students (excluding ESL placements) placed into one of these basic skills English classes.<sup>51</sup>

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

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

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

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

Campus and the SGEC. Students have access to the main campus library and, in addition, the South Gate Library, which is staffed by one full time and 2 part time librarians, one full time

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<sup>50</sup> [https://www.elac.edu/aboutelac/accreditation/Selvaluation/webreport/Doc/General/ELAC\\_2015-2016\\_General\\_Catalog.pdf](https://www.elac.edu/aboutelac/accreditation/Selvaluation/webreport/Doc/General/ELAC_2015-2016_General_Catalog.pdf)

<sup>51</sup>

[https://www.elac.edu/aboutelac/accreditation/Selvaluation/webreport/Doc/CollegeMasterPlan/edmasterplan\\_2012-18\\_FINAL.pdf](https://www.elac.edu/aboutelac/accreditation/Selvaluation/webreport/Doc/CollegeMasterPlan/edmasterplan_2012-18_FINAL.pdf)

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library technician, and a student worker. The following resources are available at the SGEC library:

- 2,000+ print books
- 30,000+ electronic books
- 40+ online article databases <sup>52</sup>
- 280+ audio-visual materials
- 15+ print periodicals
- A course reserve collection with more than 80 course textbooks and other materials
- 10 open access computers and 2 public use printers
- A workstation for library users with disabilities
- 1 copy machine
- 1 library classroom equipped with a total of 40 computers (See the Library Services and Policies web page for more details).<sup>53</sup>

At the SGEC, the library hours are Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. during the regular semesters. During the summer and winter sessions, the SGEC Library opens Monday through Thursday, 8:00 a.m. to 8:00 p.m. <sup>54</sup>

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

- *Cal State LA Reciprocal Borrowing*  
The East Los Angeles College Library has a reciprocal borrowing agreement with the California State University, Los Angeles Library. ELAC students can check out books from their library by going directly to the Cal State LA campus with a current ELAC ID and class schedule. Students must physically go to the library to check out and return the books. No delivery service is available. <sup>55</sup>
- *UCLA TAP Cards for ELAC's Honor Students*

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<sup>52</sup>

[https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library\\_Database\\_Usage\\_Statistics\\_for\\_ELAC.pdf](https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/Library_Database_Usage_Statistics_for_ELAC.pdf)

<sup>53</sup>

<https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryServicesAndPolicies.pdf>

<sup>54</sup> <https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/A/LibraryHours.pdf>

<sup>55</sup>

<https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20Cal%20State%20Los%20Angeles%20Library%20Policy.pdf>

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Students enrolled in the Honors Program (which has a presence at SGEC) are eligible for a Transfer Alliance Program (TAP) card that allows students to check out books from UCLA's College Library.<sup>56</sup>

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

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

The plans for the Firestone Education Center, replacing the current SGEC, include upgraded facilities and expansion of student services to include a Student Health Center.<sup>57</sup>

Student services such as DSP&S and EOPS meet the needs of a unique group of students. Services are offered at both the main campus and SGEC. The institution complies with the Americans with Disability Act of 1990 and uses this regulation to ensure that services meet the needs of the students. Services include, but are not limited to, dedicated counseling staff, specialized lab equipment and computer software, and testing accommodations.<sup>58</sup>

### **C. Standard III**

Much of the impact of the proposed change on areas of Standard III—human resources, physical resources, technology resources, and financial resources—is covered above in section

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<sup>56</sup>

<https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/Link%20to%20the%20TAP%20website.pdf>

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<https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/C/SGEC%20HealthCtr%20Prog.pdf>

<sup>58</sup> <https://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/DSPS%20services.pdf>

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D. Regarding evaluation of faculty and staff, two permanent full-time academic deans are in place at SGEC. They evaluate faculty and staff systematically and at stated intervals, using the same criteria, procedures, and forms as on the main campus. Also, departments with a large faculty presence at the center have vice-chairs in place who are empowered to evaluate faculty. The Vice President of Academic Affairs evaluates all academic deans, including SGEC deans, annually.

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

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

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

The SGEC has a counselor designated for disabled students. The facility itself is ADA accessible. Administrative Services maintains a regular maintenance schedule, responds to web-based requests,<sup>59</sup> and dispatches personnel promptly in emergencies. The college community looks forward to the construction of a new facility on college-owned land nearby the current building.

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

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

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<http://www.elac.edu/aboutelac/accreditation/Selfevaluation/webreport/Doc/StandardII/C/FacilitiesHelpdesk.pdf>

**D. Standard IV**

ELAC is committed to participatory governance that involves students, staff, faculty, and administrators. The policy and procedures for decision-making are delineated in the *Governance Policy Handbook*<sup>60</sup> that clarifies the roles and responsibilities of the constituent groups.

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

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

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<sup>60</sup> <http://elac.edu/facultyStaff/committees/sharedgovernance/doc/GovernancePolicyHandbook-4thEdition2015.pdf>

**VII. Appendices**

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

# South Gate Task Force

Data Summary, October 2015

## 1 IGETC

Provided here is an analysis of the courses from the IGETC sequence that can be completed at SGEC based on offerings from fall 2013 to fall 2015. Listed in parentheses is the percent of possible offerings from the given area that are offered at SGEC.

	<b>Courses offered at SGEC</b>	<b>Area can be completed at SGEC</b>	<b>Missing areas</b>
<b>Area 1: English Communication</b>		Yes	
<b>1A: English Composition</b>	English 101 (100%)	Yes	
<b>1B: Critical Thinking</b>	English 102, 103 (100%)	Yes	
<b>1C: Oral Communication</b>	Comm 101 (33%)	Yes	
<b>Area 2: Mathematical Concepts and Quantitative Reasoning</b>	Math 227 (6%)	Yes	STEM-level math
<b>Area 3: Arts and Humanities</b>		Yes	
<b>3A: Arts</b>	Art 103, Arthist 110, Arthist 120, Chicano 52, Chicano 54, Dancest 457, Music 111, Theater 100 (24%)	Yes	
<b>3B: Humanities</b>	ASL 3, ASL 4, Chicano 37, Chicano 44, Chicano 57, English 102, History 1, History 2, History 7, History 11, History 12, History 82, History 86, Philos 1, Spanish 16 (21%)	Yes	Advanced foreign languages

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<b>Area 4: Social and Behavioral Sciences</b>	Adm Jus 1, Adm Jus 2, Anthro 102, Anthro 121, Chicano 2, Chicano 3, Chicano 4, Chicano 7, Chicano 8, Chicano 47, Chicano 50, Chicano 80, Ch Dev 1, Econ 1, Econ 2, History 1, History 2, History 11, History 12, History 81, History 82, History 86, Poli Sci 1, Psych 1, Psych 14, Psych 41, Soc 1, Soc 2, Soc 11, Soc 12, Soc 21 (48%)	Yes	
<b>Area 5: Physical and Biological Sciences</b>		Yes	
<b>5A: Physical Sciences</b>	Astron 1, Earth 1, Env Sci 1, Geog 1 (16%)	Yes	Physics and Chemistry
<b>5B: Biological Sciences</b>	Anatomy 1, Anthro 101, Psych 2 (19%)	Yes	Life Sciences
<b>5C: Science Laboratory</b>	Earth 2 (17%)	Yes	
<b>Area 6A: Language other than English</b>	ASL 2, ASL 3, ASL 4 (16%)	Yes	Spanish, nonheritage
<b>CSU Graduation Requirements</b>		Yes	
<b>Group 1</b>	Chicano 7, Chicano 8, History 11, History 12, History 81, History 82 (60%)	Yes	
<b>Group 2</b>	Poli Sci 1 (100%)	Yes	

IGETC can be completed entirely at SGEC.

## 2 PROGRAMS THAT CAN BE ENTIRELY COMPLETED AT SGEC

This section lists all programs that can be completed entirely at SGEC based on offerings from fall 2013 to fall 2015. Keep in mind that this is idealized – if a necessary course was offered only once in that period it is counted. For degree programs, the Plan A/Plan B requirements are entirely completable at SGEC, so we are only considering requirements specific to the major.

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### 2.1 SKILLS CERTIFICATES

<b>Business Administration</b>
Accounting Assistant
Advanced Accounting Specialist
<b>Child, Family and Education Studies</b>
Associate Teacher: Teacher- Certificate 1
Children With Special Needs Emphasis

### 2.2 CERTIFICATES OF ACHIEVEMENT

<b>Administration of Justice</b>
Administration of Justice
Basic Police Academy Preparation
<b>Child, Family and Education Studies</b>
Infant/ Toddler Emphasis
Teacher- Certificate 2
<b>Institution</b>
CSU General Education Breadth
IGETC

### 2.3 ASSOCIATE IN ARTS/ASSOCIATE IN SCIENCE DEGREES

<b>Administration of Justice</b>
Administration of Justice
<b>Chicana/o Studies</b>
Chicano Studies
<b>Institution</b>
General Studies: Arts and Humanities
General Studies: Natural Sciences
General Studies: Social and Behavioral Sciences

**2.4 ASSOCIATE IN ARTS/ASSOCIATE IN SCIENCE DEGREES FOR TRANSFER**

<b>Administration of Justice</b>
Administration of Justice
<b>Child, Family and Education Studies</b>
Early Childhood Education
<b>Social Sciences</b>
Sociology

**3 PROGRAMS NEEDING ONE ADDITIONAL COURSE OFFERING TO BE COMPLETABLE AT SGEC**

**3.1 SKILLS CERTIFICATES**

<b>Department</b>	<b>Program</b>	<b>Missing course</b>
<b>Administration of Justice</b>	Community Service Officer	Adm Jus 103
<b>Administration of Justice</b>	Custody Assistant Officer	Adm Jus 140
<b>Administration of Justice</b>	Emergency Medical Technician	Firetek 96
<b>Administration of Justice</b>	Fingerprint Classification	Adm Jus 62
<b>Administration of Justice</b>	Patrol Operations	Adm Jus 120
<b>Administration of Justice</b>	Peace Officer of the State of California	Adm Jus 98
<b>Administration of Justice</b>	Public Safety Dispatcher	Adm Jus 157
<b>Administration of Justice</b>	Security Officer	Adm Jus 127
<b>Administration of Justice</b>	Supervisory Training	Adm Jus 124
<b>Architecture</b>	Architectural Computer-Aided Design 3D Modeling	Arc 264
<b>Architecture</b>	Architectural Design	Arc 171
<b>Business Administration</b>	Accounting using Quickbooks Pro	Acctg 32
<b>Business Administration</b>	Real Estate Agent	Real Es 1

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<b>Computer Applications and Office Technologies</b>	Technology and Logistics Level 1	Logtic 102
<b>Engineering and Technologies</b>	A+ Certificate Training	Electrn 120
<b>Allied Health</b>	Emergency Department Assistant	EDA 9
<b>Allied Health</b>	Medical Assisting Community Healthworker- Family Counseling	Fam & CS 34
<b>Allied Health</b>	Medical Assisting Community Healthworker- Gerontology Aide	Soc 19

**3.2 CERTIFICATES OF ACHIEVEMENT**

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Administration of Justice</b>	Administration of Justice/Law Emphasis	Law 1
<b>Administration of Justice</b>	Administration of Justice/Sociological Emphasis	Soc 7
<b>Administration of Justice</b>	Chemical Dependency Specialist in Criminal Justice	Psych 65
<b>Psychology</b>	Chemical Dependency Specialist in Criminal Justice	Psych 65

**3.3 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES**

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Child, Family and Education Studies</b>	Child Development	Educ 1

**3.4 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES FOR TRANSFER**

There are no AA-T/AS-T degrees that are completable with the addition of one course at SGEC.

## 4 PROGRAMS NEEDING TWO ADDITIONAL COURSE OFFERINGS TO BE COMPLETABLE AT SGEC

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### 4.1 SKILLS CERTIFICATES

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Architecture</b>	Architectural History	Arc 130, Arc 131
<b>Architecture</b>	Architectural Professional Practice I	Arc 115, Arc 152
<b>Architecture</b>	Architectural Professional Practice II	Arc 210, Arc 211
<b>Architecture</b>	Architectural Transport Planning	Trn 101, Trn 102
<b>Art</b>	Basic Graphics Technology	Art 501, Art 633
<b>Business Administration</b>	Real Estate Sales	Real Es 1, Real Es 3
<b>Allied Health</b>	Medical Assisting Community Healthworker- Personnel Supervision	Acctg 21, Supv 1
<b>Psychology</b>	Recovery Specialist	Psych 65, Psych 67

### 4.2 CERTIFICATES OF ACHIEVEMENT

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Computer Applications and Office Technologies</b>	Customer Service Representative	Caot 34, Caot 48
<b>Computer Applications and Office Technologies</b>	Office Assistant	Caot 33, Caot 34

### 4.3 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES

There are no AA/AS programs needing two additional courses to be completable at SGEC.

### 4.4 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES FOR TRANSFER

There are no AA-T/AS-T programs needing two additional courses to be completable at SGEC.

## 5 PROGRAMS NEEDING THREE ADDITIONAL COURSE OFFERINGS TO BE COMPLETABLE AT SGEC

### 5.1 SKILLS CERTIFICATES

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Administration of Justice</b>	Traffic Investigator	Adm Jus 162, Adm Jus 163, Adm Jus 164
<b>Automobile Technology</b>	Automotive Customer Service Management	CAOT 48, Automo 101, Automo 185
<b>Automobile Technology</b>	Undercar Specialist	Automo 401, Automo 501, Automo 601
<b>Business Administration</b>	Real Estate Appraisal Trainee	Real Es 9, Real Es 10, Real Es 21
<b>Business Administration</b>	Real Estate Escrow	Real Es 11, and choose two from: Real Es 1, Real Es 3, Real Es 5, Real Es 7, Real Es 12, Real Es 13, Real Es 17
<b>Computer Applications and Office Technologies</b>	Logistics Material Handling Certification	Logtic 102, Logtic 104, Logtic 105
<b>Computer Applications and Office Technologies</b>	Mobile Apps	Caot 140, Caot 151, Caot 152
<b>Computer Applications and Office Technologies</b>	Technology and Logistics Level 2	Caot 32, Caot 48 Logtic 102
<b>Engineering and Technologies</b>	Engineering Graphics	Egd Tek 101, Egd Tek 111, Egd Tek 121
<b>Photography</b>	Black and White Darkroom Laboratory Processing	Photo 10, Photo 16, Photo 32
<b>Photography</b>	Portrait Photography	Photo 10, Photo 15, Photo 31

### 5.2 CERTIFICATES OF ACHIEVEMENT

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Automobile Technology</b>	Cooling Systems and Climate Control	Automo 111, Automo 601, Automo 701
<b>Automobile Technology</b>	Drivetrain Specialist	Automo 111, Automo 201, Automo 301

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Automobile Technology</b>	Engine Performance and Drivability	Automo 111, Automo 601, Automo 801
<b>Child, Family and Education Studies</b>	Site Supervisor- Certificate 3	Ch Dev 38, Ch Dev 39, Ch Dev 65
<b>Computer Applications and Office Technologies</b>	Internet Specialist	Caot 97, Caot 107, Caot 109
<b>Allied Health</b>	Medical Assisting- Community Health Worker	Bio 3, Hth Tek 106, Soc 19

**5.3 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES**

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Anthropology, Geography, Geology</b>	Anthropology	Anthro 103, Anthro 104, Anthro 111,
<b>Architecture</b>	Architectural Computer-Aided Design	Arc 110, Env 101, and choose one from: Env 102, Arc 122, Arc 210, Arc 211
<b>Kinesiology</b>	Physical Education	Physiol 1, Health 12, Physics 11

**5.4 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES FOR TRANSFER**

<b>Department</b>	<b>Program</b>	<b>Missing courses</b>
<b>Art</b>	Art History	Choose one from: Arthist 130, Arthist 140, Arthist 131, Arthist 136, Arthist 139, Arthist 151, Arthist 161 and choose one from: Art 501, Art 708, Photo 10, and choose one from: Arthist 111, Arthist 116, Arthist 121, Arthist 126, Arthist 171, Arthist 181
<b>Psychology</b>	Psychology	Psych 91, Psych 92, Psych 2

## 6 DEGREES/CERTIFICATES AWARDED TO SGEC STUDENTS

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We look at the degree/certificates obtained by students who completed at least 50% of their coursework at SGEC, July 2012 to present. Programs available at SGEC are highlighted in green.

### 6.1 SKILLS CERTIFICATES AWARDED TO SGEC STUDENTS

Skills Certificate Title	N	%
Fingerprint Classification	30	23.4%
Child Development Associate Teacher-Certificate 1	27	21.1%
Accounting Assistant	19	14.8%
Advanced Accounting Specialist	11	8.6%
Children With Special Needs Emphasis	11	8.6%
A+ Certification Training	6	4.7%
LOGISTICS MATERIAL HANDLING CERTIFICATION	5	3.9%
Accounting Using Quickbooks Pro	3	2.3%
Technology and Logistics Level 1	3	2.3%
Real Estate Sales	2	1.6%
Recovery Specialist	2	1.6%
Peace Officer of the State of California	2	1.6%
Emergency Department Assistant	2	1.6%
Technology and Logistics Level 2	1	0.8%
Undercar Specialist	1	0.8%
Leadership in Global Logistics	1	0.8%
Architectural History	1	0.8%
Emergency Medical Technician	1	0.8%
<b>Total</b>	<b>128</b>	

The Fingerprint Classification program is a single course away from being completable at SGEC.

### 6.2 CERTIFICATES OF ACHIEVEMENT AWARDED TO SGEC STUDENTS

Certificate Title	N	%
CSU General Education Breadth	112	54.6%
Administration of Justice	22	10.7%
Administration of Justice/Law Emphasis	17	8.3%
Infant/Toddler Emphasis	16	7.8%

## EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017

<b>Intersegmental General Education Transfer (IGETC)</b>	14	6.8%
<b>Basic Police Academy Preparation</b>	7	3.4%
<b>Child Development Teacher, Certificate 2</b>	4	2.0%
<b>Chemical Dependency Specialist in Criminal Justice</b>	3	1.5%
<b>Administration of Justice/Sociological Emphasis</b>	3	1.5%
<b>Forensic Crime Scene Investigation</b>	2	1.0%
<b>Cooling Systems and Climate Control Specialist</b>	1	0.5%
<b>Office Assistant</b>	1	0.5%
<b>Engine Performance and Drivability</b>	1	0.5%
<b>Drivetrain Specialist</b>	1	0.5%
<b>Customer Service Representative</b>	1	0.5%
<b>Grand Total</b>	<b>205</b>	<b>100.0%</b>

Administration of Justice/Law Emphasis is one course away from being completable at SGEC.

### 6.3 ASSOCIATE IN ART/ASSOCIATE IN SCIENCE DEGREES AWARDED TO SGEC STUDENTS

<b>Associate Degree Title</b>	<b>N</b>	<b>%</b>
<b>General Studies: Social and Behavioral Sciences</b>	214	51.0%
<b>Administration of Justice</b>	85	20.2%
<b>Liberal Arts</b>	26	6.2%
<b>General Studies: Natural Science</b>	26	6.2%
<b>General Studies: Arts and Humanities</b>	19	4.5%
<b>Child Development</b>	19	4.5%
<b>Psychology for Transfer</b>	6	1.4%
<b>Sociology for Transfer</b>	6	1.4%
<b>Administration of Justice for Transfer</b>	5	1.2%
<b>Early Childhood Education for Transfer</b>	4	1.0%
<b>Technology and Logistics</b>	1	0.2%
<b>Licensed Vocational Nurse to Registered Nurse</b>	1	0.2%
<b>Chicano Studies</b>	1	0.2%
<b>Communication Studies for Transfer</b>	1	0.2%
<b>Nursing - R.N.</b>	1	0.2%

## EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017

<b>Computer Science Information Technology</b>	1	0.2%
<b>Automobile Technology</b>	1	0.2%
<b>Kinesiology for Transfer</b>	1	0.2%
<b>Accounting</b>	1	0.2%
<b>English for Transfer</b>	1	0.2%
<b>Grand Total</b>	<b>420</b>	<b>100.0%</b>

The Child Development degree is one course away from being completable at SGEC. The Psychology AA Degree for Transfer is three courses away from being completable at SGEC.

## 7 DISCIPLINE FILL RATES FOR FALL 2015

	Section	Enrollment	Limit	Fill Rate
<b>Totals</b>	<b>219</b>	<b>8302</b>	<b>9506</b>	<b>87%</b>
Administration of Justice	12	463	545	85%
ADM JUS	12	463	545	85%
Anthropology, Geography, and Geology	7	302	300	101%
ANTHRO	2	106	90	118%
EARTH	3	109	120	91%
ENV SCI	1	38	45	84%
GEOG	1	49	45	109%
Art	4	89	110	81%
ART	4	89	110	81%
Business Administration	4	134	159	84%
ACCTG	2	65	84	77%
BUS	1	40	45	89%
CO SCI	1	29	30	97%
Chicano Studies	10	332	444	75%
CHICANO	10	332	444	75%
Child, Family, and Education Studies	15	593	625	95%
CH DEV	14	556	580	96%
FAM &CS	1	37	45	82%
Computer Applications and Office Tech	3	44	63	70%
CAOT	3	44	63	70%
Counseling	3	85	135	63%
COUNSEL	3	85	135	63%
Engineering	1	28	35	80%
ENG GEN	1	28	35	80%
English	48	1828	2100	87%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

ENGLISH	41	1581	1791	88%
LRNSKIL	1	24	45	53%
READING	6	223	264	84%
Foreign Language	7	263	315	83%
A S L	4	159	180	88%
FRENCH	1	39	45	87%
SPANISH	2	65	90	72%
Journalism	1	12	45	27%
JOURNAL	1	12	45	27%
Kinesiology	9	377	405	93%
HEALTH	9	377	405	93%
Library	1	19	39	49%
LIB SCI	1	19	39	49%
Life Sciences	3	84	106	79%
ANATOMY	1	25	36	69%
HTHTEK	2	59	70	84%
Mathematics	33	1396	1485	94%
MATH	33	1396	1485	94%
Music	1	28	45	62%
MUSIC	1	28	45	62%
Philosophy	2	66	87	76%
PHILOS	2	66	87	76%
Physics	2	99	100	99%
ASTRON	2	99	100	99%
Psychology	15	623	675	92%
PSYCH	15	623	675	92%
Social Sciences	28	1097	1260	87%
ECON	2	33	90	37%
HISTORY	11	420	495	85%
POL SCI	9	385	405	95%
SOC	6	259	270	96%
Speech and Theatre Arts	10	340	428	79%
COMM	8	282	353	80%
THEATER	2	58	75	77%

## 8 BASIC SKILLS ENROLLMENTS

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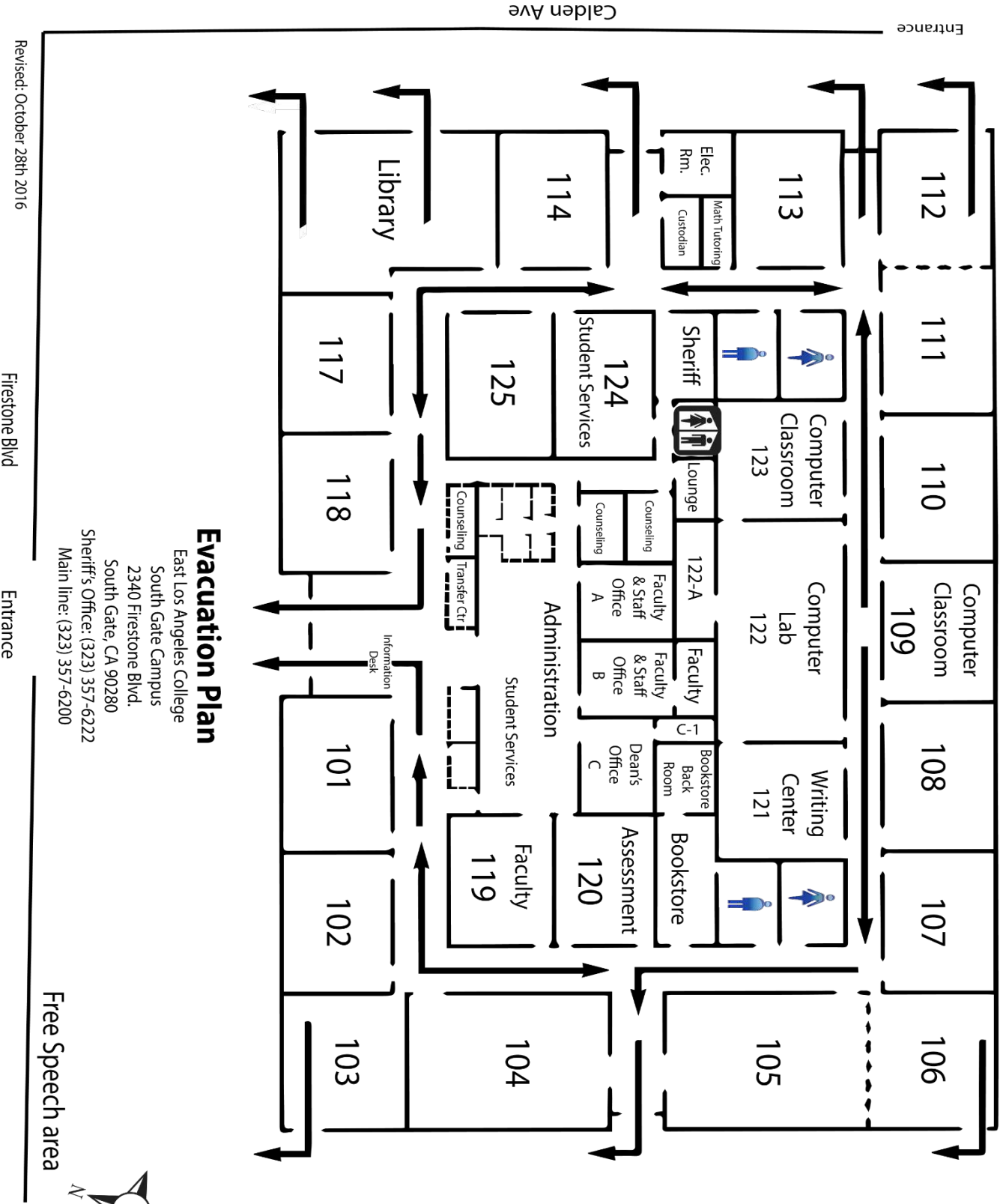
Presented are the total number of enrollments at census in English and math basic skills courses.

<b>ENGLISH</b>	<b>Sections</b>	<b>Enrollment</b>
<b>Reading 20</b>	5	193
<b>021</b>	5	200
<b>028</b>	12	464
<b>Total</b>	22	857

<b>MATH</b>	<b>Sections</b>	<b>Enrollments</b>
<b>105</b>	4	173
<b>110</b>	8	362
<b>115</b>	7	316
<b>125</b>	9	375
<b>Sections</b>	28	1226

In total, there were 2083 basic skills enrollments at SGEC in fall 2015. This represents 25.1% of all SGEC enrollments.

**Appendix 2:      SGEN Facility**



Entrance

Calden Ave

Revised: October 28th 2016

Firestone Blvd

Entrance

Free Speech area

**Evacuation Plan**  
 East Los Angeles College  
 South Gate Campus  
 2340 Firestone Blvd.  
 South Gate, CA 90280  
 Sheriff's Office: (323) 357-6222  
 Main line: (323) 357-6200



Evacuate Classes into the main parking lot



**Appendix 3:      Fall 2016 Shuttle Schedule**

# FALL 2016

August 29, 2016 – December 15, 2016

↓  
(Shuttle start date)

↓  
(Shuttle end date)

**\*MUST show ELAC school I.D or print-out.**

East Los Angeles College at the Transit Center off of COLLEGIAN AVENUE  
 South Gate Educational Center on CALDEN STREET (NO  
 ADDITIONAL STOPS ALLOWED)

MONDAY - THURSDAY

**\*\*Schedule subject to change without prior notice\*\***

DEPART SOUTH GATE	ARRIVE ELAC	DEPART ELAC	ARRIVE SOUTH GATE
6:30 AM	7:05 AM	7:15 AM	8:00 AM
8:10 AM	8:40 AM	9:00 AM	9:40 AM
9:50 AM	10:25 AM	10:45 AM	11:20 AM
11:30 AM	12:00 PM	1:00 PM	1:30 PM
2:35 PM	3:15 PM	3:30 PM	4:10 PM
4:20 PM	5:00 PM	5:10 PM	6:00 PM
6:05 PM	6:40 PM	7:10 PM	7:40 PM
8:15 PM	8:50 PM	9:00 PM	9:30 PM
9:40 PM	10:05 PM	10:10 PM	10:35 PM

**\*SHUTTLE SERVICE IS AVAILABLE TO STUDENTS, STAFF, and FACULTY**

**Appendix 4: ELAC Mission Statement**

EAST LOS ANGELES COLLEGE



*Mission Statement*

EAST LOS ANGELES COLLEGE EMPOWERS STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS, TO EXPAND THEIR INDIVIDUAL POTENTIAL, AND TO SUCCESSFULLY PURSUE THEIR ASPIRATIONS FOR A BETTER FUTURE FOR THEMSELVES, THEIR COMMUNITY AND THE WORLD.

**GOAL 1** → Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**GOAL 2** → Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.

**GOAL 3** → Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

**GOAL 4** → Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

*In collaboration with the District's Mission, ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.*

*Vision*

THROUGH OUR EMERGING FOCUS ON STUDENT-CENTERED INSTRUCTION, STUDENT-CENTERED SERVICES, AND INTEGRATED LEARNING, EAST LOS ANGELES COLLEGE WILL BE AN EXEMPLARY MODEL FOR STUDENT ACADEMIC ACHIEVEMENT, SKILL DEVELOPMENT, AND ARTISTIC EXPRESSION.

*Approved by Board of Trustees 7/8/2015*

**Appendix 5: Academic Senate Task Force  
Recommendations**

**Task Force Recommendations Regarding Academic Programming at South Gate/Firestone**

Senate adopted December 8<sup>th</sup>, 2015

The Academic Senate's Task Force on Academic Programming for South Gate and the future Firestone site met in July, October, and December. Based on the discussions at these meetings and data presented by OIEA, the Task Force arrived at the following academic programming recommendations:

1. Identify courses that are not offered but should be offered at South Gate to complete program needs, especially for certificates or degrees that are missing only one, two, or three courses. Based on this planning effort, utilize the campus's growth allocation and completion, transfers and innovation hours to augment course offerings.
2. Identify when courses should be offered (day, afternoon, evenings, or weekends) to better increase fill rates.
3. Identify courses at South Gate that are currently being offered that may need to be reduced or even cut based on fill rate data and minimal-to-no-impact on programs in order to increase efficiency by enabling chairs to offer other necessary courses for program completion.
4. Consider a multi-phase innovative approach that would include surveys for students and local businesses to better understand what exciting and impactful programs could be offered to meet educational needs in the South Gate area.

Phase one would focus on those programs like Logistics that we currently offer on the main campus but are not duplicated at South Gate due to capacity concerns (lack of faculty, appropriate equipment etc.).

Phase two would be to create innovative programs based on other community and industry needs.

5. Support a plan for hiring more full-time faculty at South Gate.
6. Generate a comprehensive enrollment management plan that includes support for basic skills students, efficient scheduling, instructional support, student service support, and cohort models.
7. Ensure marketing and outreach efforts highlight program offerings.
8. With the completion of an excellent educational facility in mind, renew our commitment to the Southeast community to provide them with a quality educational experience that is truly dedicated to their needs, including hiring administrators, faculty, and staff that have this shared vision and dedication. To this effect, ensure faculty representation on shared governance committees and support the creation of a Shared Governance Council at South Gate.
9. Investigate and locate space at South Gate for STEM courses.

**Appendix 6:      South Gate Educational Center Facilities  
Plan**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Original Proposed			New Proposed			Net Reduction	Notes	
	Units	Unit Area	ASF	Units	Unit Area	ASF			
<b>Academic Support Center</b>									
1.1.1 Shared Open Tutoring Area	1	1880	1880	1	1200	1200	680	40 students	
1.1.2 Storage Room	4	60	240	1	100	100	140		
1.1.3 Shared Study Room	1	176	176	1	176	176	0		
1.1.4 Shared "Success Center" Office	1	282	282	1	210	210	72		
*1.1.5 Computer Classroom	1	1230	1230	1	1230	1230	0		45 students
1.1.6 Shared Workshop Room	2	431	862	1	431	431	431		
1.1.7 Shared Computer Lab	1	1054	1054	1	900	900	154		30 students (instead of 45)
1.1.8 Shared Reception/Intake	1	610	610	1	360	360	250		3 staff WS (instead of 4)
Summary for Academic Support Center			6334			4607	1727		
<b>Physical Education</b>									
1.2.1 Exercise Room	1	1800	1800	1	1800	1800	0		
1.2.2 Storage	1	135	135	1	100	100	35		
1.2.3 Restrooms	2	0	0	2	0	0	0		
1.2.4 Changing Area	2	250	500	2	250	500	0		
1.2.5 Shower	2	102	204	2	102	204	0		
Summary for Physical Education			2639			2604	35		
<b>* Liberal Arts - Science Cluster</b>									
1.3.1 Chem/Life Sci Shared Classroom	1	1300	1300	1	1300	1300	0		
1.3.2 Phys/Astronomy Shared Classroom	1	1220	1220	1	1220	1220	0		
1.3.3 Phy/Anth/Geog/Geol Lab	1	1530	1530	1	1530	1530	0		
1.3.4 Chem/Life Sci/Astr Large Lab	1	1650	1650	1	1650	1650	0		
1.3.5 Chem/Life Sci/Astr Small Lab	1	1320	1320	1	1320	1320	0		
1.3.6 Stock Room	1	450	450	1	450	450	0		
1.3.7 Office	1	110	110	1	110	110	0		
Summary for Liberal Arts - Science Cluster			7580			7580	0		
<b>* Liberal Arts - Arts Cluster</b>									
1.4.1 Music Classroom	1	1200	1200	1	1200	1200	0		
1.4.2 Music Storage Room	1	170	170	1	170	170	0		
1.4.3 Music Office	1	110	110	1	110	110	0		
1.4.4 Art Classroom	1	1900	1900	1	1900	1900	0		
1.4.5 Mac Classroom	1	1740	1740	1	1740	1740	0	45 students	
1.4.6 Lecture Hall	1	2200	2200	1	2200	2200	0		
Summary for Liberal Arts - Arts Cluster			7320			7320	0		
<b>Career Technology Education Program (CTE)</b>									
1.5.1 Admin of Justice Classroom	2	1600	3200	2	1290	2580	620	48 students (instead of 60); no storage in classroom	
1.5.2 Child, Family and Education Studies Classroom	1	1360	1360	1	1360	1360	0	34 students (instead of 45)	
*1.5.3 Child, Family and Education Studies Wet Lab	1	1550	1550	1	1550	1550	0	45 students	
1.5.4 Architecture & Engineering Computer Classroom	1	1740	1740	1	1505	1505	235	38 students (instead of 45)	
1.5.5 Collaborative Room	1	1500	1500	0	0	0	1500		
1.5.6 Computer Lecture Room	2	1260	2520	2	1260	2520	0	45 students in each room (90 total)	
*1.5.7 Computer Lab	1	1875	1875	1	1875	1875	0	60 students	
1.5.8 Shared Storage Room	0	0	0	1	100	100	-100	Not part of original program	
Summary for Career Technology Education Program			13745			11490	2255		

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Original Proposed Units	Original Proposed Unit Area	ASF	New Proposed Units	New Proposed Unit Area	ASF	Net Reduction	Notes
<b>Shared Classrooms</b>								
1.10.1 Lecture Classroom	21	900	18900	11	900	9900	9000	
1.10.2 Flexible Classroom	4	1000	4000	3	1000	3000	1000	
Summary for Shared Classrooms			22900			12900	10000	
<b>Student Services - Common Area, Shared Storage</b>								
2.0.1 Storage Room	1	150	150	1	100	100	50	
2.0.2 Queuing Area	1	1762	1762	1	1350	1350	412	
Summary for Student Services - Common Area, Shared Storage			1912			1450	462	
<b>Student Services - Counseling &amp; Transfer Center</b>								
2.1.1 Service Area and Open Office, Student Wkst.	1	508	508	1	430	430	78	4 staff WS; 3 student WS (instead of 6 student WS)
2.1.2 Individual Offices	5	110	550	4	110	440	110	
Summary for Student Services - Counseling & Transfer Center			1058			870	188	
<b>Student Services - Admissions &amp; Records</b>								
2.2.1 Queuing Area	1	255	255	1	235	235	20	
2.2.2 Service Area and Open Office	1	743	743	1	685	685	58	
2.2.3 Individual Office	1	110	110	1	110	110	0	
2.2.4 Storage Room	1	105	105	1	105	105	0	
Summary for Student Services - Admissions & Records			1213			1135	78	
<b>Student Services - Financial Aid</b>								
2.3.1 Service Area and Open Offices, Student Wkst.	1	697	697	1	570	570	127	3 staff WS (instead of 4); 2 student WS (instead of 3)
2.3.2 Individual Office	2	110	220	1	110	110	110	
2.3.3 Storage Room	1	130	130	1	105	105	25	
Summary for Student Services - Financial Aid			1047			785	262	
<b>Student Services - DSPS / EOPS / CalWORKS</b>								
2.4.1 DSPS - Service Area	1	205	205	1	205	205	0	
2.4.2 DSPS - Intake Room	1	150	150	1	150	150	0	
2.4.3 DSPS - Single Testing Room	1	150	150	1	150	150	0	
2.4.4 DSPS - Large Testing Room	1	170	170	1	170	170	0	
2.4.5 EOPS - Service Area	1	190	190	1	175	175	15	
2.4.6 EOPS - Office	1	110	110	1	110	110	0	
2.4.7 CalWorks - Service Area	1	140	140	1	155	155	-15	
2.4.8 CalWorks - Office	1	145	145	1	145	145	0	
Summary for Student Services - DSPS / EOPS / CalWORKS			1260			1260	0	
<b>Student Services - Matriculation &amp; Assessment</b>								
2.5.1 Service and Waiting Areas	1	496	496	1	460	460	36	
2.5.2 DSPS Testing Room	1	100	100	0	100	0	100	
2.5.3 Shared Storage Room	1	60	60	1	80	80	-20	
*2.5.4 Computer Lab	1	1201	1201	1	1201	1201	0	42 computers
Summary for Student Services - Matriculation & Assessment			1857			1741	116	

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Units	Original Proposed Unit Area	ASF	Units	New Proposed Unit Area	ASF	Net Reduction	Notes
<b><u>Student Services - Fiscal &amp; Payroll / Personnel / Purchasing</u></b>								
2.6.1 Fiscal Service Counters	1	355	355	1	305	305	50	3 service counters (instead of 4)
2.6.2 Fiscal Coin Room	1	110	110	1	110	110	0	
Payroll, Personnel, Purchasing Open Office and Service Counters								
2.6.3 Payroll, Personnel, Purchasing Office	1	572	572	1	305	305	267	2 staff WS (instead of 3); 1 service counter (instead of 2)
2.6.4 Payroll, Personnel, Purchasing Office	1	110	110	1	110	110	0	
Summary for Student Services - Fiscal & Payroll / Personnel / Purchasing			1147			830	317	
<b><u>Administration</u></b>								
2.7.1 Administrative Dean's Office	1	230	230	1	180	180	50	2 staff WS (instead of 4) (18) person conference room
2.7.2 Admin Office	1	130	130	0	130	0	130	
2.7.3 Office	1	110	110	1	110	110	0	
2.7.4 Open Office Area	1	526	526	1	415	415	111	
2.7.5 20 Person Conference Room	1	440	440	1	400	400	40	
2.7.6 12 Person Conference Room	1	264	264	0	264	0	264	
2.7.7 Storage Room	1	75	75	1	75	75	0	
Summary for Administration			1775			1180	595	
<b><u>Information Technology (I.T.)</u></b>								
2.8.1 Data Center	1	410	410	1	350	350	60	2 staff WS (instead of 4)
2.8.2 Open Office with Waiting Area	1	286	286	1	180	180	106	
2.8.3 Individual Office	1	110	110	0	110	0	110	
2.8.4 Workroom	1	310	310	1	250	250	60	
2.8.5 Storage Room	1	153	153	1	100	100	53	
Summary for Information Technology (I.T.)			1269			880	389	
<b><u>Sheriff's Station</u></b>								
2.9.1 Open Office Area	1	198	198	1	165	165	33	
2.9.2 Changing Room	1	50	50	1	50	50	0	
2.9.3 Sheriff's Kiosk	1	60	60	1	60	60	0	
Summary for Sheriff's Station			308			275	33	
<b><u>Faculty / Staff Center</u></b>								
2.10.1 Faculty Center	1	1080	1080	1	1280	1280	-200	One room for combined faculty center, staff lounge and kitchenette
2.10.2 Staff Lounge	1	660	660	0	660	0	660	
2.10.3 Kitchenette	1	100	100	0	100	0	100	
2.10.4 Restrooms	2	0	0	2	0	0	0	
Summary for Faculty / Staff Center			1840			1280	560	
<b><u>Reprographics and Mailroom</u></b>								
2.11.1 Reprographics and Mailroom	1	313	313	1	313	313	0	
Summary for Reprographics and Mailroom			313			313	0	
<b><u>Shared Faculty Offices</u></b>								
2.12.1 Shared Office	16	110	1760	14	110	1540	220	
2.12.2 Open Workstation	12	64	768	10	64	640	128	
2.12.3 Conference Room	1	220	220	0	220	0	220	
Summary for Shared Faculty Offices			2748			2180	568	

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Original Proposed Unit Area			Units	New Proposed Unit Area			Net Reduction	Notes
	Units	ASF	ASF		Units	ASF	ASF		
<b>Plant Facilities</b>									
2.13.1 Facilities and Operations Office	1	250	250	0	250	0	250		
2.13.2 Secured office Space	1	250	250	1	250	250	0		
Summary for Plant Facilities			500			250	250		
<b>Library</b>									
3.1.1 Stacks	1	960	960	1	960	960	0		
3.1.2 Open Computer Lab	1	1158	1158	1	925	925	233		33 computer stations (instead of 49)
3.1.3 Computer Workshop Room	1	1020	1020	1	960	960	60		30 students (instead of 45)
3.1.4 Office	2	110	220	1	110	110	110		
3.1.5 Book Sorting Area and Copy Fax	1	215	215	1	215	215	0		
3.1.6 Workstations and Work Area	1	298	298	1	200	200	98		
3.1.7 Circulation Desk	1	140	140	1	140	140	0		
3.1.8 Student Copy Area	1	70	70	1	70	70	0		
3.1.9 Help Desk (reference and computer)	2	90	180	1	90	90	90		
3.1.10 4 People Group Study Room	3	80	240	2	80	160	80		
3.1.11 6 People Group Study Room	1	120	120	1	120	120	0		
3.1.12 Study Carrels	1	440	440	1	440	440	0		18 study carrels
3.1.13 Study Tables (study area)	1	704	704	1	704	704	0		32 seats
Summary for Library			5765			5094	671		
<b>Student Lounge</b>									
3.2.1 Lounge Area	1	863	863	1	700	700	163		
3.2.2 Quiet Area	1	400	400	1	300	300	100		
3.2.3 Office	1	110	110	1	110	110	0		
3.2.4 Meeting Room	1	176	176	0	176	0	176		
Summary for Student Lounge			1549			1110	439		
<b>Health Center</b>									
3.3.1 Reception and Waiting Area	1	115	115	1	100	100	15		
3.3.2 Unisex Restroom	1	70	70	1	70	70	0		
3.3.3 Triage room	1	150	150	1	150	150	0		
3.3.4 Exam Room	1	75	75	1	75	75	0		
3.3.5 Doctor's office / RN Charting Station	1	66	66	1	66	66	0		
3.3.6 Group Therapy Room	1	191	191	1	180	180	11		
3.3.7 Mental Health Services	1	93	93	1	93	93	0		
Summary for Health Center			760			734	26		
<b>Bookstore</b>									
3.4.1 Bookstore	1	675	675	1	650	650	25		
3.4.2 Book Shelving and Storage Area	1	1569	1569	1	1369	1369	200		
Summary for Bookstore			2244			2019	225		

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Original Proposed Units	Original Proposed Unit Area	Original Proposed ASF	Units New Proposed Area	Unit ASF	Net Reduction	Notes
<b>Departmental Summary</b>							
1.1 Academic Support Center <i>Reduction of 36 students in Open Tutoring Area (1.1.1) Reduction of 15 students in Computer Classroom (1.1.5) Reduction of 15 students in Shared Computer Lab (1.1.7) Reduction of 1 staff WS (75) computers total in this department  Rev. 1/17/13 Smaller Storage Room (1.1.2)</i>			6334		4607	1727	27%
1.2 Physical Education <i>Reduction in Exercise Room (1.2.1) and Storage (1.2.2) square footage only  Rev. 1/17/13 Further reduced Exercise Room (1.2.1)</i>			2639		2604	35	1%
1.3 Liberal Arts - Science Cluster <i>No Change</i>			7580		7580	0	0%
1.4 Liberal Arts - Arts Cluster <i>No Change</i>			7320		7320	0	0%
1.5 Career Technology Education <i>Reduction of 12 students in A.J. Classroom (1.5.1) Reduction of 11 students in CF&amp;E Classroom (1.5.2) Reduction of 7 students in A&amp;E Computer Classroom (1.5.4) Reduction of 12 students and 1 instructional aide in Computer Lab (1.5.7) Total 176 computers in this department  Rev. 1/17/13 Further reduced Computer Lab (1.5.7) Total 170 computers in this department  Rev. 1/18/13 Revised Computer Lab (1.5.7) back to original program. Total 188 computers in this department.</i>			13745		11490	2255	16%
1.10 Shared Classrooms <i>Reduction of 10 lecture classrooms (1.10.1) and 1 flexible classroom (1.10.2)  Rev. 1/17/13 Reduced (1) additional lecture classroom (1.10.1)</i>			22900		12900	10000	44%
2.0 Student Services - Shared Spaces <i>Reduction of Shared Storage Room (2.0.1) and Queuing Area (2.0.2) square footage  Rev. 1/17/13 Further reduced Queuing Area (2.0.2) square footage</i>			1912		1450	462	24%
2.1 Student Services - Counseling / Transfer Center <i>Reduction of 3 student worker WS (2.1.1) and 1 individual office (2.1.2)</i>			1058		870	188	18%
2.2 Student Services - Admissions & Records <i>Reduction of Queuing Area (2.2.1) and Service Area (2.2.2) square footage</i>			1213		1135	78	6%
2.3 Student Services - Financial Aid <i>Reduction of 1 staff WS and 1 student worker WS (2.3.1)</i>			1047		785	262	25%
2.4 Student Services - DSPS EOPS CalWorks <i>No change</i>			1260		1260	0	0%
2.5 Student Services - Matriculation & Assessment <i>Total 53 computers</i>			1857		1741	116	6%
2.6 Student Services - Fiscal & Payroll / Personnel / Purchasing <i>Reduction of 1 service counter (2.6.1) Reduction of 1 staff WS and 1 service counter (2.6.3)</i>			1147		830	317	28%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Room No. Room Name	Original Proposed			Units New Proposed Unit		Net Reduction	Notes
	Units	Unit Area	ASF	Area	ASF		
2.7 Administration  <i>Square footage reduction at Administrative Dean's Office (2.7.1) Deletion of Admin Office (2.7.2) Reduction of 2 staff WS at Open Office Area (2.7.4) Deletion of 12 Person Conference Room (2.7.6)</i>  <i>Rev. 1/18/13 Reduced ASF for 20 Person Conference Room (2.7.5) to accommodate 18 Person</i> 2.8 Information Technology (I.T.)			1775		1180	595	34%
  <i>Reduction of 2 staff WS at Open Office (2.8.2) Reduction of 1 individual office (2.8.3) Reduction of Storage Room (2.8.5) square footage</i>  <i>Rev. 1/18/13 Reduced Storage Room (2.8.5), Open Office (2.8.2), Work Room (2.8.4) and Data Center (2.8.1) 2.9 Sheriff's Station</i> <i>Reduction of Open Office Area (2.9.1) square footage</i>			1269		880	389	31%
2.10 Faculty Lounge and Staff Lounge <i>Enlarge Faculty Center (2.10.1) to combine Staff Lounge (2.10.2) and Kitchenette (2.10.3) into one room</i>  <i>Rev. 1/17/13 Reduced Faculty Center (2.10.1) square footage</i>			308		275	33	11% 30%
2.11 Reprographics and Mailroom  <i>No change</i> 2.12 Faculty Offices			1840		1280	560	
  <i>Deletion of 2 Shared Office (2.12.1) and Conference Room (2.12.3)</i>  <i>Rev. 1/17/13 Deleted (1) additional Shared Office (2.12.1)</i>  <i>Rev. 1/18/13 Deleted (1) additional Shared Office (2.12.1) 2.13 Plant Facilities</i> <i>Deletion of Facilities and Operations Office (2.13.1)</i>			313		313	0	0%
3.1 Library  <i>Reduction of Stacks (3.1.1) square footage Reduction of 16 computers at open computer lab (3.1.2) Reduction of 15 computers at Computer Classroom (3.1.3) Deletion of 1 office (3.1.4) Reduction of Workstations (3.1.6) square footage Deletion of 1 Help Desk (3.1.9) Reduction of 6 study carrels (3.1.12) Reduction of 12 study tables (3.1.13) Total 63 computers in this department</i>  <i>Rev. 1/17/13 Deleted (1) 4-People Group Study Room (3.1.10)</i>			2748		2180	568	21%
3.2 Student Lounge  <i>Deletion of Meeting Room (3.2.4)</i>  <i>Rev. 1/17/13 Reduced Student Lounge (3.2.1) square footage and Quiet Area (3.2.2)</i>			500		250	250	50%
3.3 Health Center <i>No Change</i>			5765		5094	671	12%
3.4 Bookstore <i>Reduction of Book Shelving and Storage Area (3.4.2) square footage</i>  <i>Rev. 1/17/13 Reduced Book Store (3.4.1) and Book Store Shelving and Storage (3.4.2) square footage</i>							
<b>Total ASF</b>			<b>89083</b>		<b>69887</b>	19196	22%
<b>Total GSF (65% Efficiency Factor)</b>			<b>137050.769</b>		<b>107518.462</b>		
<b>Total GSF (68% Efficiency Factor)</b>			<b>131004.412</b>		<b>102775</b>		

Room No. Room Name	Original Proposed			Units New Proposed Unit		Net Reduction	Notes
	Units	Unit Area	ASF	Area	ASF		
<b><u>Workspace and Student Computer Counts Summary</u></b>							
Student Computer Stations			432		413	19	
Individual Offices			20		15	5	
Shared Offices			18		15	3	
Staff Workstation			<i>Accommodating 37 staff</i>		50	16	
Student WS			12		8	4	

**Appendix 7: SGEN Annual Update**

## Annual Update Plan 2017-2018 for Student Services and related Programs of Service

Unit/Program Name: [SOUTH GATE EDUCATIONAL CENTER \(SGEC\)](#)

### Section I. Program Plan

Complete Program Plan table:

- a. Briefly state goals linked to Student Services Outcomes (SSOs) first and then state remaining goals based on the data in the upcoming sections. Incorporate goals from the comprehensive Program Review Self-Evaluation and the Annual Update. Identify the programs involved, whether the goals are linked to an SSO improvement plan, and indicate alignment to a strategic planning objective. Additional goals may be added if desired.
- b. Briefly describe progress on your unit goals, i.e., activity completed up to September 2016.
- c. Briefly describe the anticipated measurable outcomes from the implementation of your unit goals in 2017-2018.

#	Unit/Program Goal	List Programs Involved	Based on/ Connected to SSO Improvement Plan Y/N	Plan Alignment (Enter code from "Plan Alignment" sheet)	CURRENT Progress to date  Description of Previous or Ongoing activities	FUTURE Description of Anticipated Measurable Outcome of Unit/Program Goal	Additional Resources Required in 2017-2018 for unit goal  Brief description of resources required to accomplish goal. <i>Justification is also required on Budget Augmentation Request</i>
1	Provide comparable Student Services (Student Services Division's 2016 Cluster Plan)  Increase outreach & recruitment efforts in South Gate areas	Outreach & Recruitment	Y	Goal 3	- Student ambassadors were assigned to work at SGEC in Summer 2016. Need more dialogue with Assoc. Dean of Outreach Recruitment about ambassadors and collaboration on outreach campaign.	- Increase in number of Southeast high schools and community agencies contacted. - Increase in number of outreach/recruitment activities held at the SGEC.	SGEC supports Off-Site Education & Outreach Office's request for a new Student Support Services Representative. This new classified staff can supervise and coordinate student ambassadors and support the outreach/recruitment activities in the South Gate surrounding communities.

For questions about the Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement: (323) 415-4152 OR [arenasr@elac.edu](mailto:arenasr@elac.edu).

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#	Unit/Program Goal	List Programs Involved	Based on/ Connected to SSO Improvement Plan Y/N	Plan Alignment (Enter code from "Plan Alignment" sheet)	CURRENT Progress to date <hr/> Description of Previous or Ongoing activities	FUTURE Description of Anticipated Measurable Outcome of Unit/Program Goal	Additional Resources Required in 2017-2018 for unit goal <hr/> Brief description of resources required to accomplish goal. <i>Justification is also required on Budget Augmentation Request</i>
2	Provide comparable Student Services (Student Services Division's 2016 Cluster Plan)  - Increase career and job services at SGEC	Career & Job Services Center	Y	Goals 1 & 2	Interviews held for 1.0 FTE tenure track career counselor for SGEC.	<ul style="list-style-type: none"> <li>- Establish a Career and major fair to be hosted at SGEC every semester.</li> <li>- Increase the number of career workshops</li> <li>- Increase the number of career counseling appointments - Provide consistent promotion of career and major throughout campus.</li> </ul>	
3	Provide comparable Student Services (Student Services Division's 2016 Cluster Plan)- Provide EOP&S/CARE/CAFYES/CalWORKS & additional DSPS services	Office of EOP&S/CARE/CAFYES/CalWORKS/DSP&S	Y	Goal 1	There was no EOP&S/CARE/CAFYES service provided at SGEC in 2015-2016. Students who are eligible for these services need to go to MP campus.  DSPS currently comes to SGEC one day/week.	A EOP&S/CARE/CAFYES/CalWORKS counselor provides services at SGEC one or two days per week.  Increase DSP&S Counselor to two days.	

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

#	Unit/Program Goal	List Programs Involved	Based on/ Connected to SSO Improvement Plan Y/N	Plan Alignment (Enter code from "Plan Alignment" sheet)	CURRENT Progress to date <hr/> Description of Previous or Ongoing activities	FUTURE Description of Anticipated Measurable Outcome of Unit/Program Goal	Additional Resources Required in 2017-2018 for unit goal <hr/> Brief description of resources required to accomplish goal. <i>Justification is also required on Budget Augmentation Request</i>
4	- Offer comparable library services at SGEC and prepare for future move into new space.	LIBRAR Y	Y	Goal 1	In order to offer comparable services at SGEC the Library is planning expansion of orientations using existing library space. Possibility of using laptops to provide handson experience .	Increase of library orientations will increase faculty and student awareness of reliable information sources and critical thinking.	Library will make use of OneTme Instructional funds to support SGEC Library efforts.
5	Conduct needs assessment to determine which units need additional staff, office space, and facilities	All Student Services Units at SGEC	Y	Goals 1, 2, 3, & 4	SGEC deans have had numerous meetings with Student Services VP, deans, faculty, & staff, as well as meetings with Facilities Director and VP of Administrative Services. A plan to convert Room 124 to Student Services Hub has been submitted.	-Centralization of some key student services will provide effective services to students by providing one-stop service center. -	
6	Implement at least one FYE cohort with linked courses at SGEC	Adelante FYE English, & Social Sciences	Y	Goals 1, 2, & 4	SGEC deans have started discussions with SGEC faculty and FYE associate dean.	One FYE Cohort will be established	

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

#	Unit/Program Goal	List Programs Involved	Based on/ Connected to SSO Improvement Plan Y/N	Plan Alignment (Enter code from "Plan Alignment" sheet)	CURRENT Progress to date <hr/> Description of Previous or Ongoing activities	FUTURE Description of Anticipated Measurable Outcome of Unit/Program Goal	Additional Resources Required in 2017-2018 for unit goal <hr/> Brief description of resources required to accomplish goal. <i>Justification is also required on Budget Augmentation Request</i>
7	Implement MAP (Math Advancement Program) at SGEC  Increase support of Math Lab to support MAP.	Math Department & Math Tutoring Lab	Y	Goals 1 & 2	SGEC deans have started discussions with Math Department and STEM dean.  SGEC hired IA for Math Lab. Unfortunately space is limited not allowing students to adequately receive proper tutoring. This problem is one of our primary challenges.	One MAP program will be established by fall 2017. Ongoing discussions about Math Lab space will prepare us for future exoected growth and force us to make tough decisions with our existing space issues.	Equity funding will support MAP implementation by purchasing necessary materials.  Math Lab has been supported by BSI but a fixed funding source is needed for future.
8	1. Increase professional development opportunities  2. Establish sharedgovernance committees at SGEC	Office of Professional Development and SGEC Administration	N	Goal 4	<ul style="list-style-type: none"> <li>- 1 emergency preparedness workshop/training session in Spring 2016 &amp; 4 sessions scheduled in Fall 2016</li> <li>- Faculty/Staff Team Building Retreat on 8/19/16</li> <li>- Monthly SGEC faculty/staff operation meetings</li> <li>- In process of of forming shared-governance &amp; student success committees</li> </ul>	<ul style="list-style-type: none"> <li>- Number of PD activities is increased.</li> <li>- Number of PD participants is increased.</li> <li>- Fulltime and adjunct facutly and staff participate in SGEC Shared Governance Committee.</li> <li>- One faculty member from SGEC/SGC acts as liaison to ELAC/ESGC.</li> </ul>	

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

**Section II. Program Review Response**

Complete Table by:

- a. Reporting progress on program review recommendations
- b. Stating the anticipated outcomes and progress to date

#	Recommendation	Progress to Date Briefly explain previous or ongoing activities, including if and how unit/program has completed a goal.	Anticipated Outcome of Unit/Program Goal
1	That the South Gate Educational Center work with EMC to identify what courses are needed for students to complete their educational program at the South Gate Educational Center.	RETIRED	
2	That the South Gate Educational Center revise goals in program plan so that all items listed as goals are indeed goals as opposed to resources.	RETIRED	
3	That the South Gate Educational Center begin involvement in the PLO process by creating and assessing Administrative Unit Outcomes (AUOs).	Since both SGEC deans are still relatively new (started in Spring 2016), we haven't started to work on this recommendation.	See Appendix "B"
4			
5			
6			
7			
8			
9			
10			

### **Section III. Program Description**

**College Mission:**

*East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.*

**Goal 1:** *Increasing student success and academic excellence through student-centered instruction, studentcentered support services, and dynamic technologies.*

**Goal 2:** *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.*

**Goal 3:** *Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.*

**Goal 4:** *Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.*

*In collaboration with the District's Mission, ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.*

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1. If applicable, please update your program description in light of the College Mission. Consider any changes to your program(s) of service since the completion of your previous program review annual update. For example, you may describe trends, recent events, or activities that have impacted your program(s) ability to meet your goals and/or pertain to resource requests.

In March 2016 the Evening Dean was hired to work the Tuesday - Saturday shift. With this addition to the SGEC operations day and evening coverage was complete with regards to administrator's presence at SGEC. In May 2016 the Day Dean was appointed to work the day shift complementing the total administrative coverage.

Over 83 faculty/staff attended the "Building a Stronger SGEC Team" Retreat on 8/19/2016. It featured the MBTI assessment to help the participants gain insights about themselves and how they interact with others, and thus helped improve how they communicate, learn, and work. 98% of the participants who filled out the retreat evaluation agreed or strongly agreed that the retreat was engaging and would recommend a SGEC retreat to be offered annually.

Offices were created for six new full-time probationary faculty members (Chicano Studies, CD, History, Political Science, Sociology, and Spanish) that were hired in Fall 2016. Additional office space was created to accommodate the vice chair of Math and full-time faculty who teach 40% - 60% of their courses at SGEC. Math Tutoring was moved out of Library to 113B.

Room 124 is being converted to Student Services Hub.

## **Section IV. Program Assessment**

The College Mission has broad planning goals that are the basis for all other college planning documents and unit plans. Together these four goals provide a foundation for building a true agenda of student success.

**Goal 1:** *Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.*

**Goal 2:** *Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.*

**Goal 3:** *Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.*

1. Please visit the following link to find your previous AUP and review the efforts your unit/program reported for these three strategic goals.

<http://www.elac.edu/facultyStaff/oie/annualupdates2016.htm>

2. Has your unit/program had notable achievements or progress related to these three goals (student success, equity, or access) since the last AUP was submitted? If yes, please describe. Goal 1:

\* Comparing to 2014-2015, SGEC's enrollment increased 2% in 2015-2016.

\* A Math IA was hired and started working in August 2016. The tutoring lab was moved out of Library and has its own space in Room 113B.

Goal 2:

\* In April 2016, ELAC Student Success Committee voted to support the creation of a SGEC Student Success Committee that would partner with the MP committee and exchange ideas and best practices. SGEC is in the process of forming the committee.

Goal 3:

\* SGEC has established working relationships with a few community agencies and participated in several community outreach events in Spring and Summer 2016.

\* SGEC has been participating in ELAC's effort to establish a School of Adult and Continuing Education. In Fall 2016, Citizenship and ESL Conversation courses are offered at SGEC and Azalea Shopping Center.

3. After reflecting on progress noted in #2, how have professional development activities helped to advance these efforts?

The retreat event of 8/19/2016 was an effective professional development event that helped to build a stronger approach to establishing a culture of inclusion and collaboration. Therefore, more faculty are engaged in what happens at the SGEC and feel included in discussions about decision making.

4. Are there additional professional development resources that would help your unit/program to further these goals (student success, equity, or access)?

Professional Development efforts are currently limited to times when faculty are available. Since the majority of the SGEC faculty are adjuncts it is difficult to arrange a time/date conducive during the fall and spring terms. If we choose to host an event during the intersession and/or flex week we need support for food and presenters, if chosen from outside.

## EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017

**Goal 4:** *Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.*

5. Please provide an update on progress in your Student Services Outcome (SSO) assessment work. This may include success stories about the impacts of SSO practices on student learning achievement or unit effectiveness.

SGEC is working on forming a shared-governance committee.

Vice Chairs in AJ, English, Math, and Social Sciences have been identified and started to work at SGEC.

A centralized student services area will be completed by end of fall 2016 term.

An area for a dedicated Math Lab was established. Now that a fulltime IA for Math Lab was hired for fall 2016 term it is obvious that more room will be needed in the future to accommodate for increase in student use of tutoring.

**APPENDIX "A"**

**Purpose of the Program Review and Annual Update Process**

The purpose of Program Review is to provide a venue through which the college can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The program review process promotes a self-reflective evaluation of programs in a manner in which faculty can identify programmatic successes within their disciplines, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success. Each unit completes an annual update of their efforts. This update is used to provide the college with an indication of improvement in student learning and the resources needs for each program. The Annual Update serves as the central planning document for requesting and prioritizing resources.

**The values of program review:**

- Strengthening of programs through faculty led self-evaluation and goal setting;
- Fostering inter-departmental cooperation and communication;
- Stimulating dialog on student success and programmatic improvements;
- Evaluating each programs unique contribution to the College’s Mission and Strategic Goals;
- Promotion of long-term planning focused on the use of data;
- Ensuring that curriculum and offerings meet student needs and promote student progression;
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations.
- Enhance transparency about college programs to the broader community.

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to your unit/program. We recommend taking all efforts to include all faculty, staff and administration within the each unit/program. Each unit/program may include additional information in their Annual Update Plan (AUP) as needed to fully describe their department. The Office of Institutional Effectiveness and Advancement is available to assist each unit/program in their efforts to complete their AUP.

In order to streamline the submission and distribution process, the Annual Update Plan **MUST** be submitted by email in its original format to the Office of Institutional Effectiveness and Advancement to ensure a digital record of your completed work. No hard copies will be accepted. **Please submit your completed Annual Update Plan and attachments by Friday, September 30, 2016, 12:00 noon to Maribel Carbajal-Garcia at [CarbajM@elac.edu](mailto:CarbajM@elac.edu). ALL full-time members in the unit/program must be cc’d on the email.**

This document includes the official application for the staff Human Resources Committee. **Requests for Counselor positions must be submitted through the Counseling Department AUP.** There is a separate AUP Budget Augmentation Request form that is due September 30 with the AUP. Late or incomplete applications will not be considered for resource allocations, though updated information will be allowed. There will also be a Perkins Request form. Units/programs will be notified regarding budget and resource requests in the spring, following receipt of budget projections from the District Office.

**APPENDIX “B”**

Once you provided concise answers to the questions above, you may use the space below to provide additional narrative.

Prior to the 2015-2016 AUP, the SGEC’s AUPs were categorized under “Academic Units”, and both 2015-2016 and 2016-2017 AUPs were filed under “Other Units”. Then, this 2017-2018 AUP for SGEC is titled as “Annual Update Plan 2017-2018 for Student Services and related Programs of Service”. These changes reflect the inconsistency of how SGEC is treated.

Is SGEC a department, a program, or a service unit? It should be none of the above, but in the General Catalog, SGEC is found along with the academic support services units under the subcategory of “Instructional Centers” in the “Student Services” section. Our name states that it is an educational center, but what is an education center? Is it a campus, or just a location or a building?

While searching for the previous SGEC SSO data online, these questions surfaced because the only disaggregated data found on SGEC was from the Admissions & Records Office. Most of the units/programs/services did not collect any specific data from SGEC. Should SGEC create separate SSOs? Should SGEC be expected to create and assess separate AUOs? Before we start working on Recommendation #3 under Section II, we would like to receive the clarification on the role of SGEC.

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR [arenasr@elac.edu](mailto:arenasr@elac.edu).

**Appendix 8:      SGEC Program Review**

## **Program Review Self-Evaluation Form 2013-2019 Academic Version**

**Department Name:** South Gate Education Center

### **Purpose of Program Review**

The purpose of Program Review is to provide a venue through which the college can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The program review process promotes a self-reflective evaluation of programs in a manner in which faculty can identify programmatic successes within their disciplines, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success.

### **The values of program review:**

- Strengthening of programs through faculty led self-evaluation and goal setting;
- Fostering inter-departmental cooperation and communication;
- Stimulating dialog on student success and programmatic improvements;
- Evaluating each programs unique contribution to the College's Mission and Strategic Goals;
- Promotion of long-term planning focused on the use of data;
- Ensuring that curriculum and offerings meet student needs and promote student progression;
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations.
- Enhance transparency about college programs to the broader community.

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to your department or unit. It is recommended that each department or unit make all efforts to include all faculty, staff and administration. Each department or unit may include additional information in their Annual Update Plan as needed to fully describe their department or unit. The Program Review focuses on the identified Programs of Study and Services provided by each department or unit. Each question is identified with **P(Program)** or **D(Department)** to denote whether the question should be answered at the program or departmental level.

The Office of Institutional Effectiveness is available to assist each department or unit in their efforts to complete their self-evaluation. The office has provided instructions on completing this document and resources to interactive datasets. In addition, to the generic instructions, the Office is available to assist all departments and units by providing individual training sessions, hosting departmental training meetings, and providing desk-side assistance through the Program Review Process.

**Please submit your completed *Program Review Self-Evaluation Form 2013-2019* to the Office of Institutional Effectiveness by email addressed to Maribel Carbajal-Garcia, [carbajm@elac.edu](mailto:carbajm@elac.edu) no later than Monday, September 30, 2013.** Following submittal, validations teams organized through the college's existing committee structure will review your document and provide feedback and recommendations for your department's review. The Program Review and Viability Committee will provide the final recommendations for your review and feedback.

## **Section I. Program Description**

***College Mission:***

*East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.*

1. Based on the information provided by the Learning Assessment Coordinator, the following programs are housed in your department/unit. Please review this list and provide any additional programs not already listed. **(D)**

*(LAC to provide list)*

South Gate Educational Center (SGEC) is a satellite campus of East Los Angeles College. SGEC offers academic courses, general education courses, career tech courses and basic skills courses. We offer many student support services: Admissions, Counseling, DSP&S, Financial Aid, Fiscal, Library, Transfer Center, Tutorial Center, Computer Laboratory and a free shuttle service from South Gate Educational Center (SGEC) to ELAC's Main Campus. The satellite campus is a one stop educational center that is run efficiently and cost effectively and is accessible to the community.

2. Briefly describe each of your programs and answer the following question for each of your program(s) of study/service. In what ways does the program support the College Mission and its Strategic Goals? **(D)**

SGEC offers educational programs consisting of academic instruction, transfer course offerings, career tech education and basic skills instruction. The wide range of instruction supports the mission of East Los Angeles College by being accessible and equitable to the community-at-large.

The college strives to offer many student support services that promote equity and student success through student-centered support services such as admissions, counseling, financial aid, fiscal, library, tutorial services.

Students, faculty and staff are offered free shuttle service for access to and from South Gate to the Main Campus. The shuttle services has gained broad college support both at South Gate and the main campus and aligns with the College Mission of accessibility to services and instruction not offered at the SGEC.

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3. Please describe the positions that are budgeted for your department, including the number and function for which they are budgeted.(D)

	<b>Total Headcount</b>	<b>Function(s)</b>
<b>Regular Faculty</b>	11	The full time instructors are assigned 3 to 4 classes at
		SGEC. (They are not budgeted on So. Gate's budget, but teach the majority of their class offering at this campus.
<b>Other Faculty</b> ( <i>Limited Position/Long-Term Substitute Position</i> )	N/A	
<b>Adjunct Faculty</b>	113	The adjunct instructors have 1 or 2 classes and are not budgeted in So. Gate's budget.

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<p><b>lassified</b></p>	<p>11 + 1 part time</p>	<p>Sr. Sec., Academic Affairs and assistant to administrator: Dean. An Instructional Assistant, IT, in charge of computer laboratory and an Assistant PC &amp; Network Support Spec. in charge of computer program updates and technology improvements. Other Classified in Admissions, Financial Aid, Fiscal, Library Technician, Transfer center, Writing Center assigned by their departments and not on So. Gate's budget. They are support personnel to provide specialized service to the students of this community. The custodial staff (3 + 1 supervisor) are not on So. Gate's budget, keep the environment clean for the students to be able to focus on their goal to achieve educational success.</p>
<p><b>Other (SFP)</b></p>	<p>N/A</p>	
<p><b>Unclassified Student Workers</b></p>	<p>1</p>	<p>Program assistant provides part time office assistance to the front administrative counter answering phones,</p>
		<p>walk-in inquiries and assisting adjunct instructors with copying and light clerical needs. All other (7) student workers are on FWS budget, CalWORKs or Student Services budget to assist in the Computer Laboratory and the front Administrative Counter area.</p>

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<p><b>Unclassified Tutors</b></p>	<p>2</p>	<p>Tutoring in all levels of mathematics part time during the week. There is one IA (classified) that is assigned to SGEC and works as an English tutor 4 days per week (9 hours/day.) We also have 2 Math instructors tutoring several hours a week before and after their classes.</p>
<p><b>Unclassified Professional Expert</b></p>	<p>N/A</p>	

a. Please list all faculty members on reassigned or release time.

N/A

4. List the district and campus-wide governance and decision-making committees with which your department is involved. **(D)**

Librarian, Gabriella Lopez is involved in Violence Intervention Team member (VIT Committee) Project MATCH (Mentors Act to Change History) Steering Committee member (District-wide committee) and Off-Site Committee (faculty co-chair) ELAC Committee.

Dean Al Rios attends many meetings to stay in the loop, obtain information with regards to activities and resources that could be made available to SGEC's students and staff. He is on the Off-Site Committee (co-chair). He is attends the Student Success and Basic Skills meetings. He is on the Educational Planning Subcommittee and a non-voting member of the Facilities Committee. He is newly assigned to attend the Accreditations Committee and the Enrollment Management Committee.

5. Describe the state of your department's equipment and any unmet equipment need. Please give a specific rationale for these needs. **(D)**

**The equipment has served its purpose over the past 10-12 years. Most of the equipment was brought used from the Main Campus and is outdated and is not working efficiently. For example, the televisions, the VCR players, overhead projectors and "boom box" stereos.**

**SGEC has only 6 Smart classrooms (out of 21classrooms). Adjustable lighting must be installed for usage while the projectors are on to allow students to take notes. (Some classes are pitch dark and not conducive to note taking).**

**5 televisions are outdated (10 years old) and should be replaced with five 36" televisions and proper stands that will hold the televisions and DVD/VCR players. All audio visual equipment is over 9 years old and do not play well or are not working and should be replaced with new technology for viewing and listening.**

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**4 New DVD/VCR combination players are needed to replace the older players. Currently there are only 2 DVD donated players that are 3 years old.**

**3 new CD/cassette/6 auxiliary hook-up stereos are needed for kinesthetics classes and music classes. These are 9 years old and do not play all types of CDs (burned CDs) and one is broken. 6 new overhead projectors (all are at least 8 years old and 2 are not working) for use in classrooms that are not a Smartroom setup.**

**6 new multitask high chairs are needed for use in the Smart classrooms for instructors to be able to sit down comfortably during class while using the Smart classroom equipment.**

**30 multipurpose comfortable chairs are needed for seating at 30 new study tables w/electrical; cord allowance that line the halls due to lack of space in the student center for studying and student success.**

**10 ea round 42" tables and 12 ea 4' X 3' rectangle tables are needed for the Student Center for students to study, relax and socialize to help them obtain their student success goals.**

**Some of these tables are used in the Math/English laboratory area (adjacent). The tables and chairs are over 7 years old and the tables are no longer sturdy and conducive to comfortable studying. 81 multipurpose comfortable chairs are needed for seating around the Student Center tables to replace the chairs that are worn, dirty and torn.**

**2 Digital monitors for the hallways are needed in order to properly notify students, faculty and staff of daily, weekly and semester information including emergencies.**

**2 Glass display cases: 3.5' X 2' X 4' are needed for the Bookstore. The Bookstore has glass display cases with no shelving. The case is large enough for 2 shelves each for better display of educational items for sale.**

**1 smaller glass or wire case is needed to display smaller food item goods. Currently a cardboard display case (collapsing and poor quality) is being used.**

**Carpeting should be purchased for the Bookstore where it currently does not exist. The carpet in the back area with the book shelving should be replaced because it is worn, dirty and old. The bookstore should have one completely matched carpet.**

**60 headsets used in the computer lab are needed to replace the older, worn headsets currently being used that are 3-4 years old. Students use these for math, language required lab work. 4 new scanners used in the computer lab are needed to replace the older scanners which are working very poorly. They scan very slowly and the quality is not very good.**

**2 new Black/white laser printers are need and will be used by the adjunct faculty for their instructional needs and the staff for printing needs. Currently all 124 instructors assigned to South Gate use one printer. The staff has printers that are 12 years old and not efficient for their needs.**

6. Describe the way your department's current facilities meet the needs of your programs, including your classroom environment. Detail any unmet facility needs and steps taken to address any persisting issues. **(D)**

The facilities building has served its purpose and continues to serve the community. We have averaged about 5,000 students each semester. Many of the students have graduated and have professional careers. The quality of life is better because more young adults in the surrounding communities have been educated at SGEC .

However; the wear and tear on the structure is becoming more evident and the facilities needs more regular maintenance.

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The building has not had a change of dry boards for over 10 years. 39 dry boards are needed to replace the older dry erase boards in the classrooms. The boards no longer erase cleanly. Two classrooms have only chalk boards that should be replaced due to some instructors with chalk allergies.

All classrooms have older, smaller desk type chair/desk combination and are not conducive to comfortable sitting for several hours of lecture; therefore, they should be replaced. Many students do not even fit in the small chair/desks units - they are just too small for them. So many of these chair/desks units are also broken.

The A/C system is breaking down more frequently. Thermostats need to be updated to work automatically, rather than being manually adjusted. Many classes need to be moved due to the A/C system not working and this has caused disrupted classes and caused inconvenience to instructors and students.

Separate A/C for the Sheriff's office. They do not have an individual thermostat and have no control over the temperature of their office area. Many times it is well over 76 degrees in the office.

Shampooing of carpets, specialized steam cleaning of walkways around campus building (only one) to remove unsightly stains and gum, graffiti removal, waxing of floors in classrooms and hallways are not done on a regular basis. Special crews must be brought over to take care of these items which are done only 2 or 3 times per year and are not complete.

A campus that is not maintained well and does not have the proper maintenance and custodial services on a regular basis gives students and staff a feeling of not caring about the campus, which brings down morale and does not support the feeling of much student success. With the anticipated move, while we are still here, caring for the facility maintenance is very important on a daily basis.

7. Describe any trends, recent events or activities that have impacted your program(s). Please be specific to each program provided in the list above. **(P)**

- a. Which of these changes or trends have most impacted your programs?
- b. What efforts have been made to address these changes?
- c. What effect have these changes had on student goal attainment?

7a. The last two years at the SGEC have been difficult ones. The reduction in course offerings have devastated the students. Also the student services' unit cuts have impacted the students by reduced office hours of operations. Tutoring and special programs were cut back which have affected the student population. The impact of these budget cuts at a small campus like SGEC with a limited staff, was devastating and required the staff to do more with less. Every time the college has gone through these difficult budget cycles, the SGEC has been an easy target for those cuts.

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Future expansion plans were impacted due to the LACCD Moratorium. Downsizing the new Firestone Educational Center from its original 200,000 sq. ft. to 100, 00 sq. ft. The decision not to use the existing warehousing, was a realization that having to retrofit the building was too costly, so it was decided to build a new structure facility and not use the existing warehouses. Due to the moratorium, some SGEC bond funds were to be diverted to assist with the Health Career Building. The District stepped in and diverted some of the funds for their reserves. The downsizing will limit our ability to meet the future needs of an emerging and growing college age community in the Southeast Los Angeles.

During the past few years there has been two (2) interim Presidents at ELAC. It was difficult to get their support and not a lot of attention was given to SGEC. Also the budget situation did not help.

The last two years has been difficult times for all involved, but even tougher for those at SGEC. We did not lose hope, we have weathered the storm and kept our doors open and continued to serve the community with some support from agencies like Hub Cities.

7b. The new President, Marvin Martinez, is very supportive of SGEC and the Firestone Educational Center plans. He is advocating to the community college stakeholders to make SGEC a top priority for ELAC . President Martinez has realigned some of the departments at SGEC. Admissions, Tutorial Center and Library are now under the administrator at SGEC. This is an important step towards addressing some of the operational issues that impact SGEC operations with respect to decision making at the main campus. The realignment will give the leadership at the SGEC an opportunity for collaborative decision making that best addresses the onsite operations at SGEC.

The SGEC administrator, Dean Rios, has attended several meetings and sits on several committees to keep informed and advocate for SGEC. He meets regularly with Vice Presidents of Academic Affairs, Work Force Education, Administrative Services and Facilities. He is now planning to have a monthly standing meeting with the President.

7c. Due to fewer courses offerings, SGEC had to turn away many students. The course reductions impacted the student career goals, employment prospects, and finances and delayed their educational attainment.

**Section II. Program Assessment**

In order to fulfill the College Mission, the college has developed four goals. These goals serve as the broad planning objectives through which all other college planning documents and departmental plans will be based. Together these goals provide a foundation for building a true agenda of student success.

**Goal 1:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

1. How has your department evaluated why some students are successful and others are not? **(D)**

**FALL SUCCESS - SGEC By Discipline By Course**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Total
<b>South Gate Education Center</b>	55.3%	59.8%	59.6%	62.4%	65.6%	64.4%	61.4%
<b>Administration of Justice</b>	76.8%	81.3%	79.3%	80.7%	85.7%	85.9%	82.1%
<b>ADM JUS</b>	76.8%	81.3%	79.3%	80.7%	85.7%	85.9%	82.1%
ADM JUS001	70.1%	83.2%	74.0%	79.1%	88.4%	88.0%	80.5%
ADM JUS002	78.7%	96.2%	83.3%	75.2%	76.5%	86.9%	81.5%
ADM JUS003	71.4%	80.8%	78.9%	80.5%	87.2%	82.3%	82.1%
ADM JUS004	86.1%	79.6%	91.1%	89.7%	93.8%	84.9%	88.3%
ADM JUS005	74.6%	82.9%	77.4%	87.5%	78.7%	86.0%	80.7%
ADM JUS006	70.8%	81.4%	78.4%	88.2%	83.6%	.	81.8%
ADM JUS014	92.3%	71.4%	75.0%	.	.	.	77.0%
ADM JUS075	80.2%	67.0%	80.0%	74.6%	86.2%	81.4%	78.0%
ADM JUS160	.	95.2%	79.2%	.	89.8%	93.6%	89.8%
<b>Anthropology, Geography, and Geology</b>	37.8%	52.7%	43.6%	65.4%	66.8%	63.8%	55.2%
<b>ANTHRO</b>	67.4%	67.6%	55.7%	62.5%	78.7%	85.8%	69.4%
ANTHRO 101	.	.	52.2%	.	.	91.8%	68.2%
ANTHRO 102	43.5%	46.2%	.	54.4%	79.0%	79.7%	64.6%
ANTHRO 103	86.4%	83.3%	.	.	.	.	84.8%
ANTHRO 121	70.0%	77.8%	62.0%	70.9%	78.3%	.	71.9%
<b>EARTH</b>	22.2%	47.8%	40.3%	66.3%	65.3%	54.5%	50.6%
EARTH 001	16.9%	45.8%	41.1%	68.4%	64.9%	61.9%	51.4%
EARTH 002	50.0%	70.6%	35.7%	50.0%	67.7%	10.0%	45.5%
<b>GEOG</b>	38.0%	53.5%	44.0%	67.9%	45.1%	50.0%	49.8%

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GEOG 001	30.8%	59.1%	44.0%	67.9%	45.1%	50.0%	50.4%
GEOG 002	45.8%	47.6%	.	.	.	.	46.7%
<b>OCEANO</b>	25.0%	29.6%	9.4%	.	.	.	20.5%
OCEANO 001	25.0%	29.6%	9.4%	.	.	.	20.5%
<b>Art</b>	63.2%	52.0%	66.7%	61.1%	59.2%	60.6%	60.4%
<b>ART</b>	63.2%	52.0%	66.7%	61.1%	59.2%	64.7%	61.1%
ART 101	.	39.3%	65.7%	52.2%	53.7%	.	54.7%
ART 102	43.3%	59.3%	.	.	.	.	50.9%
ART 103	76.1%	55.8%	68.4%	85.3%	66.7%	60.9%	67.1%
ART 201	.	.	.	.	63.2%	68.8%	65.7%
ART 202	.	.	.	.	66.7%	80.0%	75.0%
<b>ARTHIST</b>	.	.	.	.	.	54.9%	54.9%
ARTHIST110	.	.	.	.	.	63.0%	63.0%
ARTHIST120	.	.	.	.	.	28.6%	28.6%
ARTHIST140	.	.	.	.	.	59.3%	59.3%
<b>Business Administration</b>	60.5%	64.8%	63.2%	65.3%	57.8%	61.5%	62.0%
<b>ACCTG</b>	72.7%	63.6%	80.0%	72.4%	48.1%	54.4%	62.2%
ACCTG 001	72.7%	63.6%	80.0%	72.4%	48.1%	54.4%	62.2%
<b>BUS</b>	64.7%	57.6%	53.7%	46.3%	48.7%	66.7%	55.7%
BUS 001	64.7%	57.6%	53.7%	46.3%	48.7%	66.7%	55.7%
<b>CO SCI</b>	62.8%	67.7%	60.5%	97.1%	67.8%	63.5%	66.8%
CO SCI 200	78.6%	66.7%	42.9%	.	.	.	62.2%
CO SCI 201	56.6%	55.0%	48.4%	97.1%	67.8%	63.5%	64.6%
CO SCI 291	64.8%	79.5%	80.6%	.	.	.	73.6%
<b>REAL ES</b>	36.0%	.	.	53.5%	.	.	47.1%
REAL ES001	36.0%	.	.	.	.	.	36.0%
REAL ES007	.	.	.	53.5%	.	.	53.5%
<b>Chicano Studies</b>	54.5%	59.9%	63.1%	71.7%	55.2%	60.2%	61.2%
<b>CHICANO</b>	54.5%	59.9%	63.1%	71.7%	55.2%	60.2%	61.2%
CHICANO002	42.4%	61.0%	50.0%	71.2%	62.0%	48.5%	56.3%
CHICANO003	.	31.1%	.	.	36.6%	.	33.7%
CHICANO007	57.4%	73.6%	76.9%	73.6%	63.2%	.	69.9%
CHICANO008	58.7%	60.0%	66.7%	76.8%	.	.	67.2%
CHICANO019	63.4%	90.0%	.	.	.	.	72.1%

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CHICANO020	.	.	47.5%	.	.	.	47.5%
CHICANO037	75.0%	45.5%	.	.	38.3%	.	47.7%
CHICANO042	.	.	72.7%	.	.	.	72.7%
CHICANO046	.	.	.	.	65.8%	72.2%	69.6%
CHICANO047	41.4%	55.6%	.	.	.	.	48.2%
CHICANO054	.	.	73.7%	84.2%	.	.	78.9%
CHICANO057	.	80.0%	.	.	.	.	80.0%
CHICANO080	.	.	.	40.0%	61.1%	52.8%	51.4%
<b>Child, Family, and Educational Studies</b>	62.3%	67.5%	67.5%	65.1%	62.4%	69.2%	65.8%
<b>CH DEV</b>	62.3%	67.5%	66.4%	65.1%	62.4%	69.2%	65.5%
CH DEV 001	54.9%	60.0%	63.3%	55.6%	57.3%	72.4%	60.3%
CH DEV 002	67.3%	72.3%	65.9%	75.0%	61.1%	66.0%	67.8%
CH DEV 010	77.1%	72.7%	66.0%	.	.	.	71.4%
CH DEV 011	75.4%	81.8%	72.6%	73.5%	82.0%	74.5%	76.4%
CH DEV 034	40.6%	57.9%	72.7%	68.1%	60.4%	62.2%	61.7%
<b>FAM &amp; CS</b>	.	.	80.6%	.	.	.	80.6%
FAM & CS031	.	.	80.6%	.	.	.	80.6%
<b>Computer Applications and Office Tech</b>	63.2%	47.8%	42.2%	56.3%	64.2%	44.7%	53.0%
<b>CAOT</b>	63.2%	47.8%	42.2%	56.3%	64.2%	44.7%	53.0%
CAOT 009	80.0%	0.0%	50.0%	83.3%	100.0%	50.0%	57.7%
CAOT 031	50.0%	61.5%	50.0%	.	.	.	53.5%
CAOT 033	64.3%	.	.	.	.	.	64.3%
CAOT 034	73.3%	.	50.0%	.	.	.	59.5%
CAOT 062	38.9%	40.7%	41.7%	65.2%	63.6%	33.3%	48.1%
CAOT 082	78.3%	61.9%	23.5%	36.8%	60.7%	50.0%	53.7%
<b>Counseling</b>	75.0%	78.7%	86.4%	79.2%	86.7%	78.8%	80.9%
<b>PERSDEV</b>	75.0%	78.7%	86.4%	79.2%	86.7%	78.8%	80.9%
PERSDEV001	65.0%	69.9%	81.5%	68.3%	81.3%	72.7%	72.1%
PERSDEV004	91.7%	90.7%	90.6%	89.6%	89.4%	82.7%	89.1%
<b>English (Humanities)</b>	55.5%	55.2%	61.8%	65.5%	68.6%	70.8%	63.4%
<b>ENGLISH</b>	54.7%	54.7%	62.9%	65.3%	69.9%	70.2%	63.5%
ENGLISH021	47.8%	48.7%	64.1%	63.2%	66.0%	76.6%	61.5%
ENGLISH026	.	.	.	70.2%	76.4%	62.2%	69.5%

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ENGLISH028	.	.	.	63.1%	78.0%	77.2%	72.2%
ENGLISH057	66.5%	66.4%	65.9%	.	.	.	66.2%
ENGLISH065	46.9%	45.2%	53.7%	.	.	.	48.8%
ENGLISH101	53.5%	56.9%	59.6%	64.3%	64.1%	67.6%	61.2%
ENGLISH102	50.0%	63.6%	40.6%	51.7%	58.8%	56.8%	52.8%
ENGLISH103	59.6%	56.7%	81.4%	68.4%	67.5%	70.9%	68.1%
<b>LRNSKIL</b>	.	.	48.5%	41.9%	.	.	45.3%
LRNSKIL016	.	.	48.5%	41.9%	.	.	45.3%
<b>READING</b>	63.8%	59.9%	54.7%	73.2%	57.4%	77.4%	63.9%
READING020	63.8%	58.1%	53.7%	71.6%	57.4%	77.4%	64.3%
READING025	.	57.1%	57.5%	79.3%	.	.	63.9%
READING028	.	67.9%	54.1%	.	.	.	60.0%
<b>Foreign Languages</b>	77.9%	79.0%	77.1%	73.5%	78.1%	81.9%	78.1%
<b>A S L</b>	84.6%	77.1%	92.9%	73.7%	79.6%	87.6%	85.2%
A S L 001	84.6%	77.1%	91.8%	.	81.6%	80.8%	84.6%
A S L 002	.	.	100.0%	73.7%	77.6%	91.7%	83.2%
A S L 003	.	.	.	.	.	95.8%	95.8%
A S L 004	.	.	.	.	.	89.7%	89.7%
<b>FRENCH</b>	72.7%	73.7%	71.0%	74.2%	65.2%	51.4%	68.2%
FRENCH 001	72.7%	73.7%	71.0%	68.3%	60.5%	51.4%	65.7%
FRENCH 002	.	.	.	85.7%	87.5%	.	86.2%
<b>JAPAN</b>	.	.	35.5%	.	.	.	35.5%
JAPAN 001	.	.	35.5%	.	.	.	35.5%
<b>SPANISH</b>	76.9%	80.9%	75.3%	73.0%	81.3%	85.6%	78.8%
SPANISH001	72.0%	78.9%	76.5%	73.0%	76.2%	.	75.6%
SPANISH002	91.7%	85.4%	72.7%	81.3%	90.5%	91.3%	83.9%
SPANISH035	.	.	.	70.2%	84.8%	84.7%	80.6%
SPANISH036	.	.	.	.	76.7%	81.3%	78.3%
<b>Journalism</b>	46.7%	60.0%	60.0%	65.5%	41.4%	.	54.1%
<b>JOURNAL</b>	46.7%	60.0%	60.0%	65.5%	41.4%	.	54.1%
JOURNAL101	46.7%	60.0%	60.0%	65.5%	41.4%	.	54.1%
<b>Library</b>	.	52.6%	61.9%	36.4%	67.9%	55.6%	52.5%
<b>LIB SCI</b>	.	52.6%	61.9%	36.4%	67.9%	55.6%	52.5%

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LIB SCI101	.	52.6%	61.9%	36.4%	67.9%	55.6%	52.5%
<b>Life Sciences</b>	90.9%	90.7%	86.6%	87.4%	82.1%	.	85.9%
<b>HTHTEK</b>	90.9%	90.7%	86.6%	87.4%	82.1%	.	85.9%
HTHTEK 100	.	79.2%	90.0%	90.0%	96.2%	.	89.0%
HTHTEK 133	90.9%	93.3%	87.5%	86.4%	75.7%	.	83.3%
HTHTEK 234	.	100.0%	83.3%	.	89.4%	.	89.8%
<b>Mathematics</b>	46.5%	49.3%	43.2%	48.9%	47.9%	44.3%	46.7%
<b>MATH</b>	46.5%	49.3%	43.2%	48.9%	47.9%	44.3%	46.7%
MATH 105	53.1%	32.5%	42.7%	27.1%	31.6%	38.6%	43.0%
MATH 107	.	.	.	.	42.1%	27.3%	34.1%
MATH 110	.	43.0%	39.8%	44.8%	46.9%	46.6%	43.9%
MATH 112	47.7%	59.4%	42.9%	.	.	.	49.3%
MATH 115	40.6%	55.6%	34.8%	48.0%	45.1%	46.6%	44.9%
MATH 125	42.0%	49.6%	53.3%	58.5%	55.1%	39.9%	50.2%
MATH 215	93.8%	73.3%	86.4%	59.4%	69.6%	.	74.0%
MATH 227	37.1%	50.7%	56.2%	49.2%	45.9%	54.4%	49.4%
MATH 230	63.2%	62.5%	.	.	.	.	62.9%
MATH 245	.	27.0%	25.0%	.	.	.	26.1%
<b>Music</b>	58.1%	67.3%	52.8%	60.5%	63.4%	69.0%	60.9%
<b>MUSIC</b>	58.1%	67.3%	52.8%	60.5%	63.4%	69.0%	60.9%
MUSIC 111	46.2%	45.9%	56.0%	60.5%	65.1%	69.0%	57.7%
MUSIC 650	50.0%	92.3%	43.8%	.	.	.	61.0%
MUSIC 651	78.6%	93.3%	.	.	55.6%	.	74.5%
MUSIC 652	100.0%	100.0%	.	.	.	.	100.0%
MUSIC 653	100.0%	.	.	.	.	.	100.0%
MUSIC 654	100.0%	.	.	.	.	.	100.0%
<b>Philosophy</b>	45.7%	53.5%	49.3%	45.9%	45.0%	34.7%	46.9%
<b>PHILOS</b>	45.7%	53.5%	49.3%	45.9%	45.0%	34.7%	46.9%
PHILOS 001	39.3%	50.0%	32.9%	34.1%	24.5%	34.7%	36.8%
PHILOS 006	51.5%	60.0%	64.9%	60.6%	29.3%	.	55.3%
PHILOS 020	.	.	.	.	78.0%	.	78.0%
<b>Physical Education-Men</b>	61.3%	68.1%	78.0%	.	.	.	68.7%
<b>HEALTH</b>	61.3%	68.2%	78.9%	.	.	.	67.5%

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HEALTH 011	61.3%	68.2%	78.9%	.	.	.	67.5%
<b>PHYS ED</b>	.	66.7%	76.9%	.	.	.	74.3%
PHYS ED228	.	66.7%	.	.	.	.	66.7%
PHYS ED283	.	.	76.9%	.	.	.	76.9%
<b>Physical Education-Women</b>	62.8%	67.0%	59.3%	58.9%	69.8%	65.5%	63.6%
<b>DANCETQ</b>	63.5%	73.3%	65.9%	65.7%	66.1%	.	67.2%
DANCETQ225	52.0%	68.3%	62.9%	63.3%	66.1%	.	62.9%
DANCETQ325	.	50.0%	81.8%	.	.	.	66.7%
DANCETQ333	55.6%	85.7%	60.0%	53.7%	.	.	62.6%
DANCETQ400	100.0%	67.7%	70.3%	78.8%	.	.	74.5%
DANCETQ419	.	77.3%	77.8%	.	.	.	77.5%
DANCETQ431	.	.	.	78.9%	.	.	78.9%
DANCETQ437	.	.	.	55.0%	.	.	55.0%
DANCETQ440	85.3%	66.7%	73.1%	.	.	.	77.3%
DANCETQ469	.	100.0%	50.0%	.	.	.	71.4%
DANCETQ486	45.8%	.	.	.	.	.	45.8%
DANCETQ490	.	82.5%	60.4%	70.7%	.	.	70.5%
<b>HEALTH</b>	61.5%	58.6%	55.2%	51.6%	68.9%	61.4%	59.8%
HEALTH 007	83.3%	80.0%	50.0%	51.0%	69.6%	.	65.5%
HEALTH 008	57.9%	53.8%	55.5%	50.4%	68.3%	57.8%	57.3%
HEALTH 011	.	.	55.9%	53.6%	69.4%	65.9%	62.7%
<b>PHYS ED</b>	66.7%	78.6%	57.4%	77.7%	74.2%	91.1%	75.5%
PHYS ED225	.	78.6%	.	.	.	.	78.6%
PHYS ED283	.	.	.	73.3%	.	.	73.3%
PHYS ED296	.	.	55.6%	88.9%	.	.	68.9%
PHYS ED325	.	.	.	85.7%	77.4%	86.2%	83.2%
PHYS ED331	.	.	.	.	72.5%	.	72.5%
PHYS ED332	.	.	58.8%	65.5%	80.0%	.	67.7%
PHYS ED470	66.7%	.	.	.	.	.	66.7%
PHYS ED631	.	.	.	.	77.8%	94.0%	88.3%
PHYS ED668	.	.	.	.	56.3%	.	56.3%
<b>Physics</b>	56.6%	74.2%	51.9%	72.7%	64.1%	59.0%	63.5%

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<b>ASTRON</b>	56.6%	74.2%	51.9%	72.7%	64.1%	59.0%	63.5%
ASTRON 001	56.6%	74.2%	51.9%	72.7%	64.1%	59.0%	63.5%
<b>Psychology</b>	52.8%	52.4%	58.0%	63.4%	66.7%	69.7%	61.6%
<b>PSYCH</b>	52.8%	52.4%	58.0%	63.4%	66.7%	69.7%	61.6%
PSYCH 001	58.2%	47.1%	51.7%	58.4%	68.0%	69.5%	59.4%
PSYCH 002	30.4%	48.6%	52.8%	71.4%	66.7%	69.2%	56.7%
PSYCH 041	41.2%	74.5%	81.7%	78.3%	75.0%	78.9%	74.5%
PSYCH 064	66.7%	66.7%	59.6%	62.7%	43.3%	54.0%	56.8%
<b>Social Sciences</b>	49.0%	56.4%	58.0%	55.6%	61.9%	58.3%	56.7%
<b>ECON</b>	38.1%	57.4%	43.8%	65.1%	74.1%	66.7%	53.6%
ECON 001	27.8%	48.3%	38.9%	57.7%	77.4%	.	47.7%
ECON 002	51.9%	65.6%	47.3%	76.5%	69.6%	66.7%	58.6%
<b>HISTORY</b>	46.1%	60.3%	57.0%	56.9%	62.4%	58.1%	56.9%
HISTORY001	29.7%	60.6%	41.9%	.	.	.	40.0%
HISTORY005	.	36.7%	56.8%	.	.	.	47.8%
HISTORY007	59.4%	67.7%	65.6%	67.9%	71.6%	52.6%	64.5%
HISTORY011	46.3%	54.9%	50.3%	59.1%	64.1%	57.6%	54.9%
HISTORY012	25.0%	67.5%	64.2%	52.5%	54.4%	52.5%	56.0%
HISTORY081	.	.	.	47.1%	.	.	47.1%
HISTORY086	78.6%	70.3%	62.7%	56.9%	58.0%	78.6%	67.1%
<b>POL SCI</b>	48.3%	52.2%	53.8%	47.4%	60.6%	50.6%	52.3%
POL SCI001	48.3%	52.2%	53.8%	47.4%	60.6%	50.6%	52.3%
<b>SOC</b>	58.4%	55.4%	73.5%	63.1%	60.6%	67.9%	63.4%
SOC 001	54.7%	51.2%	80.1%	61.8%	59.6%	73.8%	63.4%
SOC 003	63.9%	61.3%	60.5%	69.6%	63.9%	62.1%	63.7%
SOC 007	69.2%	71.9%	55.9%	.	.	.	65.2%
SOC 021	.	.	.	.	.	55.6%	55.6%
<b>Speech and Theatre Arts</b>	60.0%	63.4%	59.4%	59.3%	68.6%	56.3%	61.2%
<b>SPEECH</b>	59.3%	62.4%	59.9%	57.7%	67.9%	53.4%	60.0%
SPEECH 101	59.3%	62.4%	62.8%	57.7%	67.9%	53.4%	60.5%
SPEECH 135	.	.	11.1%	.	.	.	11.1%
<b>THEATER</b>	64.3%	68.8%	56.9%	67.1%	71.6%	84.8%	67.5%
THEATER100	56.0%	59.1%	29.0%	45.0%	61.9%	.	50.0%

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THEATER270	40.0%	75.0%	75.0%	100.0%	81.0%	84.6%	80.9%
THEATER272	.	.	.	82.4%	90.9%	85.0%	85.4%
THEATER275	.	75.0%	66.7%	.	.	.	70.0%
THEATER291	91.7%	100.0%	84.2%	.	.	.	87.9%

1.

We have not addressed this question. We have been too busy dealing with the adverse impacts of the budget cuts. In the future, we can work with Matriculation and OIE to address this important question.

2. The college has a goal of increasing in-class success rates to 70%. Evaluate the following rates and indicate what efforts are being conducted to improve student academic performance? **(D)**  
 a. What are the results of these efforts to date? **(D)**

*(OIE to provide list)*

2.

In a grant partnership with LAUSD Gear-Up, where we provided math and English tutoring to students from 9<sup>th</sup> grade through the 12<sup>th</sup> grade at two local high schools. The students made progress and improved a grade level compared to the students that were not in this Gear Up program.

We had boot camps, summer bridge programs, blended courses, and tutoring. We do not have the data in regards to the academic performance to measure their impact.

We know that Child Development, Administration of Justice and Psychology have made some progress in success rates and there is some correlation that can be attributed to the full time faculty in these disciplines. They are more involved in the college life, activities and the welfare of their students.

3. Evaluate the following awards (certificates and degrees). Explain these trends and **describe any efforts** that have been conducted to increase the number of award completions. **(P)**

*(OIE to provide list)*

	2007-08	2008-09	2009-10	2010-11	2011-12	Total
<b>Administration of Justice</b>						
Associate of Arts	110	127	118	140	141	<b>636</b>
Certificate of Achievement	13	14	64	123	87	<b>301</b>
Skills Certificate	1,329	724	722	228	306	<b>3,309</b>
<b>Anthropology, Geography, Geology</b>						
Associate of Arts			1	1		<b>2</b>

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Certificate of Achievement					1	<b>1</b>
<b>Architecture</b>						
Associate of Arts	3	4	1	5	1	<b>14</b>
Certificate of Achievement	1	3	2	6	9	<b>21</b>
Skills Certificate	23	26	17	12	6	<b>84</b>
<b>Art</b>						
Associate of Arts	3	5	3	10	11	<b>32</b>
Certificate of Achievement	1	1	5	3	1	<b>11</b>
Skills Certificate	2	2	4	3	6	<b>17</b>
<b>Art, Journalism, Photography</b>						
Associate of Arts		1			1	<b>2</b>
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
Certificate of Achievement				1		<b>1</b>
<b>Automobile Technology</b>						
Associate of Arts	2	2	3	3	6	<b>16</b>
Certificate of Achievement	5	3	33	59	53	<b>153</b>
Skills Certificate	62	23	30	21	13	<b>149</b>
<b>Business Administration</b>						
Associate of Arts	30	19	36	23	33	<b>141</b>
Certificate of Achievement	8	11	18	10	14	<b>61</b>
Skills Certificate	181	214	224	397	337	<b>1,353</b>
<b>Chicana/o Studies</b>						
Associate of Arts	4	6	2	3	6	<b>21</b>
<b>Child, Family and Education Studies</b>						
Associate of Arts	43	64	52	49	62	<b>270</b>

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Certificate of Achievement	7	17	39	50	40	<b>153</b>
Skills Certificate	97	155	190	116	65	<b>623</b>
<b>Computer Applications &amp; Office Technologies</b>						
Associate of Arts	13	12	3	10	13	<b>51</b>
Certificate of Achievement	35	37	37	71	75	<b>255</b>
Skills Certificate	9	15	34	17	21	<b>96</b>
<b>Skills CertificateU General Education Breadth</b>						
Certificate of Achievement	15	347	395	337	313	<b>1,407</b>
<b>Engineering and Technologies</b>						
Associate of Arts	6	1	5	2	9	<b>23</b>
Certificate of Achievement	8	3	4	8	19	<b>42</b>
Skills Certificate	29	55	78	4	79	<b>245</b>
<b>Intersegmental General Education Transfer (IGETC)</b>						
Certificate of Achievement		6	85	204	156	<b>451</b>
<b>Journalism</b>						
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
Associate of Arts	3		1	3	1	<b>8</b>
Certificate of Achievement	3	3	6	2	3	<b>17</b>
<b>Liberal Arts</b>						
Associate of Arts	825	809	482	365	291	<b>2,772</b>
<b>Liberal Studies</b>						
Associate of Arts				1	1	<b>2</b>
<b>Life Sciences</b>						
Associate of Science	61	68	51	50	58	<b>288</b>
Certificate of Achievement	84	80	53	93	22	<b>332</b>

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Skills Certificate	12	7	15	32	2	<b>68</b>
<b>Mathematics</b>						
Associate of Arts	1	3	5	6	8	<b>23</b>
Associate of Science	3	5	4	4	7	<b>23</b>
<b>Music</b>						
Associate of Arts				1		<b>1</b>
<b>Nursing</b>						
Associate of Science	102	111	115	82	150	<b>560</b>
Certificate of Achievement	14	27	3	16	34	<b>94</b>
<b>Photography</b>						
Associate of Arts	2	1	6	2	1	<b>12</b>
Certificate of Achievement	1		4	5	22	<b>32</b>
Skills Certificate	25	4	16	15	6	<b>66</b>
<b>Physical Education</b>						
Associate of Arts		1	2	5	4	<b>12</b>
<b>Psychology</b>						
Certificate of Achievement	10	11	19	38	26	<b>104</b>
Skills Certificate	29	60	51	41	32	<b>213</b>
<b>Speech and Theater Arts</b>						
Associate of Arts					4	<b>4</b>
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Total</b>
Certificate of Achievement			1	3	2	<b>6</b>
<b>General Studies: Arts and Humanities</b>						
Associate of Arts		6	10	29	75	<b>120</b>
<b>General Studies: Natural Science</b>						
Associate of Arts		15	54	85	163	<b>317</b>

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<b>General Studies: Social and Behavioral Sciences</b>						
Associate of Arts		49	138	319	527	<b>1,033</b>
<b>English</b>						
Associate Degree - Transfer					1	<b>1</b>
<b>Undefined Liberal Arts / General Studies (TOP code 4901.00)</b>						
Associate of Arts	1	1				<b>2</b>
<b>Undefined Liberal Arts / General Studies (TOP code 4901.11)</b>						
Certificate of Achievement	5	55	50			<b>110</b>
<b>Unknown</b>						
Associate of Arts	1					<b>1</b>
<b>Total</b>	<b>3,221</b>	<b>3,213</b>	<b>3,291</b>	<b>3,113</b>	<b>3,324</b>	<b>16,162</b>

3.

There is a lengthy list of skill sets certificates, certificates, associate degrees provided by our counselor. See pages 18 and 19.

The associate degrees obtained continue to remain about at the same levels. The skills certificates dropped somewhat probably due to the cuts in course offerings at SGEC. There are several courses that have not been offered at SGEC for many semesters in order to obtain the different certificates.

51% OR MORE CAN BE COMPLETED AT SOUTH GATE

SKILL SET CERTIFICATES

- ACCOUNTING ASSISTANT (100%)
- ADVANCED ACCOUNTING SPECIALIST (100%)
- ADMINISTRATION OF JUSTICE/LAW EMPHASIS (100%)
- ADMINISTRATION OF JUSTICE/SOCIOLOGICAL EMPHASIS
- AJ BASIC POLICE ACADEMY PREP
- AJ FINGERPRINT CLASSIFICATION (100%)
- ADVANCED ACCOUNTING SPECIALIST (100%)
- ART BASIC GRAPHICS TECHNOLOGY
- BASIC GRAPHICS TECHNOLOGY (100%)
- CAOT OFFICE ASSISTANT
- FAMILY CHILD CARE PROVIDER
- REAL ESTATE AGENT (100%)

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REAL ESTATE SALES (100%)

CERTIFICATES

ACCOUNTING

ADMINISTRATION OF JUSTICE (100%)

ADMINISTRATION OF JUSTICE/LAW EMPHASIS (100%)

ADMINISTRATION OF JUSTICE/SOCIOLOGICAL EMPHASIS

BASIC POLICE ACADEMY PREPARATION (100%)

BUSINESS MANAGEMENT

CHILD DEVELOPMENT – ASSOCIATE TEACHER

CHILD DEVELOPMENT – TEACHER

CHILD DEVELOPMENT – SITE SUPERVISOR

GOVERNMENT SUPERVISION

INTERNATIONAL TRADE

ASSOCIATE DEGREES

ACCOUNTING

ADMINISTRATION OF JUSTICE (100%)

ANTHROPOLOGY

ART GRAPHIC COMMUNICATION

ART HISTORY

BUSINESS MANAGEMENT

CHICANO STUDIES

CHILD DEVELOPMENT

COMPUTER SCIENCE INFORMATION TECHNOLOGY

DESKTOP PUBLISHING

ELECTRONIC PUBLISHING

FIRE TECHNOLOGY

GENERAL STUDIES (ALL EMPHASES)

JOURNALISM

KINESIOLOGY

LIBERAL STUDIES

MATH

PHYSICAL EDUCATION

PSYCHOLOGY

SOCIOLOGY

TRANSFER PROGRAMS

ALL (MANY AT 100%)

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4. Use the following tables to describe any new courses or programs that you anticipate developing and offering over the next six years. **(P)**

Proposed Program	Type	Estimated Time to Completion	Existing Courses Required for Program	New Courses Required for Program (Also list in the next table)
N/ A	Select item			
	Select item			
	Select item			
	Select item			
	Select item			

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<b>Proposed Course</b>	<b>Type</b>	<b>Expected Semester of First Offer</b>
	Select item	
	Select item	
	Select item	
	Select item	
	Select item	
	Select item	

5. Review the following list of class offerings. Describe any potential problems a student might have in completing your program(s) of study in two years. Be sure to reflect on the following student characteristics during your review: **(P)**
- Are courses offered often enough to allow completion? **(P)**
  - Are courses offered at appropriate times and days to permit all types of students to complete their program(s) of study? **(P)**
  - Are associated prerequisites and corequisites relevant and offered frequently enough for students to be able to complete their program(s) of study? **(P)**

**COURSE OFFERINGS BY TIME OF DAY- SGEC By Discipline By Course**

	<b>AFTERNOON</b>	<b>EVENING</b>	<b>MORNING</b>	<b>TBA</b>	<b>WEEKEND</b>	<b>Grand Total</b>
<b>Administration of Justice</b>	<b>11</b>	<b>22</b>	<b>16</b>		<b>1</b>	<b>50</b>
<b>ADM JUS</b>	<b>11</b>	<b>22</b>	<b>16</b>		<b>1</b>	<b>50</b>
ADM JUS001		5	3			8
ADM JUS002	2	4	4			10
ADM JUS003		2	4			6
ADM JUS004		2	1		1	4
ADM JUS005		2	2			4
ADM JUS006	2	2				4
ADM JUS014		2				2
ADM JUS049	2					2
ADM JUS075	4	3	2			9

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

ADM JUS160	1					1
<b>Anthropology,</b>	<b>7</b>	<b>8</b>	<b>7</b>		<b>2</b>	<b>24</b>
<b>Geography, and Geology</b>						
<b>ANTHRO</b>		<b>4</b>	<b>4</b>			<b>8</b>
ANTHRO 101			2			2
ANTHRO 102			2			2
ANTHRO 121		4				4
<b>EARTH</b>	<b>7</b>	<b>4</b>	<b>1</b>		<b>2</b>	<b>14</b>
EARTH 001	3	4	1		2	10
EARTH 002	4					4
<b>GEOG</b>			<b>2</b>			<b>2</b>
GEOG 001			2			2
<b>Art</b>	<b>1</b>	<b>4</b>	<b>14</b>			<b>19</b>
<b>ART</b>	<b>1</b>	<b>4</b>	<b>14</b>			<b>19</b>
ART 101		2	4			6
ART 102		2	1			3
ART 103	1		3			4
ART 201			3			3
ART 202			3			3
<b>Business Administration</b>	<b>10</b>	<b>9</b>	<b>4</b>	<b>2</b>		<b>25</b>
<b>ACCTG</b>	<b>6</b>					<b>6</b>
ACCTG 001	4					4
ACCTG 002	2					2
<b>BUS</b>	<b>4</b>					<b>4</b>
BUS 001	4					4
<b>CO SCI</b>		<b>6</b>	<b>4</b>	<b>2</b>		<b>12</b>
CO SCI 201		6	4			10
CO SCI 291				2		2
<b>REAL ES</b>		<b>3</b>				<b>3</b>
REAL ES007		3				3
<b>Chicano Studies</b>	<b>5</b>	<b>10</b>	<b>27</b>		<b>3</b>	<b>45</b>
<b>CHICANO</b>	<b>5</b>	<b>10</b>	<b>27</b>		<b>3</b>	<b>45</b>
CHICANO002	4	1	8		1	14
CHICANO003			1			1

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CHICANO007		3	6		1	10
CHICANO008	1	2	2			5
CHICANO024			1			1
CHICANO037			1		1	2
CHICANO046		1	1			2
CHICANO054		1	2			3
CHICANO057		2				2
CHICANO080			5			5
<b>Child, Family, and Educational Studies</b>	<b>17</b>	<b>14</b>	<b>12</b>		<b>3</b>	<b>46</b>
<b>CH DEV</b>	<b>16</b>	<b>13</b>	<b>12</b>		<b>3</b>	<b>44</b>
CH DEV 001	9	5	4			18
CH DEV 002		4	6			10
CH DEV 010					2	2
CH DEV 011	2	2	2			6
CH DEV 030	1				1	2
CH DEV 034	2	2				4
CH DEV 042	2					2
<b>FAM &amp; CS</b>	<b>1</b>	<b>1</b>				<b>2</b>
FAM & CS021	1	1				2
<b>Computer Applications and Office Tech</b>	<b>2</b>	<b>14</b>				<b>16</b>
<b>CAOT</b>	<b>2</b>	<b>14</b>				<b>16</b>
CAOT 009		4				4
CAOT 031		2				2
CAOT 034	2					2
CAOT 062		4				4
CAOT 082		4				4
<b>Counseling</b>	<b>10</b>		<b>8</b>			<b>18</b>
<b>PERSDEV</b>	<b>10</b>		<b>8</b>			<b>18</b>
PERSDEV001	3		6			9
PERSDEV004	6		2			8
PERSDEV020	1					1
<b>Engineering</b>	<b>1</b>					<b>1</b>
<b>ENG GEN</b>	<b>1</b>					<b>1</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

ENG GEN101	1					1
<b>English (Humanities)</b>	<b>43</b>	<b>64</b>	<b>76</b>		<b>14</b>	<b>197</b>
<b>ENGLISH</b>	<b>39</b>	<b>58</b>	<b>72</b>		<b>14</b>	<b>183</b>
ENGLISH021	4	10	12			26
ENGLISH026	9	12	12		2	35
ENGLISH028	11	12	18		2	43
ENGLISH101	11	14	20		6	51
ENGLISH102	4					4
ENGLISH103		10	10		4	24
<b>LRNSKIL</b>	<b>1</b>					<b>1</b>
LRNSKIL016	1					1
<b>READING</b>	<b>3</b>	<b>6</b>	<b>4</b>			<b>13</b>
READING020	2	6	2			10
READING025	1		2			3
<b>Foreign Languages</b>	<b>24</b>	<b>7</b>	<b>4</b>			<b>35</b>
<b>A S L</b>	<b>5</b>	<b>2</b>	<b>2</b>			<b>9</b>
A S L 001	2	1	2			5
A S L 002	2	1				3
A S L 003	1					1
<b>FRENCH</b>	<b>9</b>					<b>9</b>
FRENCH 001	4					4
FRENCH 002	4					4
FRENCH 008	1					1
<b>SPANISH</b>	<b>10</b>	<b>5</b>	<b>2</b>			<b>17</b>
SPANISH001	3	2	1			6
SPANISH002	2					2
SPANISH035	3	3	1			7
SPANISH036	2					2
<b>Journalism</b>	<b>4</b>					<b>4</b>
<b>JOURNAL</b>	<b>4</b>					<b>4</b>
JOURNAL101	4					4
<b>Library</b>	<b>2</b>					<b>2</b>
<b>LIB SCI</b>	<b>2</b>					<b>2</b>

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LIB SCI101	2					2
<b>Life Sciences</b>		<b>4</b>	<b>6</b>		<b>2</b>	<b>12</b>
<b>HTHTEK</b>		<b>4</b>	<b>6</b>		<b>2</b>	<b>12</b>
HTHTEK 100			2			2
HTHTEK 133		4	4			8
HTHTEK 234					2	2
<b>Mathematics</b>	<b>45</b>	<b>38</b>	<b>39</b>		<b>6</b>	<b>128</b>
<b>MATH</b>	<b>45</b>	<b>38</b>	<b>39</b>		<b>6</b>	<b>128</b>
MATH 105	2	6	3		4	15
MATH 107		2				2
MATH 110	14	6	10			30
MATH 115	17	6	12			35
MATH 125	9	8	12			29
MATH 215		2				2
MATH 227	3	6	2		2	13
MATH 245		2				2
<b>Music</b>	<b>8</b>	<b>6</b>	<b>2</b>			<b>16</b>
<b>MUSIC</b>	<b>8</b>	<b>6</b>	<b>2</b>			<b>16</b>
MUSIC 111	4	6	2			12
MUSIC 650	1					1
MUSIC 651	3					3
<b>Philosophy</b>	<b>4</b>	<b>4</b>	<b>9</b>			<b>17</b>
<b>PHILOS</b>	<b>4</b>	<b>4</b>	<b>9</b>			<b>17</b>
PHILOS 001	3	3	3			9
PHILOS 006	1	1	5			7
PHILOS 020			1			1
<b>Physical Education-Men</b>			<b>1</b>			<b>1</b>
<b>HEALTH</b>			<b>1</b>			<b>1</b>
HEALTH 011			1			1
<b>Physical Education-Women</b>	<b>17</b>	<b>29</b>	<b>25</b>		<b>16</b>	<b>87</b>
<b>DANCETQ</b>	<b>7</b>	<b>6</b>	<b>2</b>		<b>4</b>	<b>19</b>
DANCETQ225	2	2			3	7

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DANCETQ333	2	1				3
DANCETQ400					1	1
DANCETQ431	1		1			2
DANCETQ437	1		1			2
DANCETQ440	1	1				2
DANCETQ490		1				1
DANCETQ600		1				1
<b>HEALTH</b>	<b>10</b>	<b>12</b>	<b>19</b>		<b>4</b>	<b>45</b>
HEALTH 007	4					4
HEALTH 008	2	6	8		4	20
HEALTH 011	4	6	11			21
<b>PHYS ED</b>		<b>11</b>	<b>4</b>		<b>8</b>	<b>23</b>
PHYS ED229		1				1
PHYS ED283		2				2
PHYS ED296		2				2
PHYS ED325		2	2		4	8
PHYS ED331		2				2
PHYS ED332			2		2	4
PHYS ED333					1	1
PHYS ED470					1	1
PHYS ED631		1				1
PHYS ED668		1				1
<b>Physics</b>	<b>6</b>					<b>6</b>
<b>ASTRON</b>	<b>6</b>					<b>6</b>
ASTRON 001	6					6
<b>Psychology</b>	<b>14</b>	<b>19</b>	<b>22</b>		<b>2</b>	<b>57</b>
<b>PSYCH</b>	<b>14</b>	<b>19</b>	<b>22</b>		<b>2</b>	<b>57</b>
PSYCH 001	6	10	20			36
PSYCH 002	2	2				4
PSYCH 041	6	4	2			12
PSYCH 063		1				1
PSYCH 064		2			2	4
<b>Social Sciences</b>	<b>40</b>	<b>38</b>	<b>45</b>			<b>123</b>
<b>ECON</b>	<b>1</b>	<b>6</b>	<b>2</b>			<b>9</b>
ECON 001	1		1			2

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ECON 002		6	1			7
<b>HISTORY</b>	<b>14</b>	<b>14</b>	<b>13</b>			<b>41</b>
HISTORY007		4				4
HISTORY011	5	4	9			18
HISTORY012	6	4	4			14
HISTORY081	1					1
HISTORY086	2	2				4
<b>POL SCI</b>	<b>13</b>	<b>8</b>	<b>17</b>			<b>38</b>
POL SCI001	13	8	17			38
<b>SOC</b>	<b>12</b>	<b>10</b>	<b>13</b>			<b>35</b>
SOC 001	9	6	10			25
SOC 003	2	2				4
SOC 011			2			2
SOC 021	1	2	1			4
<b>Speech and Theatre Arts</b>	<b>18</b>	<b>18</b>	<b>14</b>			<b>50</b>
<b>SPEECH</b>	<b>10</b>	<b>14</b>	<b>14</b>			<b>38</b>
SPEECH 101	10	14	14			38
<b>THEATER</b>	<b>8</b>	<b>4</b>				<b>12</b>
THEATER100		4				4
THEATER270	4					4
THEATER271	1					1
THEATER272	3					3

**% COURSE OFFERINGS BY TIME OF DAY- SGEC By Discipline By Course**

	AFTERNOON	EVENING	MORNING	TBA	WEEKEND	Grand Total
<b>Administration of Justice</b>	<b>3.8%</b>	<b>7.1%</b>	<b>4.8%</b>	<b>0.0%</b>	<b>2.0%</b>	<b>5.1%</b>
<b>ADM JUS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>
ADM JUS001	0.0%	22.7%	18.8%		0.0%	16.0%
ADM JUS002	18.2%	18.2%	25.0%		0.0%	20.0%
ADM JUS003	0.0%	9.1%	25.0%		0.0%	12.0%
ADM JUS004	0.0%	9.1%	6.3%		100.0%	8.0%
ADM JUS005	0.0%	9.1%	12.5%		0.0%	8.0%
ADM JUS006	18.2%	9.1%	0.0%		0.0%	8.0%
ADM JUS014	0.0%	9.1%	0.0%		0.0%	4.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

ADM JUS049	18.2%	0.0%	0.0%		0.0%	4.0%
ADM JUS075	36.4%	13.6%	12.5%		0.0%	18.0%
ADM JUS160	9.1%	0.0%	0.0%		0.0%	2.0%
<b>Anthropology, Geography, and Geology</b>	<b>2.4%</b>	<b>2.6%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>4.1%</b>	<b>2.5%</b>
<b>ANTHRO</b>	<b>0.0%</b>	<b>50.0%</b>	<b>57.1%</b>		<b>0.0%</b>	<b>33.3%</b>
ANTHRO 101		0.0%	50.0%			25.0%
ANTHRO 102		0.0%	50.0%			25.0%
ANTHRO 121		100.0%	0.0%			50.0%
<b>EARTH</b>	<b>100.0%</b>	<b>50.0%</b>	<b>14.3%</b>		<b>100.0%</b>	<b>58.3%</b>
EARTH 001	42.9%	100.0%	100.0%		100.0%	71.4%
EARTH 002	57.1%	0.0%	0.0%		0.0%	28.6%
<b>GEOG</b>	<b>0.0%</b>	<b>0.0%</b>	<b>28.6%</b>		<b>0.0%</b>	<b>8.3%</b>
GEOG 001			100.0%			100.0%
<b>Art</b>	<b>0.3%</b>	<b>1.3%</b>	<b>4.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.9%</b>
<b>ART</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>			<b>100.0%</b>
ART 101	0.0%	50.0%	28.6%			31.6%
ART 102	0.0%	50.0%	7.1%			15.8%
ART 103	100.0%	0.0%	21.4%			21.1%
ART 201	0.0%	0.0%	21.4%			15.8%
ART 202	0.0%	0.0%	21.4%			15.8%
<b>Business Administration</b>	<b>3.5%</b>	<b>2.9%</b>	<b>1.2%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>2.6%</b>
<b>ACCTG</b>	<b>60.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		<b>24.0%</b>
ACCTG 001	66.7%					66.7%
ACCTG 002	33.3%					33.3%
<b>BUS</b>	<b>40.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		<b>16.0%</b>
BUS 001	100.0%					100.0%
<b>CO SCI</b>	<b>0.0%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>48.0%</b>
CO SCI 201		100.0%	100.0%	0.0%		83.3%
CO SCI 291		0.0%	0.0%	100.0%		16.7%
<b>REAL ES</b>	<b>0.0%</b>	<b>33.3%</b>	<b>0.0%</b>	<b>0.0%</b>		<b>12.0%</b>
REAL ES007		100.0%				100.0%
<b>Chicano Studies</b>	<b>1.7%</b>	<b>3.2%</b>	<b>8.2%</b>	<b>0.0%</b>	<b>6.1%</b>	<b>4.6%</b>
<b>CHICANO</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>

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CHICANO002	80.0%	10.0%	29.6%		33.3%	31.1%
CHICANO003	0.0%	0.0%	3.7%		0.0%	2.2%
CHICANO007	0.0%	30.0%	22.2%		33.3%	22.2%
CHICANO008	20.0%	20.0%	7.4%		0.0%	11.1%
CHICANO024	0.0%	0.0%	3.7%		0.0%	2.2%
CHICANO037	0.0%	0.0%	3.7%		33.3%	4.4%
CHICANO046	0.0%	10.0%	3.7%		0.0%	4.4%
CHICANO054	0.0%	10.0%	7.4%		0.0%	6.7%
CHICANO057	0.0%	20.0%	0.0%		0.0%	4.4%
CHICANO080	0.0%	0.0%	18.5%		0.0%	11.1%
<b>Child, Family, and Educational Studies</b>	<b>5.9%</b>	<b>4.5%</b>	<b>3.6%</b>	<b>0.0%</b>	<b>6.1%</b>	<b>4.7%</b>
<b>CH DEV</b>	<b>94.1%</b>	<b>92.9%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>95.7%</b>
CH DEV 001	56.3%	38.5%	33.3%		0.0%	40.9%
CH DEV 002	0.0%	30.8%	50.0%		0.0%	22.7%
CH DEV 010	0.0%	0.0%	0.0%		66.7%	4.5%
CH DEV 011	12.5%	15.4%	16.7%		0.0%	13.6%
CH DEV 030	6.3%	0.0%	0.0%		33.3%	4.5%
CH DEV 034	12.5%	15.4%	0.0%		0.0%	9.1%
CH DEV 042	12.5%	0.0%	0.0%		0.0%	4.5%
<b>FAM &amp; CS</b>	<b>5.9%</b>	<b>7.1%</b>	<b>0.0%</b>		<b>0.0%</b>	<b>4.3%</b>
FAM & CS021	100.0%	100.0%				100.0%
<b>Computer Applications and Office Tech</b>	<b>0.7%</b>	<b>4.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.6%</b>
<b>CAOT</b>	<b>100.0%</b>	<b>100.0%</b>				<b>100.0%</b>
CAOT 009	0.0%	28.6%				25.0%
CAOT 031	0.0%	14.3%				12.5%
CAOT 034	100.0%	0.0%				12.5%
CAOT 062	0.0%	28.6%				25.0%
CAOT 082	0.0%	28.6%				25.0%
<b>Counseling</b>	<b>3.5%</b>	<b>0.0%</b>	<b>2.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.8%</b>
<b>PERSDEV</b>	<b>100.0%</b>		<b>100.0%</b>			<b>100.0%</b>
PERSDEV001	30.0%		75.0%			50.0%
PERSDEV004	60.0%		25.0%			44.4%
PERSDEV020	10.0%		0.0%			5.6%

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<b>Engineering</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>
<b>ENG GEN</b>	<b>100.0%</b>					<b>100.0%</b>
ENG GEN101	100.0%					100.0%
<b>English (Humanities)</b>	<b>14.9%</b>	<b>20.8%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>28.6%</b>	<b>20.1%</b>
<b>ENGLISH</b>	<b>90.7%</b>	<b>90.6%</b>	<b>94.7%</b>		<b>100.0%</b>	<b>92.9%</b>
ENGLISH021	10.3%	17.2%	16.7%		0.0%	14.2%
ENGLISH026	23.1%	20.7%	16.7%		14.3%	19.1%
ENGLISH028	28.2%	20.7%	25.0%		14.3%	23.5%
ENGLISH101	28.2%	24.1%	27.8%		42.9%	27.9%
ENGLISH102	10.3%	0.0%	0.0%		0.0%	2.2%
ENGLISH103	0.0%	17.2%	13.9%		28.6%	13.1%
<b>LRNSKIL</b>	<b>2.3%</b>	<b>0.0%</b>	<b>0.0%</b>		<b>0.0%</b>	<b>0.5%</b>
LRNSKIL016	100.0%					100.0%
<b>READING</b>	<b>7.0%</b>	<b>9.4%</b>	<b>5.3%</b>		<b>0.0%</b>	<b>6.6%</b>
READING020	66.7%	100.0%	50.0%			76.9%
READING025	33.3%	0.0%	50.0%			23.1%
<b>Foreign Languages</b>	<b>8.3%</b>	<b>2.3%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>3.6%</b>
<b>A S L</b>	<b>20.8%</b>	<b>28.6%</b>	<b>50.0%</b>			<b>25.7%</b>
A S L 001	40.0%	50.0%	100.0%			55.6%
A S L 002	40.0%	50.0%	0.0%			33.3%
A S L 003	20.0%	0.0%	0.0%			11.1%
<b>FRENCH</b>	<b>37.5%</b>	<b>0.0%</b>	<b>0.0%</b>			<b>25.7%</b>
FRENCH 001	44.4%					44.4%
FRENCH 002	44.4%					44.4%
FRENCH 008	11.1%					11.1%
<b>SPANISH</b>	<b>41.7%</b>	<b>71.4%</b>	<b>50.0%</b>			<b>48.6%</b>
SPANISH001	30.0%	40.0%	50.0%			35.3%
SPANISH002	20.0%	0.0%	0.0%			11.8%
SPANISH035	30.0%	60.0%	50.0%			41.2%
SPANISH036	20.0%	0.0%	0.0%			11.8%
<b>Journalism</b>	<b>1.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.4%</b>
<b>JOURNAL</b>	<b>100.0%</b>					<b>100.0%</b>
JOURNAL101	100.0%					100.0%

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<b>Library</b>	<b>0.7%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.2%</b>
<b>LIB SCI</b>	<b>100.0%</b>					<b>100.0%</b>
LIB SCI101	100.0%					100.0%
<b>Life Sciences</b>	<b>0.0%</b>	<b>1.3%</b>	<b>1.8%</b>	<b>0.0%</b>	<b>4.1%</b>	<b>1.2%</b>
<b>HTHTEK</b>		<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>
HTHTEK 100		0.0%	33.3%		0.0%	16.7%
HTHTEK 133		100.0%	66.7%		0.0%	66.7%
HTHTEK 234		0.0%	0.0%		100.0%	16.7%
<b>Mathematics</b>	<b>15.6%</b>	<b>12.3%</b>	<b>11.8%</b>	<b>0.0%</b>	<b>12.2%</b>	<b>13.1%</b>
<b>MATH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>
MATH 105	4.4%	15.8%	7.7%		66.7%	11.7%
MATH 107	0.0%	5.3%	0.0%		0.0%	1.6%
MATH 110	31.1%	15.8%	25.6%		0.0%	23.4%
MATH 115	37.8%	15.8%	30.8%		0.0%	27.3%
MATH 125	20.0%	21.1%	30.8%		0.0%	22.7%
MATH 215	0.0%	5.3%	0.0%		0.0%	1.6%
MATH 227	6.7%	15.8%	5.1%		33.3%	10.2%
MATH 245	0.0%	5.3%	0.0%		0.0%	1.6%
<b>Music</b>	<b>2.8%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.6%</b>
<b>MUSIC</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>			<b>100.0%</b>
MUSIC 111	50.0%	100.0%	100.0%			75.0%
MUSIC 650	12.5%	0.0%	0.0%			6.3%
MUSIC 651	37.5%	0.0%	0.0%			18.8%
<b>Philosophy</b>	<b>1.4%</b>	<b>1.3%</b>	<b>2.7%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.7%</b>
<b>PHILOS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>			<b>100.0%</b>
PHILOS 001	75.0%	75.0%	33.3%			52.9%
PHILOS 006	25.0%	25.0%	55.6%			41.2%
PHILOS 020	0.0%	0.0%	11.1%			5.9%
<b>Physical Education-Men</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>
<b>HEALTH</b>			<b>100.0%</b>			<b>100.0%</b>
HEALTH 011			100.0%			100.0%
<b>Physical Education-Women</b>	<b>5.9%</b>	<b>9.4%</b>	<b>7.6%</b>	<b>0.0%</b>	<b>32.7%</b>	<b>8.9%</b>

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<b>DANCETQ</b>	<b>41.2%</b>	<b>20.7%</b>	<b>8.0%</b>		<b>25.0%</b>	<b>21.8%</b>
DANCETQ225	28.6%	33.3%	0.0%		75.0%	36.8%
DANCETQ333	28.6%	16.7%	0.0%		0.0%	15.8%
DANCETQ400	0.0%	0.0%	0.0%		25.0%	5.3%
DANCETQ431	14.3%	0.0%	50.0%		0.0%	10.5%
DANCETQ437	14.3%	0.0%	50.0%		0.0%	10.5%
DANCETQ440	14.3%	16.7%	0.0%		0.0%	10.5%
DANCETQ490	0.0%	16.7%	0.0%		0.0%	5.3%
DANCETQ600	0.0%	16.7%	0.0%		0.0%	5.3%
<b>HEALTH</b>	<b>58.8%</b>	<b>41.4%</b>	<b>76.0%</b>		<b>25.0%</b>	<b>51.7%</b>
HEALTH 007	40.0%	0.0%	0.0%		0.0%	8.9%
HEALTH 008	20.0%	50.0%	42.1%		100.0%	44.4%
HEALTH 011	40.0%	50.0%	57.9%		0.0%	46.7%
<b>PHYS ED</b>	<b>0.0%</b>	<b>37.9%</b>	<b>16.0%</b>		<b>50.0%</b>	<b>26.4%</b>
PHYS ED229		9.1%	0.0%		0.0%	4.3%
PHYS ED283		18.2%	0.0%		0.0%	8.7%
PHYS ED296		18.2%	0.0%		0.0%	8.7%
PHYS ED325		18.2%	50.0%		50.0%	34.8%
PHYS ED331		18.2%	0.0%		0.0%	8.7%
PHYS ED332		0.0%	50.0%		25.0%	17.4%
PHYS ED333		0.0%	0.0%		12.5%	4.3%
PHYS ED470		0.0%	0.0%		12.5%	4.3%
PHYS ED631		9.1%	0.0%		0.0%	4.3%
PHYS ED668		9.1%	0.0%		0.0%	4.3%
<b>Physics</b>	<b>2.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.6%</b>
<b>ASTRON</b>	<b>100.0%</b>					<b>100.0%</b>
ASTRON 001	100.0%					100.0%
<b>Psychology</b>	<b>4.8%</b>	<b>6.2%</b>	<b>6.6%</b>	<b>0.0%</b>	<b>4.1%</b>	<b>5.8%</b>
<b>PSYCH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>
PSYCH 001	42.9%	52.6%	90.9%		0.0%	63.2%
PSYCH 002	14.3%	10.5%	0.0%		0.0%	7.0%
PSYCH 041	42.9%	21.1%	9.1%		0.0%	21.1%
PSYCH 063	0.0%	5.3%	0.0%		0.0%	1.8%
PSYCH 064	0.0%	10.5%	0.0%		100.0%	7.0%
<b>Social Sciences</b>	<b>13.8%</b>	<b>12.3%</b>	<b>13.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>12.6%</b>

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<b>ECON</b>	<b>2.5%</b>	<b>15.8%</b>	<b>4.4%</b>			<b>7.3%</b>
ECON 001	100.0%	0.0%	50.0%			22.2%
ECON 002	0.0%	100.0%	50.0%			77.8%
<b>HISTORY</b>	<b>35.0%</b>	<b>36.8%</b>	<b>28.9%</b>			<b>33.3%</b>
HISTORY007	0.0%	28.6%	0.0%			9.8%
HISTORY011	35.7%	28.6%	69.2%			43.9%
HISTORY012	42.9%	28.6%	30.8%			34.1%
HISTORY081	7.1%	0.0%	0.0%			2.4%
HISTORY086	14.3%	14.3%	0.0%			9.8%
<b>POL SCI</b>	<b>32.5%</b>	<b>21.1%</b>	<b>37.8%</b>			<b>30.9%</b>
POL SCI001	100.0%	100.0%	100.0%			100.0%
<b>SOC</b>	<b>30.0%</b>	<b>26.3%</b>	<b>28.9%</b>			<b>28.5%</b>
SOC 001	75.0%	60.0%	76.9%			71.4%
SOC 003	16.7%	20.0%	0.0%			11.4%
SOC 011	0.0%	0.0%	15.4%			5.7%
SOC 021	8.3%	20.0%	7.7%			11.4%
<b>Speech and Theatre Arts</b>	<b>6.2%</b>	<b>5.8%</b>	<b>4.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>5.1%</b>
<b>SPEECH</b>	<b>55.6%</b>	<b>77.8%</b>	<b>100.0%</b>			<b>76.0%</b>
SPEECH 101	100.0%	100.0%	100.0%			100.0%
<b>THEATER</b>	<b>44.4%</b>	<b>22.2%</b>	<b>0.0%</b>			<b>24.0%</b>
THEATER100	0.0%	100.0%				33.3%
THEATER270	50.0%	0.0%				33.3%
THEATER271	12.5%	0.0%				8.3%
THEATER272	37.5%	0.0%				25.0%

5a. No, with the budget cuts, some departments have reduced certain course offerings for completion of their program at SGEC. Many students must complete lab courses at the main campus because they are not offered at SGEC and higher level courses have not been offered at SGEC due to budget cuts.

5b. Not all courses are taught on the correct days and times for completion. Data shows we offer a very limited amount of Friday and Saturday courses for students. SGEC should have a separate allocation to offer classes when and on the days most needed for SGEC students.

5c. Some prerequisites would be relevant to prepare the student for the higher level course. Certain courses are not offered frequently enough. We do not have the ability to schedule when or as the classes are needed. SGEC should be able to work closely with the Deans and Department Chairs to plan the schedule for SGEC.

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6. Review the above tables and describe how the department plans to offer new courses or programs, i.e., through additional funds, deleting courses, deleting/rotating sections. This information must also be included in any course outlines of record or Proposed New Program Requests to be submitted to the Curriculum Committee for approval. Include information that describes how your department will ensure that program(s) of study can be completed in a timely manner. **(P)**

N/A

7. If your programs require any courses outside your department, describe any coordination that has occurred with other departments to ensure that students are able to complete your programs in a timely manner. **(P)**

N/A

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**Goal 2:** Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.

1. Evaluate the success and retention rates by demographics. Please describe any discussions that have taken place regarding these success rates. What efforts have been planned or have taken place to address any inequities? **(D)**

*(Data provided by OIE)*

**FALL RETENTION - SGEC by Discipline by Ethnicity**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Total
<b>South Gate Education Center</b>	82.1%	84.0%	85.0%	87.5%	86.5%	85.8%	85.3%
<b>Administration of Justice</b>	97.1%	93.3%	93.4%	94.9%	94.4%	95.7%	94.7%
<b>ADM JUS</b>	97.1%	93.3%	93.4%	94.9%	94.4%	95.7%	94.7%
African-American	100.0%	100.0%	93.9%	95.7%	95.2%	100.0%	96.6%
Asian/Pacific Islander	100.0%	100.0%	100.0%	100.0%	87.5%	100.0%	97.7%
Caucasian	100.0%	100.0%	100.0%	100.0%	.	100.0%	100.0%
Hispanic/Latino	96.9%	92.8%	93.0%	94.8%	94.9%	95.3%	94.6%
Multi-Ethnic	.	.	100.0%	100.0%	100.0%	100.0%	100.0%
Native American	100.0%	.	.	.	.	.	100.0%
Unknown	100.0%	100.0%	95.2%	88.9%	60.0%	100.0%	91.7%
<b>Anthropology, Geography, and Geology</b>	72.2%	83.7%	79.4%	90.4%	85.9%	89.8%	83.7%
<b>ANTHRO</b>	94.7%	95.4%	85.7%	94.6%	92.6%	95.8%	92.8%
African-American	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	90.9%
Asian/Pacific Islander	.	100.0%	100.0%	.	100.0%	100.0%	100.0%
Caucasian	.	.	100.0%	.	.	100.0%	100.0%
Hispanic/Latino	95.6%	96.2%	85.0%	94.5%	92.2%	95.5%	92.9%
Unknown	66.7%	100.0%	83.3%	100.0%	100.0%	100.0%	87.5%
<b>EARTH</b>	58.6%	79.9%	76.3%	88.4%	85.6%	85.8%	80.0%
African-American	0.0%	100.0%	100.0%	.	100.0%	100.0%	80.0%
Asian/Pacific Islander	100.0%	50.0%	100.0%	100.0%	100.0%	84.6%	92.9%
Caucasian	.	.	.	100.0%	.	0.0%	50.0%
Hispanic/Latino	58.4%	79.8%	75.9%	87.8%	83.9%	86.1%	79.3%
Native American	.	.	100.0%	100.0%	.	.	100.0%
Unknown	100.0%	100.0%	71.4%	83.3%	100.0%	100.0%	89.7%

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<b>GEOG</b>	84.0%	83.7%	82.0%	88.7%	70.6%	92.0%	83.5%
African-American	.	.	.	100.0%	100.0%	100.0%	100.0%
Asian/Pacific Islander	100.0%	.	.	.	.	100.0%	100.0%
Caucasian	.	.	.	100.0%	100.0%	.	100.0%
Hispanic/Latino	83.7%	82.9%	81.6%	88.9%	68.1%	90.7%	82.5%
Multi-Ethnic	.	.	.	.	.	100.0%	100.0%
Unknown	.	100.0%	100.0%	66.7%	100.0%	.	85.7%
<b>OCEANO</b>	50.0%	66.7%	65.6%	.	.	.	61.4%
African-American	0.0%	.	100.0%	.	.	.	50.0%
Asian/Pacific Islander	.	.	0.0%	.	.	.	0.0%
Hispanic/Latino	47.6%	66.7%	66.7%	.	.	.	61.5%
Unknown	100.0%	.	.	.	.	.	100.0%
<b>Art</b>	80.3%	93.9%	88.0%	83.3%	86.4%	86.7%	86.6%
<b>ART</b>	80.3%	93.9%	88.0%	83.3%	86.4%	89.9%	87.1%
African-American	100.0%	100.0%	100.0%	100.0%	0.0%	.	80.0%
Asian/Pacific Islander	.	100.0%	.	100.0%	75.0%	80.0%	84.6%
Caucasian	.	.	.	100.0%	.	50.0%	66.7%
Hispanic/Latino	81.4%	93.4%	87.5%	81.6%	87.3%	90.8%	87.3%
Multi-Ethnic	.	.	100.0%	.	100.0%	100.0%	100.0%
Native American	.	.	.	.	100.0%	.	100.0%
Unknown	50.0%	100.0%	100.0%	100.0%	100.0%	.	88.9%
<b>ARTHIST</b>	.	.	.	.	.	82.4%	82.4%
African-American	.	.	.	.	.	50.0%	50.0%
Asian/Pacific Islander	.	.	.	.	.	100.0%	100.0%
Caucasian	.	.	.	.	.	100.0%	100.0%
Hispanic/Latino	.	.	.	.	.	82.6%	82.6%
Unknown	.	.	.	.	.	100.0%	100.0%
<b>Business Administration</b>	87.0%	89.3%	89.5%	89.1%	82.8%	81.0%	86.2%
<b>ACCTG</b>	86.4%	78.8%	85.7%	93.1%	79.6%	78.9%	82.6%
African-American	.	.	100.0%	100.0%	75.0%	100.0%	85.7%
Asian/Pacific Islander	.	.	100.0%	100.0%	100.0%	100.0%	100.0%
Caucasian	.	.	.	.	100.0%	.	100.0%
Hispanic/Latino	85.7%	80.6%	84.8%	92.3%	77.8%	77.8%	81.9%

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Multi-Ethnic	.	.	.	.	100.0%	.	100.0%
Native American	.	50.0%	.	.	.	.	50.0%
Unknown	100.0%	.	.	.	.	.	100.0%
<b>BUS</b>	94.1%	93.9%	90.2%	82.9%	82.1%	83.3%	86.8%
African-American	.	100.0%	100.0%	.	50.0%	.	83.3%
Asian/Pacific Islander	.	100.0%	100.0%	100.0%	0.0%	100.0%	85.7%
Caucasian	.	.	100.0%	100.0%	.	.	100.0%
Hispanic/Latino	93.3%	93.5%	88.9%	81.1%	86.1%	81.0%	86.3%
Multi-Ethnic	.	.	.	.	.	100.0%	100.0%
Unknown	100.0%	.	.	.	.	100.0%	100.0%
<b>CO SCI</b>	88.4%	91.4%	90.8%	100.0%	85.1%	81.1%	88.5%
African-American	0.0%	85.7%	100.0%	.	50.0%	100.0%	71.4%
Asian/Pacific Islander	80.0%	.	100.0%	100.0%	.	.	85.7%
Caucasian	.	.	.	.	100.0%	100.0%	100.0%
Hispanic/Latino	90.1%	91.9%	90.1%	100.0%	85.2%	80.3%	88.6%
Unknown	100.0%	.	100.0%	100.0%	.	100.0%	100.0%
<b>REAL ES</b>	76.0%	.	.	83.7%	.	.	80.9%
African-American	100.0%	.	.	.	.	.	100.0%
Asian/Pacific Islander	.	.	.	100.0%	.	.	100.0%
Caucasian	.	.	.	100.0%	.	.	100.0%
Hispanic/Latino	77.3%	.	.	83.8%	.	.	81.4%
Unknown	50.0%	.	.	0.0%	.	.	33.3%
<b>Chicano Studies</b>	75.2%	85.5%	88.7%	89.5%	87.2%	86.2%	85.7%
<b>CHICANO</b>	75.2%	85.5%	88.7%	89.5%	87.2%	86.2%	85.7%
African-American	.	100.0%	.	100.0%	100.0%	50.0%	83.3%
Asian/Pacific Islander	100.0%	100.0%	.	100.0%	100.0%	.	100.0%
Caucasian	.	.	100.0%	100.0%	.	.	100.0%
Hispanic/Latino	74.7%	86.2%	89.5%	89.5%	87.7%	86.7%	86.0%
Multi-Ethnic	100.0%	0.0%	.	.	.	.	50.0%
Unknown	83.3%	62.5%	40.0%	85.7%	50.0%	100.0%	67.7%
<b>Child, Family, and Educational Studies</b>	80.3%	85.8%	86.9%	79.7%	79.3%	85.4%	83.2%
<b>CH DEV</b>	80.3%	85.8%	86.5%	79.7%	79.3%	85.4%	83.1%
African-American	80.0%	75.0%	50.0%	75.0%	50.0%	100.0%	67.2%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Asian/Pacific Islander	80.0%	100.0%	100.0%	100.0%	25.0%	100.0%	77.8%
Caucasian	100.0%	0.0%	100.0%	.	50.0%	.	55.6%
Hispanic/Latino	80.4%	86.5%	87.6%	81.0%	81.4%	85.4%	84.0%
Multi-Ethnic	66.7%	66.7%	.	0.0%	100.0%	50.0%	60.0%
Native American	.	.	100.0%	.	.	.	100.0%
Unknown	100.0%	91.7%	80.0%	44.4%	71.4%	100.0%	75.7%
<b>FAM &amp; CS</b>	.	.	91.7%	.	.	.	91.7%
African-American	.	.	100.0%	.	.	.	100.0%
Hispanic/Latino	.	.	90.9%	.	.	.	90.9%
Unknown	.	.	100.0%	.	.	.	100.0%
<b>Computer Applications and Office Tech</b>	85.1%	68.7%	83.1%	93.8%	88.7%	76.6%	82.3%
<b>CAOT</b>	85.1%	68.7%	83.1%	93.8%	88.7%	76.6%	82.3%
African-American	92.3%	100.0%	80.0%	100.0%	50.0%	50.0%	81.5%
Asian/Pacific Islander	0.0%	.	75.0%	.	75.0%	66.7%	66.7%
Caucasian	.	.	.	.	100.0%	100.0%	100.0%
Hispanic/Latino	82.8%	67.2%	83.6%	95.6%	91.1%	81.6%	82.7%
Multi-Ethnic	.	.	.	0.0%	.	.	0.0%
Unknown	100.0%	100.0%	100.0%	.	100.0%	0.0%	92.9%
<b>Counseling</b>	95.8%	86.6%	97.5%	94.6%	98.0%	95.3%	94.3%
<b>PERSDEV</b>	95.8%	86.6%	97.5%	94.6%	98.0%	95.3%	94.3%
African-American	100.0%	50.0%	100.0%	75.0%	100.0%	100.0%	82.4%
Asian/Pacific Islander	100.0%	50.0%	100.0%	100.0%	100.0%	80.0%	92.0%
Caucasian	.	.	0.0%	100.0%	100.0%	.	75.0%
Hispanic/Latino	95.5%	87.7%	98.1%	95.7%	97.8%	96.0%	94.9%
Multi-Ethnic	.	.	.	100.0%	.	100.0%	100.0%
Native American	.	100.0%	.	.	.	.	100.0%
Unknown	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	93.8%
<b>English (Humanities)</b>	82.5%	80.2%	86.3%	89.3%	86.3%	87.8%	85.6%
<b>ENGLISH</b>	82.1%	79.1%	86.5%	88.6%	85.3%	87.4%	85.1%
African-American	60.0%	73.3%	88.0%	88.2%	73.3%	75.0%	76.9%
Asian/Pacific Islander	91.4%	85.7%	97.3%	93.0%	88.6%	90.5%	91.8%
Caucasian	100.0%	100.0%	100.0%	92.3%	90.0%	80.0%	89.7%
Hispanic/Latino	82.0%	78.8%	85.6%	88.4%	85.4%	87.3%	84.8%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Multi-Ethnic	.	100.0%	0.0%	100.0%	75.0%	90.9%	82.6%
Native American	100.0%	100.0%	0.0%	100.0%	100.0%	.	85.7%
Unknown	89.3%	79.5%	88.2%	89.5%	75.9%	80.0%	83.9%
<b>LRNSKIL</b>	.	.	84.8%	90.3%	.	.	87.5%
African-American	.	.	0.0%	100.0%	.	.	50.0%
Caucasian	.	.	100.0%	.	.	.	100.0%
Hispanic/Latino	.	.	87.1%	89.7%	.	.	88.3%
Unknown	.	.	.	100.0%	.	.	100.0%
<b>READING</b>	87.2%	90.8%	85.5%	95.7%	95.7%	92.0%	91.3%
African-American	75.0%	85.7%	50.0%	75.0%	100.0%	100.0%	82.6%
Asian/Pacific Islander	100.0%	.	100.0%	100.0%	50.0%	100.0%	87.5%
Caucasian	.	100.0%	.	100.0%	100.0%	100.0%	100.0%
Hispanic/Latino	88.1%	91.9%	85.5%	97.7%	96.1%	91.5%	92.0%
Multi-Ethnic	.	.	.	.	100.0%	.	100.0%
Unknown	80.0%	80.0%	100.0%	33.3%	100.0%	100.0%	79.2%
<b>Foreign Languages</b>	88.2%	87.2%	90.1%	90.1%	88.0%	89.5%	88.9%
<b>A S L</b>	97.4%	87.5%	95.6%	94.7%	88.8%	93.0%	92.6%
African-American	100.0%	.	100.0%	.	100.0%	100.0%	100.0%
Asian/Pacific Islander	.	.	100.0%	.	100.0%	100.0%	100.0%
Caucasian	.	100.0%	100.0%	.	.	100.0%	100.0%
Hispanic/Latino	97.3%	86.7%	95.3%	94.4%	89.8%	92.6%	92.5%
Native American	.	.	.	.	50.0%	100.0%	66.7%
Unknown	100.0%	100.0%	100.0%	100.0%	80.0%	100.0%	91.7%
<b>FRENCH</b>	81.8%	78.9%	80.6%	90.3%	73.9%	67.6%	79.7%
African-American	.	.	.	100.0%	100.0%	100.0%	100.0%
Asian/Pacific Islander	.	.	100.0%	.	100.0%	0.0%	66.7%
Hispanic/Latino	81.0%	78.4%	79.3%	89.5%	70.7%	65.6%	78.3%
Multi-Ethnic	.	.	.	.	100.0%	100.0%	100.0%
Unknown	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>JAPAN</b>	.	.	77.4%	.	.	.	77.4%
African-American	.	.	100.0%	.	.	.	100.0%
Asian/Pacific Islander	.	.	50.0%	.	.	.	50.0%
Hispanic/Latino	.	.	76.9%	.	.	.	76.9%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Unknown	.	.	100.0%	.	.	.	100.0%
<b>SPANISH</b>	86.7%	89.2%	90.6%	89.0%	92.1%	92.8%	90.0%
African-American	0.0%	75.0%	62.5%	100.0%	100.0%	.	66.7%
Asian/Pacific Islander	75.0%	0.0%	85.7%	100.0%	100.0%	.	80.0%
Caucasian	.	66.7%	100.0%	100.0%	100.0%	.	85.7%
Hispanic/Latino	89.1%	90.4%	92.7%	87.9%	91.6%	92.6%	90.9%
Multi-Ethnic	50.0%	.	.	100.0%	100.0%	100.0%	85.7%
Native American	0.0%	.	.	.	.	.	0.0%
Unknown	83.3%	100.0%	75.0%	100.0%	100.0%	100.0%	90.0%
<b>Journalism</b>	60.0%	80.0%	73.3%	93.1%	79.3%	.	79.6%
<b>JOURNAL</b>	60.0%	80.0%	73.3%	93.1%	79.3%	.	79.6%
African-American	100.0%	100.0%	.	.	100.0%	.	100.0%
Caucasian	.	.	.	.	50.0%	.	50.0%
Hispanic/Latino	53.8%	87.5%	73.3%	92.3%	79.2%	.	79.1%
Unknown	.	0.0%	.	100.0%	100.0%	.	83.3%
<b>Library</b>	.	84.2%	95.2%	70.5%	92.9%	96.3%	85.6%
<b>LIB SCI</b>	.	84.2%	95.2%	70.5%	92.9%	96.3%	85.6%
African-American	.	100.0%	100.0%	100.0%	0.0%	.	85.7%
Asian/Pacific Islander	.	.	100.0%	.	100.0%	100.0%	100.0%
Caucasian	.	.	.	100.0%	100.0%	100.0%	100.0%
Hispanic/Latino	.	81.3%	94.1%	71.1%	95.2%	95.8%	85.3%
Unknown	.	100.0%	100.0%	0.0%	100.0%	.	66.7%
<b>Life Sciences</b>	95.5%	93.3%	92.7%	88.3%	86.4%	.	89.5%
<b>HTHTEK</b>	95.5%	93.3%	92.7%	88.3%	86.4%	.	89.5%
African-American	100.0%	100.0%	72.7%	85.7%	80.8%	.	85.9%
Asian/Pacific Islander	66.7%	100.0%	100.0%	96.6%	91.7%	.	94.7%
Caucasian	.	50.0%	100.0%	100.0%	80.0%	.	84.2%
Hispanic/Latino	100.0%	91.7%	93.6%	82.5%	87.4%	.	88.8%
Multi-Ethnic	.	.	100.0%	100.0%	75.0%	.	83.3%
Native American	.	.	.	.	0.0%	.	0.0%
Unknown	100.0%	.	100.0%	100.0%	80.0%	.	92.3%
<b>Mathematics</b>	77.0%	76.7%	73.3%	81.0%	78.1%	74.5%	76.8%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>MATH</b>	77.0%	76.7%	73.3%	81.0%	78.1%	74.5%	76.8%
African-American	57.1%	71.4%	72.2%	61.1%	64.3%	64.3%	64.6%
Asian/Pacific Islander	94.7%	63.6%	70.6%	87.5%	100.0%	81.8%	84.1%
Caucasian	77.8%	83.3%	75.0%	100.0%	100.0%	100.0%	90.9%
Hispanic/Latino	77.0%	76.6%	73.2%	81.0%	78.0%	74.4%	76.7%
Multi-Ethnic	0.0%	.	.	50.0%	83.3%	75.0%	69.2%
Native American	100.0%	.	.	.	.	100.0%	100.0%
Unknown	78.9%	88.9%	76.9%	94.1%	68.2%	76.9%	80.1%
<b>Music</b>	77.9%	87.3%	90.2%	84.9%	87.1%	83.3%	85.8%
<b>MUSIC</b>	77.9%	87.3%	90.2%	84.9%	87.1%	83.3%	85.8%
African-American	100.0%	.	100.0%	100.0%	66.7%	.	93.3%
Asian/Pacific Islander	50.0%	100.0%	100.0%	.	100.0%	100.0%	95.2%
Caucasian	0.0%	100.0%	.	.	.	0.0%	50.0%
Hispanic/Latino	78.5%	86.7%	88.5%	84.1%	87.5%	83.8%	85.2%
Multi-Ethnic	.	.	100.0%	100.0%	66.7%	.	80.0%
Native American	.	0.0%	.	.	.	.	0.0%
Unknown	100.0%	100.0%	100.0%	100.0%	100.0%	.	100.0%
<b>Philosophy</b>	78.0%	80.3%	80.0%	79.9%	63.6%	46.9%	74.5%
<b>PHILOS</b>	78.0%	80.3%	80.0%	79.9%	63.6%	46.9%	74.5%
African-American	.	66.7%	.	.	100.0%	.	75.0%
Asian/Pacific Islander	100.0%	0.0%	66.7%	100.0%	.	.	84.6%
Caucasian	.	.	.	100.0%	0.0%	100.0%	75.0%
Hispanic/Latino	77.5%	80.8%	80.1%	78.5%	63.7%	43.5%	74.0%
Multi-Ethnic	.	.	.	.	50.0%	100.0%	66.7%
Unknown	50.0%	100.0%	83.3%	100.0%	100.0%	100.0%	88.2%
<b>Physical Education-Men</b>	95.2%	91.0%	90.8%	.	.	.	92.2%
<b>HEALTH</b>	95.2%	91.9%	96.5%	.	.	.	93.9%
African-American	100.0%	100.0%	100.0%	.	.	.	100.0%
Asian/Pacific Islander	100.0%	100.0%	.	.	.	.	100.0%
Hispanic/Latino	94.8%	92.7%	96.3%	.	.	.	94.1%
Unknown	100.0%	66.7%	100.0%	.	.	.	75.0%
<b>PHYS ED</b>	.	83.3%	84.6%	.	.	.	84.3%
African-American	.	.	100.0%	.	.	.	100.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian	.	100.0%	.	.	.	.	100.0%
Hispanic/Latino	.	82.4%	84.0%	.	.	.	83.6%
Unknown	.	.	100.0%	.	.	.	100.0%
<b>Physical Education-Women</b>	90.5%	88.8%	86.7%	88.8%	93.4%	92.6%	90.1%
<b>DANCETQ</b>	84.9%	86.6%	79.3%	86.7%	78.6%	.	83.7%
African-American	100.0%	100.0%	80.0%	75.0%	100.0%	.	88.2%
Asian/Pacific Islander	75.0%	77.8%	100.0%	100.0%	.	.	88.5%
Caucasian	.	100.0%	.	100.0%	.	.	100.0%
Hispanic/Latino	84.2%	87.6%	79.6%	87.3%	78.8%	.	84.0%
Multi-Ethnic	.	.	0.0%	100.0%	.	.	50.0%
Native American	.	.	0.0%	.	.	.	0.0%
Unknown	100.0%	50.0%	66.7%	57.1%	66.7%	.	66.7%
<b>HEALTH</b>	96.4%	91.6%	93.5%	90.1%	95.9%	92.8%	93.3%
African-American	100.0%	100.0%	90.9%	84.6%	100.0%	100.0%	94.5%
Asian/Pacific Islander	.	.	66.7%	50.0%	100.0%	100.0%	84.2%
Caucasian	.	50.0%	100.0%	100.0%	100.0%	100.0%	90.9%
Hispanic/Latino	96.2%	91.7%	93.7%	90.3%	95.8%	92.7%	93.3%
Multi-Ethnic	.	.	.	.	50.0%	100.0%	80.0%
Native American	.	.	.	100.0%	100.0%	.	100.0%
Unknown	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	97.1%
<b>PHYS ED</b>	80.0%	85.7%	75.4%	87.5%	89.7%	91.1%	86.7%
African-American	50.0%	.	.	100.0%	0.0%	100.0%	60.0%
Asian/Pacific Islander	.	.	100.0%	.	100.0%	100.0%	100.0%
Caucasian	.	.	100.0%	100.0%	100.0%	.	100.0%
Hispanic/Latino	82.1%	85.2%	72.7%	86.9%	89.9%	90.7%	86.4%
Multi-Ethnic	.	.	.	100.0%	.	.	100.0%
Unknown	.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Physics</b>	90.6%	92.5%	82.4%	91.4%	91.4%	92.4%	90.2%
<b>ASTRON</b>	90.6%	92.5%	82.4%	91.4%	91.4%	92.4%	90.2%
African-American	.	.	100.0%	100.0%	100.0%	.	100.0%
Asian/Pacific Islander	100.0%	100.0%	.	100.0%	100.0%	100.0%	100.0%
Caucasian	.	.	.	.	100.0%	100.0%	100.0%
Hispanic/Latino	93.6%	92.1%	82.2%	90.4%	91.1%	91.9%	90.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Multi-Ethnic	0.0%	.	.	100.0%	.	.	75.0%
Native American	.	.	100.0%	.	.	.	100.0%
Unknown	75.0%	100.0%	80.0%	100.0%	.	100.0%	91.7%
<b>Psychology</b>	84.1%	87.0%	90.7%	91.2%	86.5%	91.2%	88.8%
<b>PSYCH</b>	84.1%	87.0%	90.7%	91.2%	86.5%	91.2%	88.8%
African-American	90.9%	80.0%	94.7%	83.3%	91.7%	100.0%	91.9%
Asian/Pacific Islander	75.0%	75.0%	90.9%	91.3%	100.0%	90.9%	91.0%
Caucasian	100.0%	50.0%	100.0%	100.0%	100.0%	100.0%	94.1%
Hispanic/Latino	83.5%	87.1%	90.5%	91.1%	85.4%	91.1%	88.4%
Multi-Ethnic	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	94.1%
Native American	.	.	100.0%	100.0%	100.0%	.	100.0%
Unknown	100.0%	100.0%	92.3%	93.3%	100.0%	66.7%	94.2%
<b>Social Sciences</b>	78.3%	85.6%	84.2%	86.6%	88.1%	83.8%	84.6%
<b>ECON</b>	46.0%	77.0%	60.9%	79.1%	83.3%	76.7%	67.5%
African-American	0.0%	100.0%	100.0%	.	100.0%	50.0%	80.0%
Asian/Pacific Islander	100.0%	100.0%	50.0%	.	50.0%	100.0%	66.7%
Caucasian	.	.	100.0%	.	.	100.0%	100.0%
Hispanic/Latino	45.0%	76.4%	60.9%	82.5%	83.3%	75.0%	67.3%
Multi-Ethnic	.	.	.	.	100.0%	.	100.0%
Unknown	100.0%	75.0%	0.0%	33.3%	.	.	55.6%
<b>HISTORY</b>	82.1%	90.5%	88.1%	88.5%	90.8%	84.9%	87.6%
African-American	77.8%	87.5%	75.0%	80.0%	100.0%	66.7%	81.0%
Asian/Pacific Islander	77.8%	80.0%	100.0%	90.2%	100.0%	83.3%	90.3%
Caucasian	100.0%	100.0%	0.0%	.	.	100.0%	85.7%
Hispanic/Latino	82.4%	90.6%	88.1%	88.2%	90.7%	85.6%	87.7%
Multi-Ethnic	0.0%	.	.	.	.	100.0%	66.7%
Native American	.	.	.	100.0%	.	.	100.0%
Unknown	100.0%	92.9%	75.0%	100.0%	80.0%	50.0%	84.3%
<b>POL SCI</b>	77.7%	81.9%	84.3%	85.6%	85.8%	80.7%	82.9%
African-American	50.0%	83.3%	100.0%	66.7%	100.0%	100.0%	76.9%
Asian/Pacific Islander	100.0%	94.4%	100.0%	100.0%	100.0%	66.7%	95.5%
Caucasian	.	.	.	100.0%	100.0%	50.0%	66.7%
Hispanic/Latino	77.9%	81.3%	82.2%	85.9%	85.2%	81.4%	82.6%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Multi-Ethnic	100.0%	.	.	100.0%	100.0%	100.0%	100.0%
Unknown	71.4%	75.0%	100.0%	60.0%	100.0%	66.7%	78.4%
<b>SOC</b>	83.2%	84.8%	88.7%	86.3%	88.8%	87.3%	86.7%
African-American	100.0%	.	100.0%	100.0%	100.0%	100.0%	100.0%
Asian/Pacific Islander	85.7%	100.0%	100.0%	100.0%	100.0%	85.0%	91.5%
Caucasian	0.0%	.	100.0%	.	100.0%	.	66.7%
Hispanic/Latino	84.6%	84.4%	87.5%	86.3%	88.4%	88.2%	86.6%
Multi-Ethnic	0.0%	.	.	.	100.0%	100.0%	83.3%
Native American	.	100.0%	.	100.0%	.	.	100.0%
Unknown	66.7%	100.0%	88.9%	66.7%	85.7%	57.1%	75.6%
<b>Speech and Theatre Arts</b>	86.0%	83.5%	85.0%	82.9%	88.8%	74.1%	83.4%
<b>SPEECH</b>	84.9%	83.1%	84.1%	81.0%	89.9%	72.7%	82.5%
African-American	66.7%	100.0%	85.7%	83.3%	88.9%	83.3%	85.0%
Asian/Pacific Islander	90.9%	66.7%	100.0%	100.0%	100.0%	100.0%	93.9%
Caucasian	.	.	.	80.0%	100.0%	50.0%	77.8%
Hispanic/Latino	85.1%	82.7%	83.8%	80.9%	89.7%	72.2%	82.3%
Multi-Ethnic	100.0%	.	.	100.0%	50.0%	100.0%	88.9%
Native American	100.0%	.	.	100.0%	.	.	100.0%
Unknown	66.7%	88.9%	85.7%	70.0%	100.0%	66.7%	79.5%
<b>THEATER</b>	92.9%	85.4%	88.9%	92.1%	83.8%	87.9%	88.4%
African-American	100.0%	66.7%	100.0%	100.0%	100.0%	.	93.1%
Asian/Pacific Islander	100.0%	.	50.0%	80.0%	66.7%	100.0%	80.0%
Caucasian	100.0%	66.7%	100.0%	50.0%	100.0%	.	77.8%
Hispanic/Latino	87.5%	88.6%	88.7%	92.6%	83.3%	90.0%	88.2%
Multi-Ethnic	.	.	.	100.0%	100.0%	.	100.0%
Unknown	.	100.0%	100.0%	100.0%	.	50.0%	94.7%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

**FALL RETENTION - SGEC by Discipline by Gender**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Total
<b>South Gate Education Center</b>	82.1%	84.0%	85.0%	87.5%	86.5%	85.8%	85.3%
<b>Administration of Justice</b>	97.1%	93.3%	93.4%	94.9%	94.4%	95.7%	94.7%
<b>ADM JUS</b>	97.1%	93.3%	93.4%	94.9%	94.4%	95.7%	94.7%
F	96.8%	92.7%	91.6%	93.9%	94.7%	95.2%	94.0%
M	97.5%	94.0%	95.4%	96.2%	94.0%	96.3%	95.5%
<b>Anthropology, Geography, and Geology</b>	72.2%	83.7%	79.4%	90.4%	85.9%	89.8%	83.7%
<b>ANTHRO</b>	94.7%	95.4%	85.7%	94.6%	92.6%	95.8%	92.8%
F	95.3%	95.6%	85.4%	93.4%	92.7%	94.4%	92.5%
M	93.5%	95.0%	86.2%	96.1%	92.5%	98.0%	93.3%
<b>EARTH</b>	58.6%	79.9%	76.3%	88.4%	85.6%	85.8%	80.0%
F	60.4%	78.7%	79.8%	89.1%	86.6%	87.3%	81.1%
M	55.4%	82.2%	72.0%	87.1%	84.1%	82.6%	78.0%
<b>GEOG</b>	84.0%	83.7%	82.0%	88.7%	70.6%	92.0%	83.5%
F	76.0%	85.7%	90.5%	92.0%	60.7%	90.0%	82.2%
M	92.0%	80.0%	75.9%	85.7%	82.6%	95.0%	85.0%
<b>OCEANO</b>	50.0%	66.7%	65.6%	.	.	.	61.4%
F	47.1%	75.0%	64.7%	.	.	.	62.0%
M	57.1%	54.5%	66.7%	.	.	.	60.6%
<b>Art</b>	80.3%	93.9%	88.0%	83.3%	86.4%	86.7%	86.6%
<b>ART</b>	80.3%	93.9%	88.0%	83.3%	86.4%	89.9%	87.1%
F	71.4%	91.4%	92.2%	87.1%	87.5%	89.7%	87.2%
M	96.3%	97.5%	81.8%	75.6%	85.0%	90.2%	87.0%
<b>ARTHIST</b>	.	.	.	.	.	82.4%	82.4%
F	.	.	.	.	.	85.7%	85.7%
M	.	.	.	.	.	79.2%	79.2%
<b>Business Administration</b>	87.0%	89.3%	89.5%	89.1%	82.8%	81.0%	86.2%
<b>ACCTG</b>	86.4%	78.8%	85.7%	93.1%	79.6%	78.9%	82.6%
F	84.6%	83.3%	90.0%	100.0%	81.3%	74.2%	84.0%
M	88.9%	73.3%	80.0%	83.3%	77.3%	84.6%	80.8%
<b>BUS</b>	94.1%	93.9%	90.2%	82.9%	82.1%	83.3%	86.8%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F	90.9%	87.5%	90.0%	93.3%	86.4%	86.4%	88.7%
M	100.0%	100.0%	90.5%	76.9%	76.5%	80.8%	85.0%
<b>CO SCI</b>	88.4%	91.4%	90.8%	100.0%	85.1%	81.1%	88.5%
F	82.7%	91.5%	90.9%	100.0%	87.5%	83.3%	88.4%
M	92.8%	91.2%	90.6%	100.0%	82.1%	78.9%	88.5%
<b>REAL ES</b>	76.0%	.	.	83.7%	.	.	80.9%
F	73.3%	.	.	82.4%	.	.	78.1%
M	80.0%	.	.	84.6%	.	.	83.3%
<b>Chicano Studies</b>	75.2%	85.5%	88.7%	89.5%	87.2%	86.2%	85.7%
<b>CHICANO</b>	75.2%	85.5%	88.7%	89.5%	87.2%	86.2%	85.7%
F	73.0%	86.2%	89.5%	91.2%	88.7%	87.5%	86.3%
M	78.7%	84.5%	87.0%	87.1%	85.2%	84.3%	84.7%
<b>Child, Family, and Educational Studies</b>	80.3%	85.8%	86.9%	79.7%	79.3%	85.4%	83.2%
<b>CH DEV</b>	80.3%	85.8%	86.5%	79.7%	79.3%	85.4%	83.1%
F	80.9%	87.4%	86.9%	80.3%	79.5%	85.8%	83.7%
M	75.8%	75.0%	83.6%	75.0%	78.0%	82.4%	78.6%
<b>FAM &amp; CS</b>	.	.	91.7%	.	.	.	91.7%
F	.	.	93.1%	.	.	.	93.1%
M	.	.	85.7%	.	.	.	85.7%
<b>Computer Applications and Office Tech</b>	85.1%	68.7%	83.1%	93.8%	88.7%	76.6%	82.3%
<b>CAOT</b>	85.1%	68.7%	83.1%	93.8%	88.7%	76.6%	82.3%
F	85.9%	69.2%	86.8%	96.0%	92.5%	63.6%	83.1%
M	81.3%	66.7%	66.7%	91.3%	76.9%	88.0%	80.4%
<b>Counseling</b>	95.8%	86.6%	97.5%	94.6%	98.0%	95.3%	94.3%
<b>PERSDEV</b>	95.8%	86.6%	97.5%	94.6%	98.0%	95.3%	94.3%
F	94.2%	86.5%	95.9%	91.4%	96.7%	93.1%	92.6%
M	100.0%	86.8%	100.0%	100.0%	100.0%	100.0%	97.8%
<b>English (Humanities)</b>	82.5%	80.2%	86.3%	89.3%	86.3%	87.8%	85.6%
<b>ENGLISH</b>	82.1%	79.1%	86.5%	88.6%	85.3%	87.4%	85.1%
F	79.6%	79.5%	86.6%	88.9%	84.8%	87.2%	84.7%
M	86.7%	78.3%	86.3%	88.2%	86.1%	87.7%	85.7%
<b>LRNSKIL</b>	.	.	84.8%	90.3%	.	.	87.5%
F	.	.	77.3%	91.3%	.	.	84.4%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

M	.	.	100.0%	87.5%	.	.	94.7%
<b>READING</b>	87.2%	90.8%	85.5%	95.7%	95.7%	92.0%	91.3%
F	90.3%	89.4%	85.3%	95.4%	95.9%	90.2%	91.0%
M	81.3%	94.7%	86.0%	96.1%	95.3%	94.5%	92.1%
<b>Foreign Languages</b>	88.2%	87.2%	90.1%	90.1%	88.0%	89.5%	88.9%
<b>A S L</b>	97.4%	87.5%	95.6%	94.7%	88.8%	93.0%	92.6%
F	96.8%	86.8%	96.6%	92.3%	92.4%	91.8%	93.1%
M	100.0%	90.0%	91.7%	100.0%	81.3%	96.8%	91.0%
<b>FRENCH</b>	81.8%	78.9%	80.6%	90.3%	73.9%	67.6%	79.7%
F	90.9%	77.3%	90.5%	97.0%	71.4%	77.8%	84.2%
M	72.7%	81.3%	60.0%	82.8%	77.8%	57.9%	73.8%
<b>JAPAN</b>	.	.	77.4%	.	.	.	77.4%
F	.	.	62.5%	.	.	.	62.5%
M	.	.	93.3%	.	.	.	93.3%
<b>SPANISH</b>	86.7%	89.2%	90.6%	89.0%	92.1%	92.8%	90.0%
F	86.1%	90.4%	91.7%	87.8%	92.3%	90.3%	89.8%
M	88.1%	86.0%	88.7%	92.3%	91.7%	97.4%	90.4%
<b>Journalism</b>	60.0%	80.0%	73.3%	93.1%	79.3%	.	79.6%
<b>JOURNAL</b>	60.0%	80.0%	73.3%	93.1%	79.3%	.	79.6%
F	60.0%	87.5%	71.4%	84.6%	78.9%	.	77.2%
M	60.0%	50.0%	75.0%	100.0%	80.0%	.	82.9%
<b>Library</b>	.	84.2%	95.2%	70.5%	92.9%	96.3%	85.6%
<b>LIB SCI</b>	.	84.2%	95.2%	70.5%	92.9%	96.3%	85.6%
F	.	84.6%	100.0%	65.6%	95.2%	94.4%	85.1%
M	.	83.3%	75.0%	83.3%	85.7%	100.0%	86.8%
<b>Life Sciences</b>	95.5%	93.3%	92.7%	88.3%	86.4%	.	89.5%
<b>HTHTEK</b>	95.5%	93.3%	92.7%	88.3%	86.4%	.	89.5%
F	100.0%	93.0%	91.7%	88.1%	87.8%	.	89.9%
M	83.3%	94.4%	95.5%	88.9%	80.6%	.	88.1%
<b>Mathematics</b>	77.0%	76.7%	73.3%	81.0%	78.1%	74.5%	76.8%
<b>MATH</b>	77.0%	76.7%	73.3%	81.0%	78.1%	74.5%	76.8%
F	77.5%	76.3%	71.6%	79.4%	77.8%	73.4%	76.0%
M	75.9%	77.5%	76.7%	84.3%	78.6%	76.5%	78.2%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Music</b>	77.9%	87.3%	90.2%	84.9%	87.1%	83.3%	85.8%
<b>MUSIC</b>	77.9%	87.3%	90.2%	84.9%	87.1%	83.3%	85.8%
F	80.0%	84.9%	92.7%	86.7%	88.1%	86.7%	86.9%
M	76.5%	89.5%	88.2%	82.9%	86.4%	81.5%	84.8%
<b>Philosophy</b>	78.0%	80.3%	80.0%	79.9%	63.6%	46.9%	74.5%
<b>PHILOS</b>	78.0%	80.3%	80.0%	79.9%	63.6%	46.9%	74.5%
F	80.2%	78.3%	81.3%	84.9%	62.9%	43.3%	75.1%
M	73.9%	82.8%	78.7%	72.7%	64.7%	52.6%	73.7%
<b>Physical Education-Men</b>	95.2%	91.0%	90.8%	.	.	.	92.2%
<b>HEALTH</b>	95.2%	91.9%	96.5%	.	.	.	93.9%
F	92.4%	90.5%	95.8%	.	.	.	92.0%
M	98.3%	93.8%	97.0%	.	.	.	96.1%
<b>PHYS ED</b>	.	83.3%	84.6%	.	.	.	84.3%
F	.	75.0%	82.2%	.	.	.	80.7%
M	.	100.0%	100.0%	.	.	.	100.0%
<b>Physical Education-Women</b>	90.5%	88.8%	86.7%	88.8%	93.4%	92.6%	90.1%
<b>DANCETQ</b>	84.9%	86.6%	79.3%	86.7%	78.6%	.	83.7%
F	83.2%	84.2%	78.9%	86.0%	76.0%	.	82.4%
M	94.7%	97.3%	81.3%	90.9%	100.0%	.	90.2%
<b>HEALTH</b>	96.4%	91.6%	93.5%	90.1%	95.9%	92.8%	93.3%
F	96.5%	91.4%	94.0%	89.6%	96.2%	93.4%	93.3%
M	96.3%	94.1%	92.2%	91.4%	95.4%	91.4%	93.1%
<b>PHYS ED</b>	80.0%	85.7%	75.4%	87.5%	89.7%	91.1%	86.7%
F	80.0%	84.0%	73.1%	87.0%	89.9%	91.4%	86.2%
M	.	100.0%	88.9%	90.0%	88.5%	88.9%	89.6%
<b>Physics</b>	90.6%	92.5%	82.4%	91.4%	91.4%	92.4%	90.2%
<b>ASTRON</b>	90.6%	92.5%	82.4%	91.4%	91.4%	92.4%	90.2%
F	90.3%	89.1%	81.8%	89.2%	89.3%	95.5%	89.4%
M	90.9%	95.7%	83.0%	97.1%	94.3%	89.6%	91.3%
<b>Psychology</b>	84.1%	87.0%	90.7%	91.2%	86.5%	91.2%	88.8%
<b>PSYCH</b>	84.1%	87.0%	90.7%	91.2%	86.5%	91.2%	88.8%
F	83.9%	87.8%	91.1%	90.6%	87.0%	91.5%	88.9%
M	84.7%	84.7%	89.8%	92.6%	85.3%	90.4%	88.4%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Social Sciences</b>	78.3%	85.6%	84.2%	86.6%	88.1%	83.8%	84.6%
<b>ECON</b>	46.0%	77.0%	60.9%	79.1%	83.3%	76.7%	67.5%
F	50.0%	73.5%	63.2%	76.5%	86.2%	70.0%	67.6%
M	40.0%	81.5%	59.2%	80.8%	80.0%	80.0%	67.5%
<b>HISTORY</b>	82.1%	90.5%	88.1%	88.5%	90.8%	84.9%	87.6%
F	79.6%	90.0%	88.3%	88.7%	93.7%	84.2%	87.6%
M	85.9%	91.3%	87.9%	88.3%	86.0%	85.7%	87.6%
<b>POL SCI</b>	77.7%	81.9%	84.3%	85.6%	85.8%	80.7%	82.9%
F	77.5%	79.1%	85.5%	84.7%	86.9%	82.4%	82.9%
M	78.0%	86.6%	82.7%	87.0%	84.6%	77.1%	82.9%
<b>SOC</b>	83.2%	84.8%	88.7%	86.3%	88.8%	87.3%	86.7%
F	81.1%	83.2%	88.3%	88.2%	90.2%	87.7%	86.8%
M	87.9%	87.8%	89.5%	80.6%	85.9%	86.5%	86.4%
<b>Speech and Theatre Arts</b>	86.0%	83.5%	85.0%	82.9%	88.8%	74.1%	83.4%
<b>SPEECH</b>	84.9%	83.1%	84.1%	81.0%	89.9%	72.7%	82.5%
F	89.3%	83.8%	86.1%	82.5%	91.7%	75.0%	84.6%
M	77.8%	81.7%	80.7%	78.0%	86.8%	68.9%	78.8%
<b>THEATER</b>	92.9%	85.4%	88.9%	92.1%	83.8%	87.9%	88.4%
F	90.9%	83.9%	94.3%	95.2%	85.0%	82.4%	89.3%
M	95.0%	88.2%	83.8%	88.2%	82.4%	93.8%	87.3%

**FALL SUCCESS - SGEC by Discipline by Ethnicity**

	<b>Fall 2009</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Total</b>
<b>South Gate Education Center</b>	59.3%	65.6%	64.4%	63.5%
<b>Administration of Justice</b>	79.3%	85.7%	85.9%	83.9%
<b>ADM JUS</b>	79.3%	85.7%	85.9%	83.9%
African-American	83.3%	81.0%	100.0%	86.4%
Asian/Pacific Islander	100.0%	62.5%	40.0%	77.8%
Caucasian	100.0%	.	100.0%	100.0%
Hispanic/Latino	78.7%	86.7%	85.3%	83.9%
Multi-Ethnic	100.0%	80.0%	100.0%	92.3%
Unknown	70.0%	50.0%	100.0%	73.2%
<b>Anthropology, Geography, and Geology</b>	47.3%	66.8%	63.8%	61.5%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>ANTHRO</b>	58.2%	78.7%	85.8%	77.8%
African-American	.	0.0%	50.0%	25.0%
Asian/Pacific Islander	.	100.0%	100.0%	100.0%
Caucasian	.	.	0.0%	0.0%
Hispanic/Latino	59.3%	79.3%	86.6%	78.4%
Unknown	0.0%	100.0%	100.0%	80.0%
<b>EARTH</b>	58.8%	65.3%	54.5%	59.8%
African-American	0.0%	66.7%	33.3%	50.0%
Asian/Pacific Islander	100.0%	90.9%	84.6%	88.0%
Caucasian	.	.	0.0%	0.0%
Hispanic/Latino	59.7%	63.7%	53.5%	58.8%
Unknown	50.0%	66.7%	50.0%	56.3%
<b>GEOG</b>	44.0%	45.1%	50.0%	46.4%
African-American	.	100.0%	0.0%	50.0%
Asian/Pacific Islander	.	.	60.0%	60.0%
Caucasian	.	100.0%	.	100.0%
Hispanic/Latino	42.9%	40.4%	48.8%	43.9%
Multi-Ethnic	.	.	100.0%	100.0%
Unknown	100.0%	100.0%	.	100.0%
<b>OCEANO</b>	9.4%	.	.	9.4%
African-American	0.0%	.	.	0.0%
Asian/Pacific Islander	0.0%	.	.	0.0%
Hispanic/Latino	10.0%	.	.	10.0%
<b>Art</b>	66.7%	59.2%	60.6%	61.4%
<b>ART</b>	66.7%	59.2%	64.7%	62.9%
African-American	0.0%	0.0%	.	0.0%
Asian/Pacific Islander	.	75.0%	40.0%	55.6%
Caucasian	.	.	50.0%	50.0%
Hispanic/Latino	67.3%	59.0%	65.6%	63.2%
Multi-Ethnic	0.0%	100.0%	100.0%	66.7%
Native American	.	0.0%	.	0.0%
Unknown	100.0%	100.0%	.	100.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>ARTHIST</b>	.	.	54.9%	54.9%
African-American	.	.	50.0%	50.0%
Asian/Pacific Islander	.	.	0.0%	0.0%
Caucasian	.	.	100.0%	100.0%
Hispanic/Latino	.	.	54.3%	54.3%
Unknown	.	.	66.7%	66.7%
<b>Business Administration</b>	58.7%	57.8%	61.5%	59.4%
<b>ACCTG</b>	80.0%	48.1%	54.4%	58.2%
African-American	100.0%	25.0%	100.0%	50.0%
Asian/Pacific Islander	100.0%	50.0%	50.0%	60.0%
Caucasian	.	100.0%	.	100.0%
Hispanic/Latino	78.8%	46.7%	53.7%	57.6%
Multi-Ethnic	.	100.0%	.	100.0%
<b>BUS</b>	53.7%	48.7%	66.7%	57.0%
African-American	33.3%	0.0%	.	20.0%
Asian/Pacific Islander	100.0%	0.0%	100.0%	80.0%
Caucasian	0.0%	.	.	0.0%
Hispanic/Latino	55.6%	52.8%	64.3%	57.9%
Multi-Ethnic	.	.	0.0%	0.0%
Unknown	.	.	100.0%	100.0%
<b>CO SCI</b>	46.7%	67.8%	63.5%	61.7%
African-American	0.0%	0.0%	100.0%	25.0%
Asian/Pacific Islander	100.0%	.	.	100.0%
Caucasian	.	100.0%	100.0%	100.0%
Hispanic/Latino	47.6%	67.9%	62.0%	61.3%
Unknown	0.0%	.	100.0%	50.0%
<b>Chicano Studies</b>	56.5%	55.2%	60.2%	56.6%
<b>CHICANO</b>	56.5%	55.2%	60.2%	56.6%
African-American	.	100.0%	50.0%	66.7%
Asian/Pacific Islander	.	100.0%	.	100.0%
Hispanic/Latino	57.0%	55.3%	60.0%	56.8%
Unknown	33.3%	25.0%	100.0%	37.5%
<b>Child, Family, and Educational Studies</b>	67.5%	62.4%	69.2%	66.1%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>CH DEV</b>	67.5%	62.4%	69.2%	66.1%
African-American	20.0%	30.0%	100.0%	31.8%
Asian/Pacific Islander	.	25.0%	100.0%	40.0%
Caucasian	0.0%	50.0%	.	33.3%
Hispanic/Latino	69.6%	64.7%	69.0%	67.6%
Multi-Ethnic	.	0.0%	0.0%	0.0%
Native American	100.0%	.	.	100.0%
Unknown	66.7%	42.9%	100.0%	61.5%
<b>Computer Applications and Office Tech</b>	.	64.2%	44.7%	55.0%
<b>CAOT</b>	.	64.2%	44.7%	55.0%
African-American	.	50.0%	25.0%	33.3%
Asian/Pacific Islander	.	50.0%	33.3%	42.9%
Caucasian	.	100.0%	0.0%	50.0%
Hispanic/Latino	.	66.7%	50.0%	59.0%
Unknown	.	0.0%	0.0%	0.0%
<b>Counseling</b>	86.4%	86.7%	78.8%	84.4%
<b>PERSDEV</b>	86.4%	86.7%	78.8%	84.4%
African-American	100.0%	100.0%	100.0%	100.0%
Asian/Pacific Islander	100.0%	100.0%	40.0%	78.6%
Caucasian	0.0%	0.0%	.	0.0%
Hispanic/Latino	85.6%	87.0%	80.0%	84.5%
Multi-Ethnic	.	.	100.0%	100.0%
Unknown	100.0%	100.0%	100.0%	100.0%
<b>English (Humanities)</b>	61.4%	68.6%	70.8%	67.5%
<b>ENGLISH</b>	62.9%	69.9%	70.2%	68.2%
African-American	61.5%	66.7%	25.0%	52.5%
Asian/Pacific Islander	93.2%	79.5%	81.0%	84.5%
Caucasian	.	70.0%	40.0%	55.0%
Hispanic/Latino	59.6%	69.6%	70.1%	67.2%
Multi-Ethnic	0.0%	62.5%	72.7%	65.0%
Native American	0.0%	0.0%	.	0.0%
Unknown	60.0%	62.1%	56.0%	59.5%
<b>LRNSKIL</b>	48.5%	.	.	48.5%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American	0.0%	.	.	0.0%
Caucasian	100.0%	.	.	100.0%
Hispanic/Latino	48.4%	.	.	48.4%
<b>READING</b>	54.7%	57.4%	77.4%	62.4%
African-American	50.0%	50.0%	100.0%	62.5%
Asian/Pacific Islander	0.0%	0.0%	100.0%	33.3%
Caucasian	.	100.0%	100.0%	100.0%
Hispanic/Latino	55.3%	58.2%	76.2%	62.5%
Multi-Ethnic	.	100.0%	.	100.0%
Unknown	66.7%	0.0%	100.0%	66.7%
<b>Foreign Languages</b>	76.3%	78.1%	81.9%	79.5%
<b>A S L</b>	100.0%	79.6%	87.6%	85.1%
African-American	.	100.0%	100.0%	100.0%
Asian/Pacific Islander	.	100.0%	100.0%	100.0%
Caucasian	.	.	100.0%	100.0%
Hispanic/Latino	100.0%	80.7%	86.8%	85.3%
Native American	.	50.0%	100.0%	66.7%
Unknown	.	60.0%	100.0%	66.7%
<b>FRENCH</b>	.	65.2%	51.4%	59.0%
African-American	.	50.0%	50.0%	50.0%
Asian/Pacific Islander	.	100.0%	0.0%	50.0%
Hispanic/Latino	.	65.9%	50.0%	58.9%
Multi-Ethnic	.	100.0%	100.0%	100.0%
Unknown	.	0.0%	100.0%	50.0%
<b>SPANISH</b>	71.8%	81.3%	85.6%	80.5%
African-American	0.0%	0.0%	.	0.0%
Asian/Pacific Islander	66.7%	100.0%	.	75.0%
Caucasian	.	100.0%	.	100.0%
Hispanic/Latino	75.4%	80.9%	85.2%	81.2%
Multi-Ethnic	.	100.0%	100.0%	100.0%
Unknown	66.7%	100.0%	100.0%	83.3%
<b>Journalism</b>	60.0%	41.4%	.	47.7%
<b>JOURNAL</b>	60.0%	41.4%	.	47.7%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American	.	0.0%	.	0.0%
Caucasian	.	50.0%	.	50.0%
Hispanic/Latino	60.0%	41.7%	.	48.7%
Unknown	.	50.0%	.	50.0%
<b>Library</b>	.	67.9%	55.6%	61.8%
<b>LIB SCI</b>	.	67.9%	55.6%	61.8%
African-American	.	0.0%	.	0.0%
Asian/Pacific Islander	.	100.0%	0.0%	66.7%
Caucasian	.	0.0%	0.0%	0.0%
Hispanic/Latino	.	66.7%	62.5%	64.4%
Unknown	.	100.0%	.	100.0%
<b>Life Sciences</b>	86.0%	82.1%	.	82.9%
<b>HTHTEK</b>	86.0%	82.1%	.	82.9%
African-American	75.0%	73.1%	.	73.5%
Asian/Pacific Islander	90.9%	91.7%	.	91.5%
Caucasian	100.0%	80.0%	.	85.7%
Hispanic/Latino	85.2%	81.1%	.	82.0%
Multi-Ethnic	.	75.0%	.	75.0%
Native American	.	0.0%	.	0.0%
Unknown	100.0%	80.0%	.	85.7%
<b>Mathematics</b>	40.0%	47.9%	44.3%	44.2%
<b>MATH</b>	40.0%	47.9%	44.3%	44.2%
African-American	30.0%	35.7%	35.7%	34.2%
Asian/Pacific Islander	50.0%	78.6%	81.8%	71.4%
Caucasian	75.0%	62.5%	71.4%	68.4%
Hispanic/Latino	39.7%	47.8%	43.6%	43.9%
Multi-Ethnic	.	83.3%	75.0%	80.0%
Native American	.	.	100.0%	100.0%
Unknown	44.1%	27.3%	46.2%	39.1%
<b>Music</b>	48.1%	63.4%	69.0%	62.4%
<b>MUSIC</b>	48.1%	63.4%	69.0%	62.4%
African-American	33.3%	33.3%	.	33.3%
Asian/Pacific Islander	100.0%	33.3%	100.0%	63.6%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian	.	.	0.0%	0.0%
Hispanic/Latino	50.0%	65.9%	67.6%	63.9%
Multi-Ethnic	.	66.7%	.	66.7%
Unknown	0.0%	100.0%	.	50.0%
<b>Philosophy</b>	48.2%	45.0%	34.7%	44.6%
<b>PHILOS</b>	48.2%	45.0%	34.7%	44.6%
African-American	.	100.0%	.	100.0%
Asian/Pacific Islander	33.3%	.	.	33.3%
Caucasian	.	0.0%	100.0%	50.0%
Hispanic/Latino	47.6%	45.2%	32.6%	44.1%
Multi-Ethnic	.	50.0%	100.0%	66.7%
Unknown	66.7%	0.0%	0.0%	50.0%
<b>Physical Education-Men</b>	76.9%	.	.	76.9%
<b>PHYS ED</b>	76.9%	.	.	76.9%
African-American	0.0%	.	.	0.0%
Hispanic/Latino	78.0%	.	.	78.0%
Unknown	100.0%	.	.	100.0%
<b>Physical Education-Women</b>	61.4%	69.8%	65.5%	66.2%
<b>DANCETQ</b>	65.1%	66.1%	.	65.3%
African-American	50.0%	100.0%	.	60.0%
Asian/Pacific Islander	100.0%	.	.	100.0%
Hispanic/Latino	65.5%	67.3%	.	65.8%
Multi-Ethnic	0.0%	.	.	0.0%
Native American	0.0%	.	.	0.0%
Unknown	33.3%	33.3%	.	33.3%
<b>HEALTH</b>	58.2%	68.9%	61.4%	64.3%
African-American	66.7%	64.3%	71.4%	66.7%
Asian/Pacific Islander	.	66.7%	83.3%	75.0%
Caucasian	0.0%	100.0%	66.7%	71.4%
Hispanic/Latino	58.2%	69.1%	60.9%	64.1%
Multi-Ethnic	.	50.0%	66.7%	60.0%
Native American	.	100.0%	.	100.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Unknown	66.7%	57.1%	66.7%	61.5%
<b>PHYS ED</b>	57.4%	74.2%	91.1%	75.3%
African-American	.	0.0%	100.0%	50.0%
Asian/Pacific Islander	0.0%	100.0%	100.0%	66.7%
Caucasian	100.0%	100.0%	.	100.0%
Hispanic/Latino	58.2%	73.6%	90.7%	75.2%
Unknown	66.7%	100.0%	100.0%	80.0%
<b>Physics</b>	14.0%	64.1%	59.0%	53.2%
<b>ASTRON</b>	14.0%	64.1%	59.0%	53.2%
African-American	0.0%	100.0%	.	66.7%
Asian/Pacific Islander	.	50.0%	100.0%	75.0%
Caucasian	.	100.0%	50.0%	66.7%
Hispanic/Latino	13.7%	63.4%	59.6%	53.5%
Native American	0.0%	.	.	0.0%
Unknown	25.0%	.	25.0%	25.0%
<b>Psychology</b>	56.4%	66.7%	69.7%	65.1%
<b>PSYCH</b>	56.4%	66.7%	69.7%	65.1%
African-American	62.5%	50.0%	77.8%	62.2%
Asian/Pacific Islander	90.0%	81.0%	63.6%	78.6%
Caucasian	100.0%	100.0%	50.0%	71.4%
Hispanic/Latino	54.5%	65.8%	69.9%	64.4%
Multi-Ethnic	100.0%	83.3%	80.0%	83.3%
Native American	100.0%	0.0%	.	50.0%
Unknown	70.0%	91.7%	50.0%	75.0%
<b>Social Sciences</b>	60.6%	61.9%	58.3%	60.3%
<b>ECON</b>	52.4%	74.1%	66.7%	63.3%
African-American	33.3%	100.0%	50.0%	62.5%
Asian/Pacific Islander	50.0%	50.0%	100.0%	71.4%
Caucasian	.	.	100.0%	100.0%
Hispanic/Latino	53.4%	72.9%	62.5%	62.3%
Multi-Ethnic	.	100.0%	.	100.0%
<b>HISTORY</b>	59.5%	62.4%	58.1%	60.0%
African-American	60.0%	50.0%	33.3%	47.1%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Asian/Pacific Islander	93.8%	80.0%	73.3%	80.4%
Caucasian	0.0%	.	100.0%	80.0%
Hispanic/Latino	58.1%	62.4%	56.4%	59.0%
Multi-Ethnic	.	.	100.0%	100.0%
Unknown	53.8%	60.0%	50.0%	54.5%
<b>POL SCI</b>	53.8%	60.6%	50.6%	55.1%
African-American	100.0%	40.0%	100.0%	62.5%
Asian/Pacific Islander	88.9%	50.0%	33.3%	75.7%
Caucasian	.	100.0%	50.0%	60.0%
Hispanic/Latino	49.1%	60.8%	50.0%	53.7%
Multi-Ethnic	.	33.3%	100.0%	66.7%
Unknown	87.5%	100.0%	66.7%	82.4%
<b>SOC</b>	73.5%	60.6%	67.9%	67.2%
African-American	75.0%	33.3%	50.0%	64.7%
Asian/Pacific Islander	100.0%	100.0%	80.0%	87.9%
Caucasian	100.0%	100.0%	.	100.0%
Hispanic/Latino	72.6%	59.8%	67.3%	66.2%
Multi-Ethnic	.	50.0%	66.7%	60.0%
Unknown	66.7%	71.4%	57.1%	65.2%
<b>Speech and Theatre Arts</b>	59.4%	68.6%	56.3%	61.6%
<b>SPEECH</b>	59.9%	67.9%	53.4%	60.5%
African-American	28.6%	66.7%	33.3%	45.5%
Asian/Pacific Islander	100.0%	85.7%	75.0%	87.5%
Caucasian	.	50.0%	50.0%	50.0%
Hispanic/Latino	59.7%	67.1%	53.8%	60.2%
Multi-Ethnic	.	50.0%	100.0%	75.0%
Unknown	71.4%	100.0%	33.3%	63.6%
<b>THEATER</b>	56.9%	71.6%	84.8%	68.2%
African-American	100.0%	0.0%	.	50.0%
Asian/Pacific Islander	0.0%	66.7%	100.0%	50.0%
Caucasian	100.0%	100.0%	.	100.0%
Hispanic/Latino	56.5%	74.2%	86.7%	69.6%
Multi-Ethnic	.	0.0%	.	0.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Unknown	60.0%	.	50.0%	57.1%
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**FALL SUCCESS - SGEC by Discipline by Gender**

Row Labels	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Total
<b>South Gate Education Center</b>	55.3%	59.8%	59.6%	62.4%	65.6%	64.4%	50.0%
<b>Administration of Justice</b>	76.8%	81.3%	79.3%	80.7%	85.7%	85.9%	66.2%
<b>ADM JUS</b>	76.8%	81.3%	79.3%	80.7%	85.7%	85.9%	66.2%
F	75.3%	77.0%	75.8%	79.3%	87.9%	86.2%	65.0%
M	78.3%	86.3%	83.5%	82.4%	83.0%	85.6%	67.6%
<b>Anthropology, Geography, and Geology</b>	37.8%	52.7%	43.6%	65.4%	66.8%	63.8%	44.7%
<b>ANTHRO</b>	67.4%	67.6%	55.7%	62.5%	78.7%	85.8%	59.4%
F	65.6%	66.2%	61.0%	63.9%	79.3%	81.7%	60.7%
M	71.0%	70.0%	48.3%	60.8%	77.5%	91.8%	57.2%
<b>EARTH</b>	22.2%	47.8%	40.3%	66.3%	65.3%	54.5%	39.5%
F	19.8%	46.3%	43.3%	66.7%	67.9%	56.3%	39.9%
M	26.8%	50.7%	36.6%	65.7%	61.0%	50.7%	38.7%
<b>GEOG</b>	38.0%	53.5%	44.0%	67.9%	45.1%	50.0%	37.7%
F	32.0%	57.1%	47.6%	76.0%	32.1%	46.7%	36.3%
M	44.0%	46.7%	41.4%	60.7%	60.9%	55.0%	39.3%
<b>OCEANO</b>	25.0%	29.6%	9.4%	.	.	.	20.5%
F	23.5%	25.0%	5.9%	.	.	.	18.0%
M	28.6%	36.4%	13.3%	.	.	.	24.2%
<b>Art</b>	63.2%	52.0%	66.7%	61.1%	59.2%	60.6%	51.1%
<b>ART</b>	63.2%	52.0%	66.7%	61.1%	59.2%	64.7%	50.6%
F	59.2%	60.3%	70.3%	62.4%	63.5%	67.9%	52.1%
M	70.4%	40.0%	61.4%	58.5%	53.8%	60.7%	48.5%
<b>ARTHIST</b>	.	.	.	.	.	54.9%	54.9%
F	.	.	.	.	.	57.1%	57.1%
M	.	.	.	.	.	52.8%	52.8%
<b>Business Administration</b>	60.5%	64.8%	63.2%	65.3%	57.8%	61.5%	52.4%
<b>ACCTG</b>	72.7%	63.6%	80.0%	72.4%	48.1%	54.4%	53.0%
F	76.9%	72.2%	80.0%	82.4%	53.1%	61.3%	57.3%
M	66.7%	53.3%	80.0%	58.3%	40.9%	46.2%	47.5%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>BUS</b>	64.7%	57.6%	53.7%	46.3%	48.7%	66.7%	47.0%
F	54.5%	50.0%	55.0%	46.7%	54.5%	68.2%	49.1%
M	83.3%	64.7%	52.4%	46.2%	41.2%	65.4%	45.1%
<b>CO SCI</b>	62.8%	67.7%	60.5%	97.1%	67.8%	63.5%	60.0%
F	63.5%	76.3%	52.3%	100.0%	66.7%	55.6%	59.1%
M	62.3%	52.9%	71.9%	92.9%	69.2%	71.1%	61.1%
<b>REAL ES</b>	36.0%	.	.	53.5%	.	.	13.2%
F	26.7%	.	.	52.9%	.	.	12.5%
M	50.0%	.	.	53.8%	.	.	13.9%
<b>Chicano Studies</b>	54.5%	59.9%	63.1%	71.7%	55.2%	60.2%	46.7%
<b>CHICANO</b>	54.5%	59.9%	63.1%	71.7%	55.2%	60.2%	46.7%
F	54.1%	63.3%	62.6%	77.2%	58.9%	58.3%	48.2%
M	55.3%	54.3%	64.1%	63.6%	50.0%	62.7%	44.2%
<b>Child, Family, and Educational Studies</b>	62.3%	67.5%	67.5%	65.1%	62.4%	69.2%	55.6%
<b>CH DEV</b>	62.3%	67.5%	66.4%	65.1%	62.4%	69.2%	55.2%
F	62.5%	69.2%	67.3%	67.5%	63.2%	71.6%	56.1%
M	60.6%	56.3%	60.7%	47.5%	56.1%	50.0%	48.2%
<b>FAM &amp; CS</b>	.	.	80.6%	.	.	.	80.6%
F	.	.	82.8%	.	.	.	82.8%
M	.	.	71.4%	.	.	.	71.4%
<b>Computer Applications and Office Tech</b>	63.2%	47.8%	42.2%	56.3%	64.2%	44.7%	46.0%
<b>CAOT</b>	63.2%	47.8%	42.2%	56.3%	64.2%	44.7%	46.0%
F	64.8%	51.9%	47.1%	60.0%	72.5%	45.5%	51.8%
M	56.3%	33.3%	20.0%	52.2%	38.5%	44.0%	30.8%
<b>Counseling</b>	75.0%	78.7%	86.4%	79.2%	86.7%	78.8%	65.1%
<b>PERSDEV</b>	75.0%	78.7%	86.4%	79.2%	86.7%	78.8%	65.1%
F	68.1%	77.5%	90.5%	76.5%	86.7%	79.3%	65.2%
M	92.6%	81.6%	79.5%	83.7%	86.8%	77.8%	65.0%
<b>English (Humanities)</b>	55.5%	55.2%	61.8%	65.5%	68.6%	70.8%	51.4%
<b>ENGLISH</b>	54.7%	54.7%	62.9%	65.3%	69.9%	70.2%	51.5%
F	52.5%	56.1%	63.3%	68.3%	71.1%	71.8%	52.0%
M	58.7%	52.2%	62.1%	60.3%	68.0%	67.7%	50.7%
<b>LRNSKIL</b>	.	.	48.5%	41.9%	.	.	25.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F	.	.	45.5%	39.1%	.	.	22.2%
M	.	.	54.5%	50.0%	.	.	31.6%
<b>READING</b>	63.8%	59.9%	54.7%	73.2%	57.4%	77.4%	51.8%
F	69.4%	64.4%	55.0%	73.6%	63.3%	80.5%	55.0%
M	53.1%	47.4%	54.0%	72.5%	48.4%	72.7%	45.9%
<b>Foreign Languages</b>	77.9%	79.0%	77.1%	73.5%	78.1%	81.9%	69.5%
<b>A S L</b>	84.6%	77.1%	92.9%	73.7%	79.6%	87.6%	82.1%
F	87.1%	78.9%	94.4%	69.2%	78.8%	85.7%	82.7%
M	75.0%	70.0%	87.5%	83.3%	81.3%	93.5%	80.2%
<b>FRENCH</b>	72.7%	73.7%	71.0%	74.2%	65.2%	51.4%	48.7%
F	81.8%	72.7%	81.0%	81.8%	64.3%	61.1%	53.4%
M	63.6%	75.0%	50.0%	65.5%	66.7%	42.1%	42.7%
<b>JAPAN</b>	.	.	35.5%	.	.	.	35.5%
F	.	.	25.0%	.	.	.	25.0%
M	.	.	46.7%	.	.	.	46.7%
<b>SPANISH</b>	76.9%	80.9%	75.3%	73.0%	81.3%	85.6%	69.9%
F	75.2%	81.6%	75.9%	73.0%	83.5%	86.1%	69.5%
M	81.0%	79.1%	74.2%	73.1%	77.1%	84.6%	70.8%
<b>Journalism</b>	46.7%	60.0%	60.0%	65.5%	41.4%	.	34.7%
<b>JOURNAL</b>	46.7%	60.0%	60.0%	65.5%	41.4%	.	34.7%
F	50.0%	62.5%	42.9%	69.2%	42.1%	.	36.8%
M	40.0%	50.0%	75.0%	62.5%	40.0%	.	31.7%
<b>Library</b>	.	52.6%	61.9%	36.4%	67.9%	55.6%	41.0%
<b>LIB SCI</b>	.	52.6%	61.9%	36.4%	67.9%	55.6%	41.0%
F	.	46.2%	58.8%	31.3%	71.4%	50.0%	39.6%
M	.	66.7%	75.0%	50.0%	57.1%	66.7%	44.7%
<b>Life Sciences</b>	90.9%	90.7%	86.6%	87.4%	82.1%	.	65.4%
<b>HTHTEK</b>	90.9%	90.7%	86.6%	87.4%	82.1%	.	65.4%
F	93.8%	89.5%	86.7%	86.9%	85.1%	.	66.8%
M	83.3%	94.4%	86.4%	88.9%	69.4%	.	60.6%
<b>Mathematics</b>	46.5%	49.3%	43.2%	48.9%	47.9%	44.3%	38.4%
<b>MATH</b>	46.5%	49.3%	43.2%	48.9%	47.9%	44.3%	38.4%

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F	46.3%	48.7%	41.8%	45.1%	46.9%	41.7%	37.5%
M	47.0%	50.4%	46.1%	56.6%	50.0%	48.8%	40.3%
<b>Music</b>	58.1%	67.3%	52.8%	60.5%	63.4%	69.0%	51.5%
<b>MUSIC</b>	58.1%	67.3%	52.8%	60.5%	63.4%	69.0%	51.5%
F	60.0%	62.3%	52.7%	62.2%	66.7%	73.3%	49.8%
M	56.9%	71.9%	52.9%	58.5%	61.0%	66.7%	52.8%
<b>Philosophy</b>	45.7%	53.5%	49.3%	45.9%	45.0%	34.7%	37.2%
<b>PHILOS</b>	45.7%	53.5%	49.3%	45.9%	45.0%	34.7%	37.2%
F	43.2%	58.0%	49.3%	53.8%	41.6%	33.3%	36.4%
M	50.0%	48.3%	49.3%	34.8%	51.0%	36.8%	38.4%
<b>Physical Education-Men</b>	61.3%	68.1%	78.0%	.	.	.	68.7%
<b>HEALTH</b>	61.3%	68.2%	78.9%	.	.	.	67.5%
F	53.0%	63.1%	87.5%	.	.	.	62.6%
M	70.7%	75.0%	72.7%	.	.	.	72.9%
<b>PHYS ED</b>	.	66.7%	76.9%	.	.	.	74.3%
F	.	50.0%	73.3%	.	.	.	68.4%
M	.	100.0%	100.0%	.	.	.	100.0%
<b>Physical Education-Women</b>	62.8%	67.0%	59.3%	58.9%	69.8%	65.5%	49.9%
<b>DANCETQ</b>	63.5%	73.3%	65.9%	65.7%	66.1%	.	49.8%
F	62.6%	71.5%	65.3%	65.0%	64.0%	.	48.4%
M	68.4%	81.1%	68.8%	69.7%	83.3%	.	56.6%
<b>HEALTH</b>	61.5%	58.6%	55.2%	51.6%	68.9%	61.4%	48.5%
F	61.3%	56.3%	57.0%	54.1%	74.9%	63.5%	50.2%
M	63.0%	82.4%	50.0%	45.0%	57.7%	56.1%	43.9%
<b>PHYS ED</b>	66.7%	78.6%	57.4%	77.7%	74.2%	91.1%	56.8%
F	66.7%	80.0%	55.8%	78.3%	76.0%	91.4%	58.0%
M	.	66.7%	66.7%	75.0%	65.4%	88.9%	49.3%
<b>Physics</b>	56.6%	74.2%	51.9%	72.7%	64.1%	59.0%	49.2%
<b>ASTRON</b>	56.6%	74.2%	51.9%	72.7%	64.1%	59.0%	49.2%
F	58.1%	58.7%	43.6%	67.7%	66.7%	58.2%	43.1%
M	54.5%	89.4%	60.4%	85.7%	60.4%	59.7%	57.1%
<b>Psychology</b>	52.8%	52.4%	58.0%	63.4%	66.7%	69.7%	48.8%
<b>PSYCH</b>	52.8%	52.4%	58.0%	63.4%	66.7%	69.7%	48.8%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F	54.2%	52.7%	57.8%	63.7%	68.5%	69.0%	49.3%
M	49.0%	51.7%	58.4%	62.6%	62.8%	71.2%	47.7%
<b>Social Sciences</b>	49.0%	56.4%	58.0%	55.6%	61.9%	58.3%	46.7%
<b>ECON</b>	38.1%	57.4%	43.8%	65.1%	74.1%	66.7%	46.2%
F	44.7%	47.1%	50.9%	70.6%	82.8%	50.0%	49.2%
M	28.0%	70.4%	38.0%	61.5%	64.0%	75.0%	43.3%
<b>HISTORY</b>	46.1%	60.3%	57.0%	56.9%	62.4%	58.1%	46.5%
F	45.3%	61.8%	58.8%	57.5%	65.5%	51.1%	46.2%
M	47.4%	58.1%	54.9%	56.1%	57.0%	66.5%	46.8%
<b>POL SCI</b>	48.3%	52.2%	53.8%	47.4%	60.6%	50.6%	43.4%
F	49.3%	51.7%	50.8%	48.5%	62.6%	51.5%	43.0%
M	47.2%	52.9%	57.6%	45.7%	58.0%	48.6%	44.1%
<b>SOC</b>	58.4%	55.4%	73.5%	63.1%	60.6%	67.9%	51.5%
F	55.3%	53.7%	74.7%	63.2%	62.6%	70.6%	50.6%
M	65.5%	58.5%	71.1%	62.7%	56.5%	62.9%	53.4%
<b>Speech and Theatre Arts</b>	60.0%	63.4%	59.4%	59.3%	68.6%	56.3%	49.6%
<b>SPEECH</b>	59.3%	62.4%	59.9%	57.7%	67.9%	53.4%	49.0%
F	62.9%	64.7%	64.9%	58.1%	70.9%	55.0%	51.3%
M	53.5%	57.3%	51.3%	56.9%	62.8%	50.8%	44.9%
<b>THEATER</b>	64.3%	68.8%	56.9%	67.1%	71.6%	84.8%	52.8%
F	54.5%	61.3%	54.3%	59.5%	72.5%	76.5%	49.2%
M	75.0%	82.4%	59.5%	76.5%	70.6%	93.8%	57.0%

**GOAL 2**

1.

Hispanics are improving in English, the data shows some incremental improvement. Math appears to remain the same, students need some help in this area.

Efforts implemented are blended math classes with Supplemental Instructional Coaches. We tried to implement a math boot camp but it was moved to the Main Campus. We will continue to explore best practices to better serve the students through supplemental instruction and support services.

The gender demographics indicate that males are returning to school. Seven years ago, the percentage was 70% female and 30% male. Males are returning to further their education and that is a good demographic for the college and community.

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**Goal 3:** Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

1. The college strives to reach non-traditional students. Each discipline may have a different nontraditional student base. Based on the following enrollment data, please describe any findings regarding your enrollment as compared to the college and/or community. Please describe any discussions that have taken place regarding these data. What efforts have been planned or have taken place to address any inequities? **(P)**

*(Data provided by OIE)*

**Graded Enrollment for SGEC by Discipline**

<b>Row Labels</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Grand Total</b>
<b>South Gate Education Center</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Administration of Justice</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
ADM JUS	384	508	619	703	734	624	3572
<b>Anthropology, Geography, and Geology</b>	<b>331</b>	<b>387</b>	<b>408</b>	<b>364</b>	<b>389</b>	<b>381</b>	<b>2260</b>
ANTHRO	95	108	140	112	122	120	697
EARTH	162	209	186	199	216	211	1183
GEOG	50	43	50	53	51	50	297
OCEANO	24	27	32				83
<b>Art</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>241</b>	<b>833</b>
ART	76	98	108	126	184	139	731
ARTHIST						102	102
<b>Business Administration</b>	<b>185</b>	<b>159</b>	<b>152</b>	<b>147</b>	<b>180</b>	<b>179</b>	<b>1002</b>
ACCTG	22	33	35	29	54	57	230
BUS	17	33	41	41	39	48	219
CO SCI	121	93	76	34	87	74	485
REAL ES	25			43			68
<b>Chicano Studies</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
CHICANO	242	339	282	325	290	123	1601
<b>Child, Family, and Educational Studies</b>	<b>305</b>	<b>366</b>	<b>495</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2139</b>
CH DEV	305	366	459	335	343	295	2103
FAM &CS			36				36
<b>Computer Applications and Office Tech</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

CAOT	87	67	83	48	53	47	385
<b>Counseling</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
PERSDEV	96	127	118	130	98	85	654
<b>English (Humanities)</b>	<b>1190</b>	<b>1465</b>	<b>1633</b>	<b>1684</b>	<b>1617</b>	<b>1601</b>	<b>9190</b>
ENGLISH	1096	1323	1441	1515	1455	1464	8294
LRNSKIL			33	31			64
READING	94	142	159	138	162	137	832
<b>Foreign Languages</b>	<b>204</b>	<b>243</b>	<b>345</b>	<b>181</b>	<b>283</b>	<b>277</b>	<b>1533</b>
A S L	39	48	113	19	98	129	446
FRENCH	22	38	31	62	46	37	236
JAPAN			31				31
SPANISH	143	157	170	100	139	111	820
<b>Journalism</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
JOURNAL	15	10	15	29	29		98
<b>Library</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
LIB SCI		19	21	44	28	27	139
<b>Life Sciences</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
HTHTEK	22	75	82	111	184		474
<b>Mathematics</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
MATH	1294	1271	1310	1218	1081	1025	7199
<b>Music</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
MUSIC	86	110	123	86	101	42	548
<b>Philosophy</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
PHILOS	127	127	150	159	140	49	752
<b>Physical Education-Men</b>	<b>124</b>	<b>166</b>	<b>109</b>				<b>399</b>
HEALTH	124	148	57				329
PHYS ED		18	52				70
<b>Physical Education-Women</b>	<b>325</b>	<b>421</b>	<b>708</b>	<b>849</b>	<b>771</b>	<b>566</b>	<b>3640</b>
DANCETQ	126	202	261	233	56		878
HEALTH	169	191	386	504	560	487	2297
PHYS ED	30	28	61	112	155	79	465
<b>Physics</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
ASTRON	53	93	108	128	128	144	654
<b>Psychology</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
PSYCH	371	414	507	625	607	577	3101

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Social Sciences</b>	<b>858</b>	<b>992</b>	<b>1156</b>	<b>1099</b>	<b>1000</b>	<b>965</b>	<b>6070</b>
ECON	63	61	128	43	54	30	379
HISTORY	336	380	472	418	327	351	2284
POL SCI	269	320	318	367	360	332	1966
SOC	190	231	238	271	259	252	1441
<b>Speech and Theatre Arts</b>	<b>300</b>	<b>303</b>	<b>399</b>	<b>428</b>	<b>401</b>	<b>355</b>	<b>2186</b>
SPEECH	258	255	327	352	327	322	1841
THEATER	42	48	72	76	74	33	345

**% Graded Enrollment for SGEC by Discipline**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>10.3%</b>	<b>10.5%</b>	<b>10.8%</b>	<b>10.6%</b>	<b>9.9%</b>	<b>8.5%</b>	<b>10.1%</b>
<b>Administration of Justice</b>	<b>5.8%</b>	<b>6.5%</b>	<b>6.9%</b>	<b>8.0%</b>	<b>8.5%</b>	<b>8.2%</b>	<b>7.4%</b>
ADM JUS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Anthropology, Geography, and Geology</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.6%</b>	<b>4.1%</b>	<b>4.5%</b>	<b>5.0%</b>	<b>4.7%</b>
ANTHRO	28.7%	27.9%	34.3%	30.8%	31.4%	31.5%	30.8%
EARTH	48.9%	54.0%	45.6%	54.7%	55.5%	55.4%	52.3%
GEOG	15.1%	11.1%	12.3%	14.6%	13.1%	13.1%	13.1%
OCEANO	7.3%	7.0%	7.8%	0.0%	0.0%	0.0%	3.7%
<b>Art</b>	<b>1.1%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.4%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>1.7%</b>
ART	100.0%	100.0%	100.0%	100.0%	100.0%	57.7%	87.8%
ARTHIST	0.0%	0.0%	0.0%	0.0%	0.0%	42.3%	12.2%
<b>Business Administration</b>	<b>2.8%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>1.7%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>2.1%</b>
ACCTG	11.9%	20.8%	23.0%	19.7%	30.0%	31.8%	23.0%
BUS	9.2%	20.8%	27.0%	27.9%	21.7%	26.8%	21.9%
CO SCI	65.4%	58.5%	50.0%	23.1%	48.3%	41.3%	48.4%
REAL ES	13.5%	0.0%	0.0%	29.3%	0.0%	0.0%	6.8%
<b>Chicano Studies</b>	<b>3.6%</b>	<b>4.4%</b>	<b>3.2%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>1.6%</b>	<b>3.3%</b>
CHICANO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Child, Family, and Educational Studies</b>	<b>4.6%</b>	<b>4.7%</b>	<b>5.5%</b>	<b>3.8%</b>	<b>4.0%</b>	<b>3.9%</b>	<b>4.4%</b>
CH DEV	100.0%	100.0%	92.7%	100.0%	100.0%	100.0%	98.3%
FAM &CS	0.0%	0.0%	7.3%	0.0%	0.0%	0.0%	1.7%
<b>Computer Applications and Office Tech</b>	<b>1.3%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.8%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

CAOT	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Counseling</b>	<b>1.4%</b>	<b>1.6%</b>	<b>1.3%</b>	<b>1.5%</b>	<b>1.1%</b>	<b>1.1%</b>	<b>1.4%</b>
PERSDEV	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>English (Humanities)</b>	<b>17.8%</b>	<b>18.9%</b>	<b>18.3%</b>	<b>19.1%</b>	<b>18.7%</b>	<b>21.1%</b>	<b>19.0%</b>
ENGLISH	92.1%	90.3%	88.2%	90.0%	90.0%	91.4%	90.3%
LRNSKIL	0.0%	0.0%	2.0%	1.8%	0.0%	0.0%	0.7%
READING	7.9%	9.7%	9.7%	8.2%	10.0%	8.6%	9.1%
<b>Foreign Languages</b>	<b>3.1%</b>	<b>3.1%</b>	<b>3.9%</b>	<b>2.1%</b>	<b>3.3%</b>	<b>3.6%</b>	<b>3.2%</b>
A S L	19.1%	19.8%	32.8%	10.5%	34.6%	46.6%	29.1%
FRENCH	10.8%	15.6%	9.0%	34.3%	16.3%	13.4%	15.4%
JAPAN	0.0%	0.0%	9.0%	0.0%	0.0%	0.0%	2.0%
SPANISH	70.1%	64.6%	49.3%	55.2%	49.1%	40.1%	53.5%
<b>Journalism</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.2%</b>
JOURNAL	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%
<b>Library</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.3%</b>
LIB SCI		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Life Sciences</b>	<b>0.3%</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>1.0%</b>
HTHTEK	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%
<b>Mathematics</b>	<b>19.4%</b>	<b>16.4%</b>	<b>14.7%</b>	<b>13.8%</b>	<b>12.5%</b>	<b>13.5%</b>	<b>14.9%</b>
MATH	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Music</b>	<b>1.3%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.0%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>1.1%</b>
MUSIC	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Philosophy</b>	<b>1.9%</b>	<b>1.6%</b>	<b>1.7%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>0.6%</b>	<b>1.6%</b>
PHILOS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Physical Education-Men</b>	<b>1.9%</b>	<b>2.1%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.8%</b>
HEALTH	100.0%	89.2%	52.3%				82.5%
PHYS ED	0.0%	10.8%	47.7%				17.5%
<b>Physical Education-Women</b>	<b>4.9%</b>	<b>5.4%</b>	<b>7.9%</b>	<b>9.6%</b>	<b>8.9%</b>	<b>7.4%</b>	<b>7.5%</b>
DANCETQ	38.8%	48.0%	36.9%	27.4%	7.3%	0.0%	24.1%
HEALTH	52.0%	45.4%	54.5%	59.4%	72.6%	86.0%	63.1%
PHYS ED	9.2%	6.7%	8.6%	13.2%	20.1%	14.0%	12.8%
<b>Physics</b>	<b>0.8%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>1.9%</b>	<b>1.4%</b>
ASTRON	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Psychology</b>	<b>5.6%</b>	<b>5.3%</b>	<b>5.7%</b>	<b>7.1%</b>	<b>7.0%</b>	<b>7.6%</b>	<b>6.4%</b>
PSYCH	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Social Sciences</b>	<b>12.9%</b>	<b>12.8%</b>	<b>12.9%</b>	<b>12.5%</b>	<b>11.6%</b>	<b>12.7%</b>	<b>12.5%</b>
ECON	7.3%	6.1%	11.1%	3.9%	5.4%	3.1%	6.2%
HISTORY	39.2%	38.3%	40.8%	38.0%	32.7%	36.4%	37.6%
POL SCI	31.4%	32.3%	27.5%	33.4%	36.0%	34.4%	32.4%
SOC	22.1%	23.3%	20.6%	24.7%	25.9%	26.1%	23.7%
<b>Speech and Theatre Arts</b>	<b>4.5%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>4.9%</b>	<b>4.6%</b>	<b>4.7%</b>	<b>4.5%</b>
SPEECH	86.0%	84.2%	82.0%	82.2%	81.5%	90.7%	84.2%
THEATER	14.0%	15.8%	18.0%	17.8%	18.5%	9.3%	15.8%

**Graded Enrollment for SGEC by Discipline by Course**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>6675</b>	<b>7760</b>	<b>8931</b>	<b>8819</b>	<b>8641</b>	<b>7603</b>	<b>48429</b>
<b>Administration of Justice</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
<b>ADM JUS</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
ADM JUS001	77	101	104	115	95	83	575
ADM JUS002	61	53	54	125	115	122	530
ADM JUS003	21	26	38	113	109	96	403
ADM JUS004	36	49	56	97	96	93	427
ADM JUS005	71	76	93	64	61	50	415
ADM JUS006	24	43	51	51	73		242
ADM JUS014	13	21	40				74
ADM JUS075	81	97	135	138	87	102	640
ADM JUS160		42	48		98	78	266
<b>Anthropology, Geography, and Geology</b>	<b>331</b>	<b>387</b>	<b>408</b>	<b>364</b>	<b>389</b>	<b>381</b>	<b>2260</b>
<b>ANTHRO</b>	<b>95</b>	<b>108</b>	<b>140</b>	<b>112</b>	<b>122</b>	<b>120</b>	<b>697</b>
ANTHRO 101			90			61	151
ANTHRO 102	23	39		57	62	59	240
ANTHRO 103	22	24					46
ANTHRO 121	50	45	50	55	60		260
<b>EARTH</b>	<b>162</b>	<b>209</b>	<b>186</b>	<b>199</b>	<b>216</b>	<b>211</b>	<b>1183</b>
EARTH 001	136	192	158	177	185	181	1029
EARTH 002	26	17	28	22	31	30	154
<b>GEOG</b>	<b>50</b>	<b>43</b>	<b>50</b>	<b>53</b>	<b>51</b>	<b>50</b>	<b>297</b>
GEOG 001	26	22	50	53	51	50	252

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

GEOG 002	24	21					45
<b>OCEANO</b>	<b>24</b>	<b>27</b>	<b>32</b>				<b>83</b>
OCEANO 001	24	27	32				83
<b>Art</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>241</b>	<b>833</b>
<b>ART</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>139</b>	<b>731</b>
ART 101		28	70	92	95		285
ART 102	30	27					57
ART 103	46	43	38	34	42	92	295
ART 201					38	32	70
ART 202					9	15	24
<b>ARTHIST</b>						<b>102</b>	<b>102</b>
ARTHIST110						54	54
ARTHIST120						21	21
ARTHIST140						27	27
<b>Business Administration</b>	<b>185</b>	<b>159</b>	<b>152</b>	<b>147</b>	<b>180</b>	<b>179</b>	<b>1002</b>
<b>ACCTG</b>	<b>22</b>	<b>33</b>	<b>35</b>	<b>29</b>	<b>54</b>	<b>57</b>	<b>230</b>
ACCTG 001	22	33	35	29	54	57	230
<b>BUS</b>	<b>17</b>	<b>33</b>	<b>41</b>	<b>41</b>	<b>39</b>	<b>48</b>	<b>219</b>
BUS 001	17	33	41	41	39	48	219
<b>CO SCI</b>	<b>121</b>	<b>93</b>	<b>76</b>	<b>34</b>	<b>87</b>	<b>74</b>	<b>485</b>
CO SCI 200	14	9	14				37
CO SCI 201	53	40	31	34	87	74	319
CO SCI 291	54	44	31				129
<b>REAL ES</b>	<b>25</b>			<b>43</b>			<b>68</b>
REAL ES001	25						25
REAL ES007				43			43
<b>Chicano Studies</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
<b>CHICANO</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
CHICANO002	59	41	78	66	71	33	348
CHICANO003		45			41		86
CHICANO007	47	72	52	91	57		319
CHICANO008	46	70	30	95			241
CHICANO019	41	20					61
CHICANO020			40				40

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

CHICANO037	20	44			47		111
CHICANO042			44				44
CHICANO046					38	54	92
CHICANO047	29	27					56
CHICANO054			38	38			76
CHICANO057		20					20
CHICANO080				35	36	36	107
<b>Child, Family, and Educational Studies</b>	<b>305</b>	<b>366</b>	<b>495</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2139</b>
<b>CH DEV</b>	<b>305</b>	<b>366</b>	<b>459</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2103</b>
CH DEV 001	122	165	210	151	150	98	896
CH DEV 002	55	83	85	88	95	97	503
CH DEV 010	35	44	47				126
CH DEV 011	61	55	73	49	50	55	343
CH DEV 034	32	19	44	47	48	45	235
<b>FAM &amp; CS</b>			<b>36</b>				<b>36</b>
FAM &CS031			36				36
<b>Computer Applications and Office Tech</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
<b>CAOT</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
CAOT 009	5	6	2	6	3	4	26
CAOT 031	12	13	18				43
CAOT 033	14						14
CAOT 034	15		22				37
CAOT 062	18	27	24	23	22	15	129
CAOT 082	23	21	17	19	28	28	136
<b>Counseling</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
<b>PERSDEV</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
PERSDEV001	60	73	54	63	32	33	315
PERSDEV004	36	54	64	67	66	52	339
<b>English (Humanities)</b>	<b>1190</b>	<b>1465</b>	<b>1633</b>	<b>1684</b>	<b>1617</b>	<b>1601</b>	<b>9190</b>
<b>ENGLISH</b>	<b>1096</b>	<b>1323</b>	<b>1441</b>	<b>1515</b>	<b>1455</b>	<b>1464</b>	<b>8294</b>
ENGLISH021	113	187	170	163	153	171	957
ENGLISH026				275	237	249	761
ENGLISH028				382	323	329	1034

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ENGLISH057	209	214	273				696
ENGLISH065	243	292	313				848
ENGLISH101	357	425	438	454	437	413	2524
ENGLISH102	18	11	32	29	34	37	161
ENGLISH103	156	194	215	212	271	265	1313
<b>LRNSKIL</b>			<b>33</b>	<b>31</b>			<b>64</b>
LRNSKIL016			33	31			64
<b>READING</b>	<b>94</b>	<b>142</b>	<b>159</b>	<b>138</b>	<b>162</b>	<b>137</b>	<b>832</b>
READING020	94	86	82	109	162	137	670
READING025		28	40	29			97
READING028		28	37				65
<b>Foreign Languages</b>	<b>204</b>	<b>243</b>	<b>345</b>	<b>181</b>	<b>283</b>	<b>277</b>	<b>1533</b>
<b>A S L</b>	<b>39</b>	<b>48</b>	<b>113</b>	<b>19</b>	<b>98</b>	<b>129</b>	<b>446</b>
A S L 001	39	48	98		49	52	286
A S L 002			15	19	49	24	107
A S L 003						24	24
A S L 004						29	29
<b>FRENCH</b>	<b>22</b>	<b>38</b>	<b>31</b>	<b>62</b>	<b>46</b>	<b>37</b>	<b>236</b>
FRENCH 001	22	38	31	41	38	37	207
FRENCH 002				21	8		29
<b>JAPAN</b>			<b>31</b>				<b>31</b>
JAPAN 001			31				31
<b>SPANISH</b>	<b>143</b>	<b>157</b>	<b>170</b>	<b>100</b>	<b>139</b>	<b>111</b>	<b>820</b>
SPANISH001	107	109	115	37	42		410
SPANISH002	36	48	55	16	21	23	199
SPANISH035				47	46	72	165
SPANISH036					30	16	46
<b>Journalism</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
<b>JOURNAL</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
JOURNAL101	15	10	15	29	29		98
<b>Library</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
<b>LIB SCI</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

LIB SCI101		19	21	44	28	27	139
<b>Life Sciences</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
<b>HTHTEK</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
HTHTEK 100		24	20	30	26		100
HTHTEK 133	22	30	32	81	111		276
HTHTEK 234		21	30		47		98
<b>Mathematics</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
<b>MATH</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
MATH 105	369	77	82	85	95	101	809
MATH 107					19	22	41
MATH 110		328	332	310	228	236	1434
MATH 112	235	64	42				341
MATH 115	335	376	405	350	286	277	2029
MATH 125	250	270	306	311	332	286	1755
MATH 215	16	30	22	32	23		123
MATH 227	70	73	89	130	98	103	563
MATH 230	19	16					35
MATH 245		37	32				69
<b>Music</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
<b>MUSIC</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
MUSIC 111	39	61	91	86	83	42	402
MUSIC 650	24	26	32				82
MUSIC 651	14	15			18		47
MUSIC 652	7	8					15
MUSIC 653	1						1
MUSIC 654	1						1
<b>Philosophy</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
<b>PHILOS</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
PHILOS 001	61	82	73	88	49	49	402
PHILOS 006	66	45	77	71	41		300
PHILOS 020					50		50
<b>Physical Education-Men</b>	<b>124</b>	<b>166</b>	<b>109</b>				<b>399</b>
<b>HEALTH</b>	<b>124</b>	<b>148</b>	<b>57</b>				<b>329</b>

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HEALTH 011	124	148	57				329
<b>PHYS ED</b>		<b>18</b>	<b>52</b>				<b>70</b>
PHYS ED228		18					18
PHYS ED283			52				52
<b>Physical Education-Women</b>	<b>325</b>	<b>421</b>	<b>708</b>	<b>849</b>	<b>771</b>	<b>566</b>	<b>3640</b>
<b>DANCETQ</b>	<b>126</b>	<b>202</b>	<b>261</b>	<b>233</b>	<b>56</b>		<b>878</b>
DANCETQ225	50	60	97	79	56		342
DANCETQ325		10	11				21
DANCETQ333	9	21	20	41			91
DANCETQ400	9	31	37	33			110
DANCETQ419		22	18				40
DANCETQ431				19			19
DANCETQ437				20			20
DANCETQ440	34	15	26				75
DANCETQ469		3	4				7
DANCETQ486	24						24
DANCETQ490		40	48	41			129
<b>HEALTH</b>	<b>169</b>	<b>191</b>	<b>386</b>	<b>504</b>	<b>560</b>	<b>487</b>	<b>2297</b>
HEALTH 007	24	35	30	49	56		194
HEALTH 008	145	156	245	276	246	270	1338
HEALTH 011			111	179	258	217	765
<b>PHYS ED</b>	<b>30</b>	<b>28</b>	<b>61</b>	<b>112</b>	<b>155</b>	<b>79</b>	<b>465</b>
PHYS ED225		28					28
PHYS ED283				30			30
PHYS ED296			27	18			45
PHYS ED325				35	31	29	95
PHYS ED331					51		51
PHYS ED332			34	29	30		93
PHYS ED470	30						30
PHYS ED631					27	50	77
PHYS ED668					16		16
<b>Physics</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
<b>ASTRON</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>

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ASTRON 001	53	93	108	128	128	144	654
<b>Psychology</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
<b>PSYCH</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
PSYCH 001	256	291	331	411	387	348	2024
PSYCH 002	46	35	36	35	48	52	252
PSYCH 041	51	55	93	120	112	114	545
PSYCH 064	18	33	47	59	60	63	280
<b>Social Sciences</b>	<b>858</b>	<b>992</b>	<b>1156</b>	<b>1099</b>	<b>1000</b>	<b>965</b>	<b>6070</b>
<b>ECON</b>	<b>63</b>	<b>61</b>	<b>128</b>	<b>43</b>	<b>54</b>	<b>30</b>	<b>379</b>
ECON 001	36	29	54	26	31		176
ECON 002	27	32	74	17	23	30	203
<b>HISTORY</b>	<b>336</b>	<b>380</b>	<b>472</b>	<b>418</b>	<b>327</b>	<b>351</b>	<b>2284</b>
HISTORY001	74	33	43				150
HISTORY005		30	37				67
HISTORY007	32	31	61	56	67	57	304
HISTORY011	160	142	155	154	131	99	841
HISTORY012	28	80	109	99	79	139	534
HISTORY081				51			51
HISTORY086	42	64	67	58	50	56	337
<b>POL SCI</b>	<b>269</b>	<b>320</b>	<b>318</b>	<b>367</b>	<b>360</b>	<b>332</b>	<b>1966</b>
POL SCI001	269	320	318	367	360	332	1966
<b>SOC</b>	<b>190</b>	<b>231</b>	<b>238</b>	<b>271</b>	<b>259</b>	<b>252</b>	<b>1441</b>
SOC 001	128	168	166	225	198	149	1034
SOC 003	36	31	38	46	61	58	270
SOC 007	26	32	34				92
SOC 021						45	45
<b>Speech and Theatre Arts</b>	<b>300</b>	<b>303</b>	<b>399</b>	<b>428</b>	<b>401</b>	<b>355</b>	<b>2186</b>
<b>SPEECH</b>	<b>258</b>	<b>255</b>	<b>327</b>	<b>352</b>	<b>327</b>	<b>322</b>	<b>1841</b>
SPEECH 101	258	255	309	352	327	322	1823
SPEECH 135			18				18
<b>THEATER</b>	<b>42</b>	<b>48</b>	<b>72</b>	<b>76</b>	<b>74</b>	<b>33</b>	<b>345</b>
THEATER100	25	22	31	40	42		160
THEATER270	5	20	16	19	21	13	94

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THEATER272				17	11	20	48
THEATER275		4	6				10
THEATER291	12	2	19				33

**% Graded Enrollment for SGEC by Discipline by Course**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>10.3%</b>	<b>10.5%</b>	<b>10.8%</b>	<b>10.6%</b>	<b>9.9%</b>	<b>8.5%</b>	<b>10.1%</b>
<b>Administration of Justice</b>	<b>5.8%</b>	<b>6.5%</b>	<b>6.9%</b>	<b>8.0%</b>	<b>8.5%</b>	<b>8.2%</b>	<b>7.4%</b>
<b>ADM JUS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
ADM JUS001	20.1%	19.9%	16.8%	16.4%	12.9%	13.3%	16.1%
ADM JUS002	15.9%	10.4%	8.7%	17.8%	15.7%	19.6%	14.8%
ADM JUS003	5.5%	5.1%	6.1%	16.1%	14.9%	15.4%	11.3%
ADM JUS004	9.4%	9.6%	9.0%	13.8%	13.1%	14.9%	12.0%
ADM JUS005	18.5%	15.0%	15.0%	9.1%	8.3%	8.0%	11.6%
ADM JUS006	6.3%	8.5%	8.2%	7.3%	9.9%	0.0%	6.8%
ADM JUS014	3.4%	4.1%	6.5%	0.0%	0.0%	0.0%	2.1%
ADM JUS075	21.1%	19.1%	21.8%	19.6%	11.9%	16.3%	17.9%
ADM JUS160	0.0%	8.3%	7.8%	0.0%	13.4%	12.5%	7.4%
<b>Anthropology, Geography, and Geology</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.6%</b>	<b>4.1%</b>	<b>4.5%</b>	<b>5.0%</b>	<b>4.7%</b>
<b>ANTHRO</b>	<b>28.7%</b>	<b>27.9%</b>	<b>34.3%</b>	<b>30.8%</b>	<b>31.4%</b>	<b>31.5%</b>	<b>30.8%</b>
ANTHRO 101	0.0%	0.0%	64.3%	0.0%	0.0%	50.8%	21.7%
ANTHRO 102	24.2%	36.1%	0.0%	50.9%	50.8%	49.2%	34.4%
ANTHRO 103	23.2%	22.2%	0.0%	0.0%	0.0%	0.0%	6.6%
ANTHRO 121	52.6%	41.7%	35.7%	49.1%	49.2%	0.0%	37.3%
<b>EARTH</b>	<b>48.9%</b>	<b>54.0%</b>	<b>45.6%</b>	<b>54.7%</b>	<b>55.5%</b>	<b>55.4%</b>	<b>52.3%</b>
EARTH 001	84.0%	91.9%	84.9%	88.9%	85.6%	85.8%	87.0%
EARTH 002	16.0%	8.1%	15.1%	11.1%	14.4%	14.2%	13.0%
<b>GEOG</b>	<b>15.1%</b>	<b>11.1%</b>	<b>12.3%</b>	<b>14.6%</b>	<b>13.1%</b>	<b>13.1%</b>	<b>13.1%</b>
GEOG 001	52.0%	51.2%	100.0%	100.0%	100.0%	100.0%	84.8%
GEOG 002	48.0%	48.8%	0.0%	0.0%	0.0%	0.0%	15.2%
<b>OCEANO</b>	<b>7.3%</b>	<b>7.0%</b>	<b>7.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>3.7%</b>
OCEANO 001	100.0%	100.0%	100.0%				100.0%
<b>Art</b>	<b>1.1%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.4%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>1.7%</b>

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<b>ART</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>57.7%</b>	<b>87.8%</b>
ART 101	0.0%	28.6%	64.8%	73.0%	51.6%	0.0%	39.0%
ART 102	39.5%	27.6%	0.0%	0.0%	0.0%	0.0%	7.8%
ART 103	60.5%	43.9%	35.2%	27.0%	22.8%	66.2%	40.4%
ART 201	0.0%	0.0%	0.0%	0.0%	20.7%	23.0%	9.6%
ART 202	0.0%	0.0%	0.0%	0.0%	4.9%	10.8%	3.3%
<b>ARTHIST</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>42.3%</b>	<b>12.2%</b>
ARTHIST110						52.9%	52.9%
ARTHIST120						20.6%	20.6%
ARTHIST140						26.5%	26.5%
<b>Business Administration</b>	<b>2.8%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>1.7%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>2.1%</b>
<b>ACCTG</b>	<b>11.9%</b>	<b>20.8%</b>	<b>23.0%</b>	<b>19.7%</b>	<b>30.0%</b>	<b>31.8%</b>	<b>23.0%</b>
ACCTG 001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>BUS</b>	<b>9.2%</b>	<b>20.8%</b>	<b>27.0%</b>	<b>27.9%</b>	<b>21.7%</b>	<b>26.8%</b>	<b>21.9%</b>
BUS 001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>CO SCI</b>	<b>65.4%</b>	<b>58.5%</b>	<b>50.0%</b>	<b>23.1%</b>	<b>48.3%</b>	<b>41.3%</b>	<b>48.4%</b>
CO SCI 200	11.6%	9.7%	18.4%	0.0%	0.0%	0.0%	7.6%
CO SCI 201	43.8%	43.0%	40.8%	100.0%	100.0%	100.0%	65.8%
CO SCI 291	44.6%	47.3%	40.8%	0.0%	0.0%	0.0%	26.6%
<b>REAL ES</b>	<b>13.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>29.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>6.8%</b>
REAL ES001	100.0%			0.0%			36.8%
REAL ES007	0.0%			100.0%			63.2%
<b>Chicano Studies</b>	<b>3.6%</b>	<b>4.4%</b>	<b>3.2%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>1.6%</b>	<b>3.3%</b>
<b>CHICANO</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
CHICANO002	24.4%	12.1%	27.7%	20.3%	24.5%	26.8%	21.7%
CHICANO003	0.0%	13.3%	0.0%	0.0%	14.1%	0.0%	5.4%
CHICANO007	19.4%	21.2%	18.4%	28.0%	19.7%	0.0%	19.9%
CHICANO008	19.0%	20.6%	10.6%	29.2%	0.0%	0.0%	15.1%
CHICANO019	16.9%	5.9%	0.0%	0.0%	0.0%	0.0%	3.8%
CHICANO020	0.0%	0.0%	14.2%	0.0%	0.0%	0.0%	2.5%
CHICANO037	8.3%	13.0%	0.0%	0.0%	16.2%	0.0%	6.9%
CHICANO042	0.0%	0.0%	15.6%	0.0%	0.0%	0.0%	2.7%
CHICANO046	0.0%	0.0%	0.0%	0.0%	13.1%	43.9%	5.7%

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CHICANO047	12.0%	8.0%	0.0%	0.0%	0.0%	0.0%	3.5%
CHICANO054	0.0%	0.0%	13.5%	11.7%	0.0%	0.0%	4.7%
CHICANO057	0.0%	5.9%	0.0%	0.0%	0.0%	0.0%	1.2%
CHICANO080	0.0%	0.0%	0.0%	10.8%	12.4%	29.3%	6.7%
<b>Child, Family, and Educational Studies</b>	<b>4.6%</b>	<b>4.7%</b>	<b>5.5%</b>	<b>3.8%</b>	<b>4.0%</b>	<b>3.9%</b>	<b>4.4%</b>
<b>CH DEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>92.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>98.3%</b>
CH DEV 001	40.0%	45.1%	45.8%	45.1%	43.7%	33.2%	42.6%
CH DEV 002	18.0%	22.7%	18.5%	26.3%	27.7%	32.9%	23.9%
CH DEV 010	11.5%	12.0%	10.2%	0.0%	0.0%	0.0%	6.0%
CH DEV 011	20.0%	15.0%	15.9%	14.6%	14.6%	18.6%	16.3%
CH DEV 034	10.5%	5.2%	9.6%	14.0%	14.0%	15.3%	11.2%
<b>FAM &amp; CS</b>	<b>0.0%</b>	<b>0.0%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.7%</b>
FAM & CS031			100.0%				100.0%
<b>Computer Applications and Office Tech</b>	<b>1.3%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.8%</b>
<b>CAOT</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
CAOT 009	5.7%	9.0%	2.4%	12.5%	5.7%	8.5%	6.8%
CAOT 031	13.8%	19.4%	21.7%	0.0%	0.0%	0.0%	11.2%
CAOT 033	16.1%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%
CAOT 034	17.2%	0.0%	26.5%	0.0%	0.0%	0.0%	9.6%
CAOT 062	20.7%	40.3%	28.9%	47.9%	41.5%	31.9%	33.5%
CAOT 082	26.4%	31.3%	20.5%	39.6%	52.8%	59.6%	35.3%
<b>Counseling</b>	<b>1.4%</b>	<b>1.6%</b>	<b>1.3%</b>	<b>1.5%</b>	<b>1.1%</b>	<b>1.1%</b>	<b>1.4%</b>
<b>PERSDEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
PERSDEV001	62.5%	57.5%	45.8%	48.5%	32.7%	38.8%	48.2%
PERSDEV004	37.5%	42.5%	54.2%	51.5%	67.3%	61.2%	51.8%
<b>English (Humanities)</b>	<b>17.8%</b>	<b>18.9%</b>	<b>18.3%</b>	<b>19.1%</b>	<b>18.7%</b>	<b>21.1%</b>	<b>19.0%</b>
<b>ENGLISH</b>	<b>92.1%</b>	<b>90.3%</b>	<b>88.2%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>91.4%</b>	<b>90.3%</b>
ENGLISH021	10.3%	14.1%	11.8%	10.8%	10.5%	11.7%	11.5%
ENGLISH026	0.0%	0.0%	0.0%	18.2%	16.3%	17.0%	9.2%
ENGLISH028	0.0%	0.0%	0.0%	25.2%	22.2%	22.5%	12.5%
ENGLISH057	19.1%	16.2%	18.9%	0.0%	0.0%	0.0%	8.4%

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ENGLISH065	22.2%	22.1%	21.7%	0.0%	0.0%	0.0%	10.2%
ENGLISH101	32.6%	32.1%	30.4%	30.0%	30.0%	28.2%	30.4%
ENGLISH102	1.6%	0.8%	2.2%	1.9%	2.3%	2.5%	1.9%
ENGLISH103	14.2%	14.7%	14.9%	14.0%	18.6%	18.1%	15.8%
<b>LRNSKIL</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>	<b>1.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.7%</b>
LRNSKIL016			100.0%	100.0%			100.0%
<b>READING</b>	<b>7.9%</b>	<b>9.7%</b>	<b>9.7%</b>	<b>8.2%</b>	<b>10.0%</b>	<b>8.6%</b>	<b>9.1%</b>
READING020	100.0%	60.6%	51.6%	79.0%	100.0%	100.0%	80.5%
READING025	0.0%	19.7%	25.2%	21.0%	0.0%	0.0%	11.7%
READING028	0.0%	19.7%	23.3%	0.0%	0.0%	0.0%	7.8%
<b>Foreign Languages</b>	<b>3.1%</b>	<b>3.1%</b>	<b>3.9%</b>	<b>2.1%</b>	<b>3.3%</b>	<b>3.6%</b>	<b>3.2%</b>
<b>A S L</b>	<b>19.1%</b>	<b>19.8%</b>	<b>32.8%</b>	<b>10.5%</b>	<b>34.6%</b>	<b>46.6%</b>	<b>29.1%</b>
A S L 001	100.0%	100.0%	86.7%	0.0%	50.0%	40.3%	64.1%
A S L 002	0.0%	0.0%	13.3%	100.0%	50.0%	18.6%	24.0%
A S L 003	0.0%	0.0%	0.0%	0.0%	0.0%	18.6%	5.4%
A S L 004	0.0%	0.0%	0.0%	0.0%	0.0%	22.5%	6.5%
<b>FRENCH</b>	<b>10.8%</b>	<b>15.6%</b>	<b>9.0%</b>	<b>34.3%</b>	<b>16.3%</b>	<b>13.4%</b>	<b>15.4%</b>
FRENCH 001	100.0%	100.0%	100.0%	66.1%	82.6%	100.0%	87.7%
FRENCH 002	0.0%	0.0%	0.0%	33.9%	17.4%	0.0%	12.3%
<b>JAPAN</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>
JAPAN 001			100.0%				100.0%
<b>SPANISH</b>	<b>70.1%</b>	<b>64.6%</b>	<b>49.3%</b>	<b>55.2%</b>	<b>49.1%</b>	<b>40.1%</b>	<b>53.5%</b>
SPANISH001	74.8%	69.4%	67.6%	37.0%	30.2%	0.0%	50.0%
SPANISH002	25.2%	30.6%	32.4%	16.0%	15.1%	20.7%	24.3%
SPANISH035	0.0%	0.0%	0.0%	47.0%	33.1%	64.9%	20.1%
SPANISH036	0.0%	0.0%	0.0%	0.0%	21.6%	14.4%	5.6%
<b>Journalism</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.2%</b>
<b>JOURNAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
JOURNAL101	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%
<b>Library</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.3%</b>
<b>LIB SCI</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
LIB SCI101		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Life Sciences</b>	<b>0.3%</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>1.0%</b>

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<b>HTHTEK</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
HTHTEK 100	0.0%	32.0%	24.4%	27.0%	14.1%		21.1%
HTHTEK 133	100.0%	40.0%	39.0%	73.0%	60.3%		58.2%
HTHTEK 234	0.0%	28.0%	36.6%	0.0%	25.5%		20.7%
<b>Mathematics</b>	<b>19.4%</b>	<b>16.4%</b>	<b>14.7%</b>	<b>13.8%</b>	<b>12.5%</b>	<b>13.5%</b>	<b>14.9%</b>
<b>MATH</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
MATH 105	28.5%	6.1%	6.3%	7.0%	8.8%	9.9%	11.2%
MATH 107	0.0%	0.0%	0.0%	0.0%	1.8%	2.1%	0.6%
MATH 110	0.0%	25.8%	25.3%	25.5%	21.1%	23.0%	19.9%
MATH 112	18.2%	5.0%	3.2%	0.0%	0.0%	0.0%	4.7%
MATH 115	25.9%	29.6%	30.9%	28.7%	26.5%	27.0%	28.2%
MATH 125	19.3%	21.2%	23.4%	25.5%	30.7%	27.9%	24.4%
MATH 215	1.2%	2.4%	1.7%	2.6%	2.1%	0.0%	1.7%
MATH 227	5.4%	5.7%	6.8%	10.7%	9.1%	10.0%	7.8%
MATH 230	1.5%	1.3%	0.0%	0.0%	0.0%	0.0%	0.5%
MATH 245	0.0%	2.9%	2.4%	0.0%	0.0%	0.0%	1.0%
<b>Music</b>	<b>1.3%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.0%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>1.1%</b>
<b>MUSIC</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
MUSIC 111	45.3%	55.5%	74.0%	100.0%	82.2%	100.0%	73.4%
MUSIC 650	27.9%	23.6%	26.0%	0.0%	0.0%	0.0%	15.0%
MUSIC 651	16.3%	13.6%	0.0%	0.0%	17.8%	0.0%	8.6%
MUSIC 652	8.1%	7.3%	0.0%	0.0%	0.0%	0.0%	2.7%
MUSIC 653	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
MUSIC 654	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
<b>Philosophy</b>	<b>1.9%</b>	<b>1.6%</b>	<b>1.7%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>0.6%</b>	<b>1.6%</b>
<b>PHILOS</b>	<b>100.0 %</b>	<b>100.0 %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
PHILOS 001	48.0%	64.6%	48.7%	55.3%	35.0%	100.0%	53.5%
PHILOS 006	52.0%	35.4%	51.3%	44.7%	29.3%	0.0%	39.9%
PHILOS 020	0.0%	0.0%	0.0%	0.0%	35.7%	0.0%	6.6%
<b>Physical Education-Men</b>	<b>1.9%</b>	<b>2.1%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.8%</b>
<b>HEALTH</b>	<b>100.0 %</b>	<b>89.2%</b>	<b>52.3%</b>				<b>82.5%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

HEALTH 011	100.0%	100.0%	100.0%				100.0%
<b>PHYS ED</b>	<b>0.0%</b>	<b>10.8%</b>	<b>47.7%</b>				<b>17.5%</b>
PHYS ED228		100.0%	0.0%				25.7%
PHYS ED283		0.0%	100.0%				74.3%
<b>Physical Education-Women</b>	<b>4.9%</b>	<b>5.4%</b>	<b>7.9%</b>	<b>9.6%</b>	<b>8.9%</b>	<b>7.4%</b>	<b>7.5%</b>
<b>DANCETQ</b>	<b>38.8%</b>	<b>48.0%</b>	<b>36.9%</b>	<b>27.4%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>24.1%</b>
DANCETQ225	39.7%	29.7%	37.2%	33.9%	100.0%		39.0%
DANCETQ325	0.0%	5.0%	4.2%	0.0%	0.0%		2.4%
DANCETQ333	7.1%	10.4%	7.7%	17.6%	0.0%		10.4%
DANCETQ400	7.1%	15.3%	14.2%	14.2%	0.0%		12.5%
DANCETQ419	0.0%	10.9%	6.9%	0.0%	0.0%		4.6%
DANCETQ431	0.0%	0.0%	0.0%	8.2%	0.0%		2.2%
DANCETQ437	0.0%	0.0%	0.0%	8.6%	0.0%		2.3%
DANCETQ440	27.0%	7.4%	10.0%	0.0%	0.0%		8.5%
DANCETQ469	0.0%	1.5%	1.5%	0.0%	0.0%		0.8%
DANCETQ486	19.0%	0.0%	0.0%	0.0%	0.0%		2.7%
DANCETQ490	0.0%	19.8%	18.4%	17.6%	0.0%		14.7%
<b>HEALTH</b>	<b>52.0%</b>	<b>45.4%</b>	<b>54.5%</b>	<b>59.4%</b>	<b>72.6%</b>	<b>86.0%</b>	<b>63.1%</b>
HEALTH 007	14.2%	18.3%	7.8%	9.7%	10.0%	0.0%	8.4%
HEALTH 008	85.8%	81.7%	63.5%	54.8%	43.9%	55.4%	58.2%
HEALTH 011	0.0%	0.0%	28.8%	35.5%	46.1%	44.6%	33.3%
<b>PHYS ED</b>	<b>9.2%</b>	<b>6.7%</b>	<b>8.6%</b>	<b>13.2%</b>	<b>20.1%</b>	<b>14.0%</b>	<b>12.8%</b>
PHYS ED225	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	6.0%
PHYS ED283	0.0%	0.0%	0.0%	26.8%	0.0%	0.0%	6.5%
PHYS ED296	0.0%	0.0%	44.3%	16.1%	0.0%	0.0%	9.7%
PHYS ED325	0.0%	0.0%	0.0%	31.3%	20.0%	36.7%	20.4%
PHYS ED331	0.0%	0.0%	0.0%	0.0%	32.9%	0.0%	11.0%
PHYS ED332	0.0%	0.0%	55.7%	25.9%	19.4%	0.0%	20.0%
PHYS ED470	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.5%
PHYS ED631	0.0%	0.0%	0.0%	0.0%	17.4%	63.3%	16.6%
PHYS ED668	0.0%	0.0%	0.0%	0.0%	10.3%	0.0%	3.4%
<b>Physics</b>	<b>0.8%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>1.9%</b>	<b>1.4%</b>
<b>ASTRON</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
ASTRON 001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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<b>Psychology</b>	<b>5.6%</b>	<b>5.3%</b>	<b>5.7%</b>	<b>7.1%</b>	<b>7.0%</b>	<b>7.6%</b>	<b>6.4%</b>
<b>PSYCH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
PSYCH 001	69.0%	70.3%	65.3%	65.8%	63.8%	60.3%	65.3%
PSYCH 002	12.4%	8.5%	7.1%	5.6%	7.9%	9.0%	8.1%
PSYCH 041	13.7%	13.3%	18.3%	19.2%	18.5%	19.8%	17.6%
PSYCH 064	4.9%	8.0%	9.3%	9.4%	9.9%	10.9%	9.0%
<b>Social Sciences</b>	<b>12.9%</b>	<b>12.8%</b>	<b>12.9%</b>	<b>12.5%</b>	<b>11.6%</b>	<b>12.7%</b>	<b>12.5%</b>
<b>ECON</b>	<b>7.3%</b>	<b>6.1%</b>	<b>11.1%</b>	<b>3.9%</b>	<b>5.4%</b>	<b>3.1%</b>	<b>6.2%</b>
ECON 001	57.1%	47.5%	42.2%	60.5%	57.4%	0.0%	46.4%
ECON 002	42.9%	52.5%	57.8%	39.5%	42.6%	100.0%	53.6%
<b>HISTORY</b>	<b>39.2%</b>	<b>38.3%</b>	<b>40.8%</b>	<b>38.0%</b>	<b>32.7%</b>	<b>36.4%</b>	<b>37.6%</b>
HISTORY001	22.0%	8.7%	9.1%	0.0%	0.0%	0.0%	6.6%
HISTORY005	0.0%	7.9%	7.8%	0.0%	0.0%	0.0%	2.9%
HISTORY007	9.5%	8.2%	12.9%	13.4%	20.5%	16.2%	13.3%
HISTORY011	47.6%	37.4%	32.8%	36.8%	40.1%	28.2%	36.8%
HISTORY012	8.3%	21.1%	23.1%	23.7%	24.2%	39.6%	23.4%
HISTORY081	0.0%	0.0%	0.0%	12.2%	0.0%	0.0%	2.2%
HISTORY086	12.5%	16.8%	14.2%	13.9%	15.3%	16.0%	14.8%
<b>POL SCI</b>	<b>31.4%</b>	<b>32.3%</b>	<b>27.5%</b>	<b>33.4%</b>	<b>36.0%</b>	<b>34.4%</b>	<b>32.4%</b>
POL SCI001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>SOC</b>	<b>22.1%</b>	<b>23.3%</b>	<b>20.6%</b>	<b>24.7%</b>	<b>25.9%</b>	<b>26.1%</b>	<b>23.7%</b>
SOC 001	67.4%	72.7%	69.7%	83.0%	76.4%	59.1%	71.8%
SOC 003	18.9%	13.4%	16.0%	17.0%	23.6%	23.0%	18.7%
SOC 007	13.7%	13.9%	14.3%	0.0%	0.0%	0.0%	6.4%
SOC 021	0.0%	0.0%	0.0%	0.0%	0.0%	17.9%	3.1%
<b>Speech and Theatre Arts</b>	<b>4.5%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>4.9%</b>	<b>4.6%</b>	<b>4.7%</b>	<b>4.5%</b>
<b>SPEECH</b>	<b>86.0%</b>	<b>84.2%</b>	<b>82.0%</b>	<b>82.2%</b>	<b>81.5%</b>	<b>90.7%</b>	<b>84.2%</b>
SPEECH 101	100.0%	100.0%	94.5%	100.0%	100.0%	100.0%	99.0%
SPEECH 135	0.0%	0.0%	5.5%	0.0%	0.0%	0.0%	1.0%
<b>THEATER</b>	<b>14.0%</b>	<b>15.8%</b>	<b>18.0%</b>	<b>17.8%</b>	<b>18.5%</b>	<b>9.3%</b>	<b>15.8%</b>
THEATER100	59.5%	45.8%	43.1%	52.6%	56.8%	0.0%	46.4%
THEATER270	11.9%	41.7%	22.2%	25.0%	28.4%	39.4%	27.2%
THEATER272	0.0%	0.0%	0.0%	22.4%	14.9%	60.6%	13.9%
THEATER275	0.0%	8.3%	8.3%	0.0%	0.0%	0.0%	2.9%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

THEATER291	28.6%	4.2%	26.4%	0.0%	0.0%	0.0%	9.6%
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**Graded Enrollment for SGEC by Discipline by Gender**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>6675</b>	<b>7760</b>	<b>8931</b>	<b>8819</b>	<b>8641</b>	<b>7603</b>	<b>48429</b>
<b>Administration of Justice</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
<b>ADM JUS</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
F	186	274	335	391	398	354	1938
M	198	234	284	312	336	270	1634
<b>Anthropology, Geography, and Geology</b>	<b>331</b>	<b>387</b>	<b>408</b>	<b>364</b>	<b>389</b>	<b>381</b>	<b>2260</b>
<b>ANTHRO</b>	<b>95</b>	<b>108</b>	<b>140</b>	<b>112</b>	<b>122</b>	<b>120</b>	<b>697</b>
F	64	68	82	61	82	71	428
M	31	40	58	51	40	49	269
<b>EARTH</b>	<b>162</b>	<b>209</b>	<b>186</b>	<b>199</b>	<b>216</b>	<b>211</b>	<b>1183</b>
F	106	136	104	129	134	142	751
M	56	73	82	70	82	69	432
<b>GEOG</b>	<b>50</b>	<b>43</b>	<b>50</b>	<b>53</b>	<b>51</b>	<b>50</b>	<b>297</b>
F	25	28	21	25	28	30	157
M	25	15	29	28	23	20	140
<b>OCEANO</b>	<b>24</b>	<b>27</b>	<b>32</b>				<b>83</b>
F	17	16	17				50
M	7	11	15				33
<b>Art</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>241</b>	<b>833</b>
<b>ART</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>139</b>	<b>731</b>
F	49	58	64	85	104	78	438
M	27	40	44	41	80	61	293
<b>ARTHIST</b>						<b>102</b>	<b>102</b>
F						49	49
M						53	53
<b>Business Administration</b>	<b>185</b>	<b>159</b>	<b>152</b>	<b>147</b>	<b>180</b>	<b>179</b>	<b>1002</b>
<b>ACCTG</b>	<b>22</b>	<b>33</b>	<b>35</b>	<b>29</b>	<b>54</b>	<b>57</b>	<b>230</b>
F	13	18	20	17	32	31	131
M	9	15	15	12	22	26	99

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>BUS</b>	<b>17</b>	<b>33</b>	<b>41</b>	<b>41</b>	<b>39</b>	<b>48</b>	<b>219</b>
F	11	16	20	15	22	22	106
M	6	17	21	26	17	26	113
<b>CO SCI</b>	<b>121</b>	<b>93</b>	<b>76</b>	<b>34</b>	<b>87</b>	<b>74</b>	<b>485</b>
F	52	59	44	20	48	36	259
M	69	34	32	14	39	38	226
<b>REAL ES</b>	<b>25</b>			<b>43</b>			<b>68</b>
F	15			17			32
M	10			26			36
<b>Chicano Studies</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
<b>CHICANO</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
F	148	210	190	193	168	72	981
M	94	129	92	132	122	51	620
<b>Child, Family, and Educational Studies</b>	<b>305</b>	<b>366</b>	<b>495</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2139</b>
<b>CH DEV</b>	<b>305</b>	<b>366</b>	<b>459</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2103</b>
F	272	318	398	295	302	261	1846
M	33	48	61	40	41	34	257
<b>FAM &amp; CS</b>			<b>36</b>				<b>36</b>
F			29				29
M			7				7
<b>Computer Applications and Office Tech</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
<b>CAOT</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
F	71	52	68	25	40	22	278
M	16	15	15	23	13	25	107
<b>Counseling</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
<b>PERSDEV</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
F	69	89	74	81	60	58	431
M	27	38	44	49	38	27	223
<b>English (Humanities)</b>	<b>1190</b>	<b>1465</b>	<b>1633</b>	<b>1684</b>	<b>1617</b>	<b>1601</b>	<b>9190</b>
<b>ENGLISH</b>	<b>1096</b>	<b>1323</b>	<b>1441</b>	<b>1515</b>	<b>1455</b>	<b>1464</b>	<b>8294</b>
F	706	863	924	946	902	895	5236
M	390	460	517	569	553	569	3058
<b>LRNSKIL</b>			<b>33</b>	<b>31</b>			<b>64</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F			22	23			45
M			11	8			19
<b>READING</b>	<b>94</b>	<b>142</b>	<b>159</b>	<b>138</b>	<b>162</b>	<b>137</b>	<b>832</b>
F	62	104	109	87	98	82	542
M	32	38	50	51	64	55	290
<b>Foreign Languages</b>	<b>204</b>	<b>243</b>	<b>345</b>	<b>181</b>	<b>283</b>	<b>277</b>	<b>1533</b>
<b>A S L</b>	<b>39</b>	<b>48</b>	<b>113</b>	<b>19</b>	<b>98</b>	<b>129</b>	<b>446</b>
F	31	38	89	13	66	98	335
M	8	10	24	6	32	31	111
<b>FRENCH</b>	<b>22</b>	<b>38</b>	<b>31</b>	<b>62</b>	<b>46</b>	<b>37</b>	<b>236</b>
F	11	22	21	33	28	18	133
M	11	16	10	29	18	19	103
<b>JAPAN</b>			<b>31</b>				<b>31</b>
F			16				16
M			15				15
<b>SPANISH</b>	<b>143</b>	<b>157</b>	<b>170</b>	<b>100</b>	<b>139</b>	<b>111</b>	<b>820</b>
F	101	114	108	74	91	72	560
M	42	43	62	26	48	39	260
<b>Journalism</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
<b>JOURNAL</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
F	10	8	7	13	19		57
M	5	2	8	16	10		41
<b>Library</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
<b>LIB SCI</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
F		13	17	32	21	18	101
M		6	4	12	7	9	38
<b>Life Sciences</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
<b>HTHTEK</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
F	16	57	60	84	148		365
M	6	18	22	27	36		109
<b>Mathematics</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
<b>MATH</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
F	875	858	885	822	735	654	4829

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

M	419	413	425	396	346	371	2370
<b>Music</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
<b>MUSIC</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
F	35	53	55	45	42	15	245
M	51	57	68	41	59	27	303
<b>Philosophy</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
<b>PHILOS</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
F	81	69	75	93	89	30	437
M	46	58	75	66	51	19	315
<b>Physical Education-Men</b>	<b>124</b>	<b>166</b>	<b>109</b>				<b>399</b>
<b>HEALTH</b>	<b>124</b>	<b>148</b>	<b>57</b>				<b>329</b>
F	66	84	24				174
M	58	64	33				155
<b>PHYS ED</b>		<b>18</b>	<b>52</b>				<b>70</b>
F		12	45				57
M		6	7				13
<b>Physical Education-Women</b>	<b>325</b>	<b>421</b>	<b>708</b>	<b>849</b>	<b>771</b>	<b>566</b>	<b>3640</b>
<b>DANCETQ</b>	<b>126</b>	<b>202</b>	<b>261</b>	<b>233</b>	<b>56</b>		<b>878</b>
F	107	165	213	200	50		735
M	19	37	48	33	6		143
<b>HEALTH</b>	<b>169</b>	<b>191</b>	<b>386</b>	<b>504</b>	<b>560</b>	<b>487</b>	<b>2297</b>
F	142	174	284	364	366	348	1678
M	27	17	102	140	194	139	619
<b>PHYS ED</b>	<b>30</b>	<b>28</b>	<b>61</b>	<b>112</b>	<b>155</b>	<b>79</b>	<b>465</b>
F	30	25	52	92	129	70	398
M		3	9	20	26	9	67
<b>Physics</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
<b>ASTRON</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
F	31	46	55	93	75	67	367
M	22	47	53	35	53	77	287
<b>Psychology</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
<b>PSYCH</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
F	273	296	370	435	416	400	2190

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

M	98	118	137	190	191	177	911
<b>Social Sciences</b>	<b>858</b>	<b>992</b>	<b>1156</b>	<b>1099</b>	<b>1000</b>	<b>965</b>	<b>6070</b>
<b>ECON</b>	<b>63</b>	<b>61</b>	<b>128</b>	<b>43</b>	<b>54</b>	<b>30</b>	<b>379</b>
F	38	34	57	17	29	10	185
M	25	27	71	26	25	20	194
<b>HISTORY</b>	<b>336</b>	<b>380</b>	<b>472</b>	<b>418</b>	<b>327</b>	<b>351</b>	<b>2284</b>
F	201	220	257	247	206	190	1321
M	135	160	215	171	121	161	963
<b>POL SCI</b>	<b>269</b>	<b>320</b>	<b>318</b>	<b>367</b>	<b>360</b>	<b>332</b>	<b>1966</b>
F	142	201	179	229	198	227	1176
M	127	119	139	138	162	105	790
<b>SOC</b>	<b>190</b>	<b>231</b>	<b>238</b>	<b>271</b>	<b>259</b>	<b>252</b>	<b>1441</b>
F	132	149	162	204	174	163	984
M	58	82	76	67	85	89	457
<b>Speech and Theatre Arts</b>	<b>300</b>	<b>303</b>	<b>399</b>	<b>428</b>	<b>401</b>	<b>355</b>	<b>2186</b>
<b>SPEECH</b>	<b>258</b>	<b>255</b>	<b>327</b>	<b>352</b>	<b>327</b>	<b>322</b>	<b>1841</b>
F	159	173	208	229	206	200	1175
M	99	82	119	123	121	122	666
<b>THEATER</b>	<b>42</b>	<b>48</b>	<b>72</b>	<b>76</b>	<b>74</b>	<b>33</b>	<b>345</b>
F	22	31	35	42	40	17	187
M	20	17	37	34	34	16	158

**% Graded Enrollment for SGEC by Discipline by Gender**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>5.8%</b>	<b>6.5%</b>	<b>6.9%</b>	<b>8.0%</b>	<b>8.5%</b>	<b>8.2%</b>	<b>7.4%</b>
<b>Administration of Justice</b>	<b>5.8%</b>	<b>6.5%</b>	<b>6.9%</b>	<b>8.0%</b>	<b>8.5%</b>	<b>8.2%</b>	<b>7.4%</b>
<b>ADM JUS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	48.4%	53.9%	54.1%	55.6%	54.2%	56.7%	54.3%
M	51.6%	46.1%	45.9%	44.4%	45.8%	43.3%	45.7%
<b>Anthropology, Geography, and Geology</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.6%</b>	<b>4.1%</b>	<b>4.5%</b>	<b>5.0%</b>	<b>4.7%</b>
<b>ANTHRO</b>	<b>28.7%</b>	<b>27.9%</b>	<b>34.3%</b>	<b>30.8%</b>	<b>31.4%</b>	<b>31.5%</b>	<b>30.8%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F	67.4%	63.0%	58.6%	54.5%	67.2%	59.2%	61.4%
M	32.6%	37.0%	41.4%	45.5%	32.8%	40.8%	38.6%
<b>EARTH</b>	<b>48.9%</b>	<b>54.0%</b>	<b>45.6%</b>	<b>54.7%</b>	<b>55.5%</b>	<b>55.4%</b>	<b>52.3%</b>
F	65.4%	65.1%	55.9%	64.8%	62.0%	67.3%	63.5%
M	34.6%	34.9%	44.1%	35.2%	38.0%	32.7%	36.5%
<b>GEOG</b>	<b>15.1%</b>	<b>11.1%</b>	<b>12.3%</b>	<b>14.6%</b>	<b>13.1%</b>	<b>13.1%</b>	<b>13.1%</b>
F	50.0%	65.1%	42.0%	47.2%	54.9%	60.0%	52.9%
M	50.0%	34.9%	58.0%	52.8%	45.1%	40.0%	47.1%
<b>OCEANO</b>	<b>7.3%</b>	<b>7.0%</b>	<b>7.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>3.7%</b>
F	70.8%	59.3%	53.1%				60.2%
M	29.2%	40.7%	46.9%				39.8%
<b>Art</b>	<b>1.1%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.4%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>1.7%</b>
<b>ART</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>57.7%</b>	<b>87.8%</b>
F	64.5%	59.2%	59.3%	67.5%	56.5%	56.1%	59.9%
M	35.5%	40.8%	40.7%	32.5%	43.5%	43.9%	40.1%
<b>ARTHIST</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>42.3%</b>	<b>12.2%</b>
F						48.0%	48.0%
M						52.0%	52.0%
<b>Business Administration</b>	<b>2.8%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>1.7%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>2.1%</b>
<b>ACCTG</b>	<b>11.9%</b>	<b>20.8%</b>	<b>23.0%</b>	<b>19.7%</b>	<b>30.0%</b>	<b>31.8%</b>	<b>23.0%</b>
F	59.1%	54.5%	57.1%	58.6%	59.3%	54.4%	57.0%
M	40.9%	45.5%	42.9%	41.4%	40.7%	45.6%	43.0%
<b>BUS</b>	<b>9.2%</b>	<b>20.8%</b>	<b>27.0%</b>	<b>27.9%</b>	<b>21.7%</b>	<b>26.8%</b>	<b>21.9%</b>
F	64.7%	48.5%	48.8%	36.6%	56.4%	45.8%	48.4%
M	35.3%	51.5%	51.2%	63.4%	43.6%	54.2%	51.6%
<b>CO SCI</b>	<b>65.4%</b>	<b>58.5%</b>	<b>50.0%</b>	<b>23.1%</b>	<b>48.3%</b>	<b>41.3%</b>	<b>48.4%</b>
F	43.0%	63.4%	57.9%	58.8%	55.2%	48.6%	53.4%
M	57.0%	36.6%	42.1%	41.2%	44.8%	51.4%	46.6%
<b>REAL ES</b>	<b>13.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>29.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>6.8%</b>
F	60.0%			39.5%			47.1%
M	40.0%			60.5%			52.9%
<b>Chicano Studies</b>	<b>3.6%</b>	<b>4.4%</b>	<b>3.2%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>1.6%</b>	<b>3.3%</b>
<b>CHICANO</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	61.2%	61.9%	67.4%	59.4%	57.9%	58.5%	61.3%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

M	38.8%	38.1%	32.6%	40.6%	42.1%	41.5%	38.7%
<b>Child, Family, and Educational Studies</b>	<b>4.6%</b>	<b>4.7%</b>	<b>5.5%</b>	<b>3.8%</b>	<b>4.0%</b>	<b>3.9%</b>	<b>4.4%</b>
<b>CH DEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>92.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>98.3%</b>
F	89.2%	86.9%	86.7%	88.1%	88.0%	88.5%	87.8%
M	10.8%	13.1%	13.3%	11.9%	12.0%	11.5%	12.2%
<b>FAM &amp; CS</b>	<b>0.0%</b>	<b>0.0%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.7%</b>
F			80.6%				80.6%
M			19.4%				19.4%
<b>Computer Applications and Office Tech</b>	<b>1.3%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.8%</b>
<b>CAOT</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	81.6%	77.6%	81.9%	52.1%	75.5%	46.8%	72.2%
M	18.4%	22.4%	18.1%	47.9%	24.5%	53.2%	27.8%
<b>Counseling</b>	<b>1.4%</b>	<b>1.6%</b>	<b>1.3%</b>	<b>1.5%</b>	<b>1.1%</b>	<b>1.1%</b>	<b>1.4%</b>
<b>PERSDEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	71.9%	70.1%	62.7%	62.3%	61.2%	68.2%	65.9%
M	28.1%	29.9%	37.3%	37.7%	38.8%	31.8%	34.1%
<b>English (Humanities)</b>	<b>17.8%</b>	<b>18.9%</b>	<b>18.3%</b>	<b>19.1%</b>	<b>18.7%</b>	<b>21.1%</b>	<b>19.0%</b>
<b>ENGLISH</b>	<b>92.1%</b>	<b>90.3%</b>	<b>88.2%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>91.4%</b>	<b>90.3%</b>
F	64.4%	65.2%	64.1%	62.4%	62.0%	61.1%	63.1%
M	35.6%	34.8%	35.9%	37.6%	38.0%	38.9%	36.9%
<b>LRNSKIL</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>	<b>1.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.7%</b>
F			66.7%	74.2%			70.3%
M			33.3%	25.8%			29.7%
<b>READING</b>	<b>7.9%</b>	<b>9.7%</b>	<b>9.7%</b>	<b>8.2%</b>	<b>10.0%</b>	<b>8.6%</b>	<b>9.1%</b>
F	66.0%	73.2%	68.6%	63.0%	60.5%	59.9%	65.1%
M	34.0%	26.8%	31.4%	37.0%	39.5%	40.1%	34.9%
<b>Foreign Languages</b>	<b>3.1%</b>	<b>3.1%</b>	<b>3.9%</b>	<b>2.1%</b>	<b>3.3%</b>	<b>3.6%</b>	<b>3.2%</b>
<b>A S L</b>	<b>19.1%</b>	<b>19.8%</b>	<b>32.8%</b>	<b>10.5%</b>	<b>34.6%</b>	<b>46.6%</b>	<b>29.1%</b>
F	79.5%	79.2%	78.8%	68.4%	67.3%	76.0%	75.1%
M	20.5%	20.8%	21.2%	31.6%	32.7%	24.0%	24.9%
<b>FRENCH</b>	<b>10.8%</b>	<b>15.6%</b>	<b>9.0%</b>	<b>34.3%</b>	<b>16.3%</b>	<b>13.4%</b>	<b>15.4%</b>
F	50.0%	57.9%	67.7%	53.2%	60.9%	48.6%	56.4%
M	50.0%	42.1%	32.3%	46.8%	39.1%	51.4%	43.6%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>JAPAN</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>
F			51.6%				51.6%
M			48.4%				48.4%
<b>SPANISH</b>	<b>70.1%</b>	<b>64.6%</b>	<b>49.3%</b>	<b>55.2%</b>	<b>49.1%</b>	<b>40.1%</b>	<b>53.5%</b>
F	70.6%	72.6%	63.5%	74.0%	65.5%	64.9%	68.3%
M	29.4%	27.4%	36.5%	26.0%	34.5%	35.1%	31.7%
<b>Journalism</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.2%</b>
<b>JOURNAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
F	66.7%	80.0%	46.7%	44.8%	65.5%		58.2%
M	33.3%	20.0%	53.3%	55.2%	34.5%		41.8%
<b>Library</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.3%</b>
<b>LIB SCI</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F		68.4%	81.0%	72.7%	75.0%	66.7%	72.7%
M		31.6%	19.0%	27.3%	25.0%	33.3%	27.3%
<b>Life Sciences</b>	<b>0.3%</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>1.0%</b>
<b>HTHTEK</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
F	72.7%	76.0%	73.2%	75.7%	80.4%		77.0%
M	27.3%	24.0%	26.8%	24.3%	19.6%		23.0%
<b>Mathematics</b>	<b>19.4%</b>	<b>16.4%</b>	<b>14.7%</b>	<b>13.8%</b>	<b>12.5%</b>	<b>13.5%</b>	<b>14.9%</b>
<b>MATH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	67.6%	67.5%	67.6%	67.5%	68.0%	63.8%	67.1%
M	32.4%	32.5%	32.4%	32.5%	32.0%	36.2%	32.9%
<b>Music</b>	<b>1.3%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.0%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>1.1%</b>
<b>MUSIC</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	40.7%	48.2%	44.7%	52.3%	41.6%	35.7%	44.7%
M	59.3%	51.8%	55.3%	47.7%	58.4%	64.3%	55.3%
<b>Philosophy</b>	<b>1.9%</b>	<b>1.6%</b>	<b>1.7%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>0.6%</b>	<b>1.6%</b>
<b>PHILOS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	63.8%	54.3%	50.0%	58.5%	63.6%	61.2%	58.1%
M	36.2%	45.7%	50.0%	41.5%	36.4%	38.8%	41.9%
<b>Physical Education-Men</b>	<b>1.9%</b>	<b>2.1%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.8%</b>
<b>HEALTH</b>	<b>100.0%</b>	<b>89.2%</b>	<b>52.3%</b>				<b>82.5%</b>
F	53.2%	56.8%	42.1%				52.9%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

M	46.8%	43.2%	57.9%				47.1%
<b>PHYS ED</b>	<b>0.0%</b>	<b>10.8%</b>	<b>47.7%</b>				<b>17.5%</b>
F		66.7%	86.5%				81.4%
M		33.3%	13.5%				18.6%
<b>Physical Education-Women</b>	<b>4.9%</b>	<b>5.4%</b>	<b>7.9%</b>	<b>9.6%</b>	<b>8.9%</b>	<b>7.4%</b>	<b>7.5%</b>
<b>DANCETQ</b>	<b>38.8%</b>	<b>48.0%</b>	<b>36.9%</b>	<b>27.4%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>24.1%</b>
F	84.9%	81.7%	81.6%	85.8%	89.3%		83.7%
M	15.1%	18.3%	18.4%	14.2%	10.7%		16.3%
<b>HEALTH</b>	<b>52.0%</b>	<b>45.4%</b>	<b>54.5%</b>	<b>59.4%</b>	<b>72.6%</b>	<b>86.0%</b>	<b>63.1%</b>
F	84.0%	91.1%	73.6%	72.2%	65.4%	71.5%	73.1%
M	16.0%	8.9%	26.4%	27.8%	34.6%	28.5%	26.9%
<b>PHYS ED</b>	<b>9.2%</b>	<b>6.7%</b>	<b>8.6%</b>	<b>13.2%</b>	<b>20.1%</b>	<b>14.0%</b>	<b>12.8%</b>
F	100.0%	89.3%	85.2%	82.1%	83.2%	88.6%	85.6%
M	0.0%	10.7%	14.8%	17.9%	16.8%	11.4%	14.4%
<b>Physics</b>	<b>0.8%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>1.9%</b>	<b>1.4%</b>
<b>ASTRON</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	58.5%	49.5%	50.9%	72.7%	58.6%	46.5%	56.1%
M	41.5%	50.5%	49.1%	27.3%	41.4%	53.5%	43.9%
<b>Psychology</b>	<b>5.6%</b>	<b>5.3%</b>	<b>5.7%</b>	<b>7.1%</b>	<b>7.0%</b>	<b>7.6%</b>	<b>6.4%</b>
<b>PSYCH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
F	73.6%	71.5%	73.0%	69.6%	68.5%	69.3%	70.6%
M	26.4%	28.5%	27.0%	30.4%	31.5%	30.7%	29.4%
<b>Social Sciences</b>	<b>12.9%</b>	<b>12.8%</b>	<b>12.9%</b>	<b>12.5%</b>	<b>11.6%</b>	<b>12.7%</b>	<b>12.5%</b>
<b>ECON</b>	<b>7.3%</b>	<b>6.1%</b>	<b>11.1%</b>	<b>3.9%</b>	<b>5.4%</b>	<b>3.1%</b>	<b>6.2%</b>
F	60.3%	55.7%	44.5%	39.5%	53.7%	33.3%	48.8%
M	39.7%	44.3%	55.5%	60.5%	46.3%	66.7%	51.2%
<b>HISTORY</b>	<b>39.2%</b>	<b>38.3%</b>	<b>40.8%</b>	<b>38.0%</b>	<b>32.7%</b>	<b>36.4%</b>	<b>37.6%</b>
F	59.8%	57.9%	54.4%	59.1%	63.0%	54.1%	57.8%
M	40.2%	42.1%	45.6%	40.9%	37.0%	45.9%	42.2%
<b>POL SCI</b>	<b>31.4%</b>	<b>32.3%</b>	<b>27.5%</b>	<b>33.4%</b>	<b>36.0%</b>	<b>34.4%</b>	<b>32.4%</b>
F	52.8%	62.8%	56.3%	62.4%	55.0%	68.4%	59.8%
M	47.2%	37.2%	43.7%	37.6%	45.0%	31.6%	40.2%
<b>SOC</b>	<b>22.1%</b>	<b>23.3%</b>	<b>20.6%</b>	<b>24.7%</b>	<b>25.9%</b>	<b>26.1%</b>	<b>23.7%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

F	69.5%	64.5%	68.1%	75.3%	67.2%	64.7%	68.3%
M	30.5%	35.5%	31.9%	24.7%	32.8%	35.3%	31.7%
<b>Speech and Theatre Arts</b>	<b>4.5%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>4.9%</b>	<b>4.6%</b>	<b>4.7%</b>	<b>4.5%</b>
<b>SPEECH</b>	<b>86.0%</b>	<b>84.2%</b>	<b>82.0%</b>	<b>82.2%</b>	<b>81.5%</b>	<b>90.7%</b>	<b>84.2%</b>
F	61.6%	67.8%	63.6%	65.1%	63.0%	62.1%	63.8%
M	38.4%	32.2%	36.4%	34.9%	37.0%	37.9%	36.2%
<b>THEATER</b>	<b>14.0%</b>	<b>15.8%</b>	<b>18.0%</b>	<b>17.8%</b>	<b>18.5%</b>	<b>9.3%</b>	<b>15.8%</b>
F	52.4%	64.6%	48.6%	55.3%	54.1%	51.5%	54.2%
M	47.6%	35.4%	51.4%	44.7%	45.9%	48.5%	45.8%

**Graded Enrollment for SGEC by Discipline by Ethnicity**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
<b>South Gate Education Center</b>	<b>6675</b>	<b>7760</b>	<b>8931</b>	<b>8819</b>	<b>8641</b>	<b>7603</b>	<b>48429</b>
<b>Administration of Justice</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
<b>ADM JUS</b>	<b>384</b>	<b>508</b>	<b>619</b>	<b>703</b>	<b>734</b>	<b>624</b>	<b>3572</b>
African-American	13	12	33	23	21	15	117
Asian/Pacific Islander	1	6	14	10	8	5	44
Caucasian	3	4	4	3		9	23
Hispanic/Latino	360	470	545	650	690	578	3293
Multi-Ethnic			2	8	5	6	21
Native American	2						2
Unknown	5	16	21	9	10	11	72
<b>Anthropology, Geography, and Geology</b>	<b>331</b>	<b>387</b>	<b>408</b>	<b>364</b>	<b>389</b>	<b>381</b>	<b>2260</b>
<b>ANTHRO</b>	<b>95</b>	<b>108</b>	<b>140</b>	<b>112</b>	<b>122</b>	<b>120</b>	<b>697</b>
African-American	1	1	4	1	2	2	11
Asian/Pacific Islander		1	1		1	4	7
Caucasian			2			1	3
Hispanic/Latino	91	105	127	109	116	112	660
Unknown	3	1	6	2	3	1	16
<b>EARTH</b>	<b>162</b>	<b>209</b>	<b>186</b>	<b>199</b>	<b>216</b>	<b>211</b>	<b>1183</b>
African-American	3	2	1		6	3	15
Asian/Pacific Islander	3	2	3	10	11	13	42
Caucasian				2		2	4

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Hispanic/Latino	154	203	174	180	193	187	1091
Native American			1	1			2
Unknown	2	2	7	6	6	6	29
<b>GEOG</b>	<b>50</b>	<b>43</b>	<b>50</b>	<b>53</b>	<b>51</b>	<b>50</b>	<b>297</b>
African-American				2	1	1	4
Asian/Pacific Islander	1					5	6
Caucasian				3	2		5
Hispanic/Latino	49	41	49	45	47	43	274
Multi-Ethnic						1	1
Unknown		2	1	3	1		7
<b>OCEANO</b>	<b>24</b>	<b>27</b>	<b>32</b>				<b>83</b>
African-American	1		1				2
Asian/Pacific Islander			1				1
Hispanic/Latino	21	27	30				78
Unknown	2						2
<b>Art</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>241</b>	<b>833</b>
<b>ART</b>	<b>76</b>	<b>98</b>	<b>108</b>	<b>126</b>	<b>184</b>	<b>139</b>	<b>731</b>
African-American	2	1	1	4	2		10
Asian/Pacific Islander		3		1	4	5	13
Caucasian				1		2	3
Hispanic/Latino	70	91	104	114	173	131	683
Multi-Ethnic			1		1	1	3
Native American					1		1
Unknown	4	3	2	6	3		18
<b>ARTHIST</b>						<b>102</b>	<b>102</b>
African-American						4	4
Asian/Pacific Islander						1	1
Caucasian						2	2
Hispanic/Latino						92	92
Unknown						3	3
<b>Business Administration</b>	<b>185</b>	<b>159</b>	<b>152</b>	<b>147</b>	<b>180</b>	<b>179</b>	<b>1002</b>
<b>ACCTG</b>	<b>22</b>	<b>33</b>	<b>35</b>	<b>29</b>	<b>54</b>	<b>57</b>	<b>230</b>
African-American			1	1	4	1	7
Asian/Pacific Islander			1	2	2	2	7

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian					2		2
Hispanic/Latino	21	31	33	26	45	54	210
Multi-Ethnic					1		1
Native American		2					2
Unknown	1						1
<b>BUS</b>	<b>17</b>	<b>33</b>	<b>41</b>	<b>41</b>	<b>39</b>	<b>48</b>	<b>219</b>
African-American		1	3		2		6
Asian/Pacific Islander		1	1	1	1	3	7
Caucasian			1	3			4
Hispanic/Latino	15	31	36	37	36	42	197
Multi-Ethnic						1	1
Unknown	2					2	4
<b>CO SCI</b>	<b>121</b>	<b>93</b>	<b>76</b>	<b>34</b>	<b>87</b>	<b>74</b>	<b>485</b>
African-American	2	7	2		2	1	14
Asian/Pacific Islander	5		1	1			7
Caucasian					4	1	5
Hispanic/Latino	111	86	71	29	81	71	449
Unknown	3		2	4		1	10
<b>REAL ES</b>	<b>25</b>			<b>43</b>			<b>68</b>
African-American	1						1
Asian/Pacific Islander				4			4
Caucasian				1			1
Hispanic/Latino	22			37			59
Unknown	2			1			3
<b>Chicano Studies</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
<b>CHICANO</b>	<b>242</b>	<b>339</b>	<b>282</b>	<b>325</b>	<b>290</b>	<b>123</b>	<b>1601</b>
African-American		1		2	1	2	6
Asian/Pacific Islander	2	2		2	1		7
Caucasian			1	1			2
Hispanic/Latino	233	327	276	313	284	120	1553
Multi-Ethnic	1	1					2
Unknown	6	8	5	7	4	1	31
<b>Child, Family, and Educational Studies</b>	<b>305</b>	<b>366</b>	<b>495</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2139</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>CH DEV</b>	<b>305</b>	<b>366</b>	<b>459</b>	<b>335</b>	<b>343</b>	<b>295</b>	<b>2103</b>
African-American	15	12	14	8	10	2	61
Asian/Pacific Islander	5	4	2	2	4	1	18
Caucasian	1	2	2		4		9
Hispanic/Latino	280	333	435	315	317	287	1967
Multi-Ethnic	3	3		1	1	2	10
Native American			1				1
Unknown	1	12	5	9	7	3	37
<b>FAM &amp; CS</b>			<b>36</b>				<b>36</b>
African-American			2				2
Hispanic/Latino			33				33
Unknown			1				1
<b>Computer Applications and Office Tech</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
<b>CAOT</b>	<b>87</b>	<b>67</b>	<b>83</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>385</b>
African-American	13	1	5	2	2	4	27
Asian/Pacific Islander	1		4		4	3	12
Caucasian					1	1	2
Hispanic/Latino	64	64	73	45	45	38	329
Multi-Ethnic				1			1
Unknown	9	2	1		1	1	14
<b>Counseling</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
<b>PERSDEV</b>	<b>96</b>	<b>127</b>	<b>118</b>	<b>130</b>	<b>98</b>	<b>85</b>	<b>654</b>
African-American	4	4	2	4	1	2	17
Asian/Pacific Islander	3	2	6	6	3	5	25
Caucasian			1	2	1		4
Hispanic/Latino	88	114	104	115	92	75	588
Multi-Ethnic				1		2	3
Native American		1					1
Unknown	1	6	5	2	1	1	16
<b>English (Humanities)</b>	<b>1190</b>	<b>1465</b>	<b>1633</b>	<b>1684</b>	<b>1617</b>	<b>1601</b>	<b>9190</b>
<b>ENGLISH</b>	<b>1096</b>	<b>1323</b>	<b>1441</b>	<b>1515</b>	<b>1455</b>	<b>1464</b>	<b>8294</b>
African-American	20	15	25	17	15	12	104
Asian/Pacific Islander	35	35	112	57	88	126	453

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian	1	4	1	13	10	10	39
Hispanic/Latino	1009	1228	1267	1387	1304	1280	7475
Multi-Ethnic		1	1	2	8	11	23
Native American	3	1	1	1	1		7
Unknown	28	39	34	38	29	25	193
<b>LRNSKIL</b>			<b>33</b>	<b>31</b>			<b>64</b>
African-American			1	1			2
Caucasian			1				1
Hispanic/Latino			31	29			60
Unknown				1			1
<b>READING</b>	<b>94</b>	<b>142</b>	<b>159</b>	<b>138</b>	<b>162</b>	<b>137</b>	<b>832</b>
African-American	4	7	2	4	4	2	23
Asian/Pacific Islander	1		2	1	2	2	8
Caucasian		1		2	1	1	5
Hispanic/Latino	84	124	152	128	153	130	771
Multi-Ethnic					1		1
Unknown	5	10	3	3	1	2	24
<b>Foreign Languages</b>	<b>204</b>	<b>243</b>	<b>345</b>	<b>181</b>	<b>283</b>	<b>277</b>	<b>1533</b>
<b>A S L</b>	<b>39</b>	<b>48</b>	<b>113</b>	<b>19</b>	<b>98</b>	<b>129</b>	<b>446</b>
African-American	1		2		2	3	8
Asian/Pacific Islander			1		1	2	4
Caucasian		1	2			1	4
Hispanic/Latino	37	45	106	18	88	121	415
Native American					2	1	3
Unknown	1	2	2	1	5	1	12
<b>FRENCH</b>	<b>22</b>	<b>38</b>	<b>31</b>	<b>62</b>	<b>46</b>	<b>37</b>	<b>236</b>
African-American				1	2	2	5
Asian/Pacific Islander			1		1	1	3
Hispanic/Latino	21	37	29	57	41	32	217
Multi-Ethnic					1	1	2
Unknown	1	1	1	4	1	1	9
<b>JAPAN</b>			<b>31</b>				<b>31</b>
African-American			1				1

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Asian/Pacific Islander			2				2
Hispanic/Latino			26				26
Unknown			2				2
<b>SPANISH</b>	<b>143</b>	<b>157</b>	<b>170</b>	<b>100</b>	<b>139</b>	<b>111</b>	<b>820</b>
African-American	1	4	8	1	1		15
Asian/Pacific Islander	4	1	7	2	1		15
Caucasian		3	1	1	2		7
Hispanic/Latino	129	146	150	91	131	108	755
Multi-Ethnic	2			1	3	1	7
Native American	1						1
Unknown	6	3	4	4	1	2	20
<b>Journalism</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
<b>JOURNAL</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>29</b>	<b>29</b>		<b>98</b>
African-American	2	1			1		4
Caucasian					2		2
Hispanic/Latino	13	8	15	26	24		86
Unknown		1		3	2		6
<b>Library</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
<b>LIB SCI</b>		<b>19</b>	<b>21</b>	<b>44</b>	<b>28</b>	<b>27</b>	<b>139</b>
African-American		1	2	3	1		7
Asian/Pacific Islander			1		4	2	7
Caucasian				1	1	1	3
Hispanic/Latino		16	17	38	21	24	116
Unknown		2	1	2	1		6
<b>Life Sciences</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
<b>HTHTEK</b>	<b>22</b>	<b>75</b>	<b>82</b>	<b>111</b>	<b>184</b>		<b>474</b>
African-American	3	17	11	14	26		71
Asian/Pacific Islander	3	18	16	29	48		114
Caucasian		4	4	6	5		19
Hispanic/Latino	15	36	47	57	95		250
Multi-Ethnic			1	1	4		6
Native American					1		1
Unknown	1		3	4	5		13

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Mathematics</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
<b>MATH</b>	<b>1294</b>	<b>1271</b>	<b>1310</b>	<b>1218</b>	<b>1081</b>	<b>1025</b>	<b>7199</b>
African-American	21	14	18	18	14	14	99
Asian/Pacific Islander	19	11	17	16	14	11	88
Caucasian	9	6	4	10	8	7	44
Hispanic/Latino	1202	1213	1232	1155	1017	975	6794
Multi-Ethnic	1			2	6	4	13
Native American	4					1	5
Unknown	38	27	39	17	22	13	156
<b>Music</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
<b>MUSIC</b>	<b>86</b>	<b>110</b>	<b>123</b>	<b>86</b>	<b>101</b>	<b>42</b>	<b>548</b>
African-American	2		9	1	3		15
Asian/Pacific Islander	2	1	8		6	4	21
Caucasian	1	2				1	4
Hispanic/Latino	79	98	104	82	88	37	488
Multi-Ethnic			1	1	3		5
Native American		1					1
Unknown	2	8	1	2	1		14
<b>Philosophy</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
<b>PHILOS</b>	<b>127</b>	<b>127</b>	<b>150</b>	<b>159</b>	<b>140</b>	<b>49</b>	<b>752</b>
African-American		3			1		4
Asian/Pacific Islander	5	1	3	4			13
Caucasian				2	1	1	4
Hispanic/Latino	120	120	141	149	135	46	711
Multi-Ethnic					2	1	3
Unknown	2	3	6	4	1	1	17
<b>Physical Education-Men</b>	<b>124</b>	<b>166</b>	<b>109</b>				<b>399</b>
<b>HEALTH</b>	<b>124</b>	<b>148</b>	<b>57</b>				<b>329</b>
African-American	7	2	2				11
Asian/Pacific Islander	1	3					4
Hispanic/Latino	115	137	54				306
Unknown	1	6	1				8
<b>PHYS ED</b>		<b>18</b>	<b>52</b>				<b>70</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American			1				1
Caucasian		1					1
Hispanic/Latino		17	50				67
Unknown			1				1
<b>Physical Education-Women</b>	<b>325</b>	<b>421</b>	<b>708</b>	<b>849</b>	<b>771</b>	<b>566</b>	<b>3640</b>
<b>DANCETQ</b>	<b>126</b>	<b>202</b>	<b>261</b>	<b>233</b>	<b>56</b>		<b>878</b>
African-American	4	3	5	4	1		17
Asian/Pacific Islander	4	9	6	7			26
Caucasian		1		2			3
Hispanic/Latino	114	185	245	212	52		808
Multi-Ethnic			1	1			2
Native American			1				1
Unknown	4	4	3	7	3		21
<b>HEALTH</b>	<b>169</b>	<b>191</b>	<b>386</b>	<b>504</b>	<b>560</b>	<b>487</b>	<b>2297</b>
African-American	6	4	11	13	14	7	55
Asian/Pacific Islander			3	4	6	6	19
Caucasian		2	1	2	3	3	11
Hispanic/Latino	159	180	365	473	527	465	2169
Multi-Ethnic					2	3	5
Native American				3	1		4
Unknown	4	5	6	9	7	3	34
<b>PHYS ED</b>	<b>30</b>	<b>28</b>	<b>61</b>	<b>112</b>	<b>155</b>	<b>79</b>	<b>465</b>
African-American	2			1	1	1	5
Asian/Pacific Islander			2		2	2	6
Caucasian			1	1	3		5
Hispanic/Latino	28	27	55	107	148	75	440
Multi-Ethnic				1			1
Unknown		1	3	2	1	1	8
<b>Physics</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
<b>ASTRON</b>	<b>53</b>	<b>93</b>	<b>108</b>	<b>128</b>	<b>128</b>	<b>144</b>	<b>654</b>
African-American			1	1	2		4
Asian/Pacific Islander	1	1		1	2	2	7

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian					1	2	3
Hispanic/Latino	47	89	101	115	123	136	611
Multi-Ethnic	1			3			4
Native American			1				1
Unknown	4	3	5	8		4	24
<b>Psychology</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
<b>PSYCH</b>	<b>371</b>	<b>414</b>	<b>507</b>	<b>625</b>	<b>607</b>	<b>577</b>	<b>3101</b>
African-American	11	5	19	6	12	9	62
Asian/Pacific Islander	8	4	11	23	21	11	78
Caucasian	2	2	1	6	2	4	17
Hispanic/Latino	339	389	461	571	553	542	2855
Multi-Ethnic	1	1	1	3	6	5	17
Native American			1	1	1		3
Unknown	10	13	13	15	12	6	69
<b>Social Sciences</b>	<b>858</b>	<b>992</b>	<b>1156</b>	<b>1099</b>	<b>1000</b>	<b>965</b>	<b>6070</b>
<b>ECON</b>	<b>63</b>	<b>61</b>	<b>128</b>	<b>43</b>	<b>54</b>	<b>30</b>	<b>379</b>
African-American	1	1	3		3	2	10
Asian/Pacific Islander	1	1	8		2	3	15
Caucasian			1			1	2
Hispanic/Latino	60	55	115	40	48	24	342
Multi-Ethnic					1		1
Unknown	1	4	1	3			9
<b>HISTORY</b>	<b>336</b>	<b>380</b>	<b>472</b>	<b>418</b>	<b>327</b>	<b>351</b>	<b>2284</b>
African-American	9	8	8	5	6	6	42
Asian/Pacific Islander	9	5	34	41	5	30	124
Caucasian	1	1	1			4	7
Hispanic/Latino	312	352	413	363	311	305	2056
Multi-Ethnic	1					2	3
Native American				1			1
Unknown	4	14	16	8	5	4	51
<b>POL SCI</b>	<b>269</b>	<b>320</b>	<b>318</b>	<b>367</b>	<b>360</b>	<b>332</b>	<b>1966</b>
African-American	6	6	2	6	5	1	26
Asian/Pacific Islander	6	18	27	6	4	6	67

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Caucasian				1	1	4	6
Hispanic/Latino	249	288	281	348	344	312	1822
Multi-Ethnic	1			1	3	3	8
Unknown	7	8	8	5	3	6	37
<b>SOC</b>	<b>190</b>	<b>231</b>	<b>238</b>	<b>271</b>	<b>259</b>	<b>252</b>	<b>1441</b>
African-American	3		12	4	3	2	24
Asian/Pacific Islander	7	2	8	5	5	20	47
Caucasian	1		1		1		3
Hispanic/Latino	169	225	208	255	241	220	1318
Multi-Ethnic	1				2	3	6
Native American		1		1			2
Unknown	9	3	9	6	7	7	41
<b>Speech and Theatre Arts</b>	<b>300</b>	<b>303</b>	<b>399</b>	<b>428</b>	<b>401</b>	<b>355</b>	<b>2186</b>
<b>SPEECH</b>	<b>258</b>	<b>255</b>	<b>327</b>	<b>352</b>	<b>327</b>	<b>322</b>	<b>1841</b>
African-American	6	6	7	6	9	6	40
Asian/Pacific Islander	11	3	5	3	7	4	33
Caucasian				5	2	2	9
Hispanic/Latino	235	237	308	324	301	299	1704
Multi-Ethnic	2			3	2	2	9
Native American	1			1			2
Unknown	3	9	7	10	6	9	44
<b>THEATER</b>	<b>42</b>	<b>48</b>	<b>72</b>	<b>76</b>	<b>74</b>	<b>33</b>	<b>345</b>
African-American	13	6	2	6	2		29
Asian/Pacific Islander	4		2	5	3	1	15
Caucasian	1	3	1	2	2		9
Hispanic/Latino	24	35	62	54	66	30	271
Multi-Ethnic				1	1		2
Unknown		4	5	8		2	19

**% Graded Enrollment for SGEC by Discipline by Ethnicity**

Row Labels	2007	2008	2009	2010	2011	2012	Grand Total
South Gate Education Center	5.8%	6.5%	6.9%	8.0%	8.5%	8.2%	7.4%
Administration of Justice	5.8%	6.5%	6.9%	8.0%	8.5%	8.2%	7.4%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>ADM JUS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	3.4%	2.4%	5.3%	3.3%	2.9%	2.4%	3.3%
Asian/Pacific Islander	0.3%	1.2%	2.3%	1.4%	1.1%	0.8%	1.2%
Caucasian	0.8%	0.8%	0.6%	0.4%	0.0%	1.4%	0.6%
Hispanic/Latino	93.8%	92.5%	88.0%	92.5%	94.0%	92.6%	92.2%
Multi-Ethnic	0.0%	0.0%	0.3%	1.1%	0.7%	1.0%	0.6%
Native American	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Unknown	1.3%	3.1%	3.4%	1.3%	1.4%	1.8%	2.0%
<b>Anthropology, Geography, and Geology</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.6%</b>	<b>4.1%</b>	<b>4.5%</b>	<b>5.0%</b>	<b>4.7%</b>
<b>ANTHRO</b>	<b>28.7%</b>	<b>27.9%</b>	<b>34.3%</b>	<b>30.8%</b>	<b>31.4%</b>	<b>31.5%</b>	<b>30.8%</b>
African-American	1.1%	0.9%	2.9%	0.9%	1.6%	1.7%	1.6%
Asian/Pacific Islander	0.0%	0.9%	0.7%	0.0%	0.8%	3.3%	1.0%
Caucasian	0.0%	0.0%	1.4%	0.0%	0.0%	0.8%	0.4%
Hispanic/Latino	95.8%	97.2%	90.7%	97.3%	95.1%	93.3%	94.7%
Unknown	3.2%	0.9%	4.3%	1.8%	2.5%	0.8%	2.3%
<b>EARTH</b>	<b>48.9%</b>	<b>54.0%</b>	<b>45.6%</b>	<b>54.7%</b>	<b>55.5%</b>	<b>55.4%</b>	<b>52.3%</b>
African-American	1.9%	1.0%	0.5%	0.0%	2.8%	1.4%	1.3%
Asian/Pacific Islander	1.9%	1.0%	1.6%	5.0%	5.1%	6.2%	3.6%
Caucasian	0.0%	0.0%	0.0%	1.0%	0.0%	0.9%	0.3%
Hispanic/Latino	95.1%	97.1%	93.5%	90.5%	89.4%	88.6%	92.2%
Native American	0.0%	0.0%	0.5%	0.5%	0.0%	0.0%	0.2%
Unknown	1.2%	1.0%	3.8%	3.0%	2.8%	2.8%	2.5%
<b>GEOG</b>	<b>15.1%</b>	<b>11.1%</b>	<b>12.3%</b>	<b>14.6%</b>	<b>13.1%</b>	<b>13.1%</b>	<b>13.1%</b>
African-American	0.0%	0.0%	0.0%	3.8%	2.0%	2.0%	1.3%
Asian/Pacific Islander	2.0%	0.0%	0.0%	0.0%	0.0%	10.0%	2.0%
Caucasian	0.0%	0.0%	0.0%	5.7%	3.9%	0.0%	1.7%
Hispanic/Latino	98.0%	95.3%	98.0%	84.9%	92.2%	86.0%	92.3%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.3%
Unknown	0.0%	4.7%	2.0%	5.7%	2.0%	0.0%	2.4%
<b>OCEANO</b>	<b>7.3%</b>	<b>7.0%</b>	<b>7.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>3.7%</b>
African-American	4.2%	0.0%	3.1%				2.4%
Asian/Pacific Islander	0.0%	0.0%	3.1%				1.2%
Hispanic/Latino	87.5%	100.0%	93.8%				94.0%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Unknown	8.3%	0.0%	0.0%				2.4%
<b>Art</b>	<b>1.1%</b>	<b>1.3%</b>	<b>1.2%</b>	<b>1.4%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>1.7%</b>
<b>ART</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>57.7%</b>	<b>87.8%</b>
African-American	2.6%	1.0%	0.9%	3.2%	1.1%	0.0%	1.4%
Asian/Pacific Islander	0.0%	3.1%	0.0%	0.8%	2.2%	3.6%	1.8%
Caucasian	0.0%	0.0%	0.0%	0.8%	0.0%	1.4%	0.4%
Hispanic/Latino	92.1%	92.9%	96.3%	90.5%	94.0%	94.2%	93.4%
Multi-Ethnic	0.0%	0.0%	0.9%	0.0%	0.5%	0.7%	0.4%
Native American	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.1%
Unknown	5.3%	3.1%	1.9%	4.8%	1.6%	0.0%	2.5%
<b>ARTHIST</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>42.3%</b>	<b>12.2%</b>
African-American						3.9%	3.9%
Asian/Pacific Islander						1.0%	1.0%
Caucasian						2.0%	2.0%
Hispanic/Latino						90.2%	90.2%
Unknown						2.9%	2.9%
<b>Business Administration</b>	<b>2.8%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>1.7%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>2.1%</b>
<b>ACCTG</b>	<b>11.9%</b>	<b>20.8%</b>	<b>23.0%</b>	<b>19.7%</b>	<b>30.0%</b>	<b>31.8%</b>	<b>23.0%</b>
African-American	0.0%	0.0%	2.9%	3.4%	7.4%	1.8%	3.0%
Asian/Pacific Islander	0.0%	0.0%	2.9%	6.9%	3.7%	3.5%	3.0%
Caucasian	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.9%
Hispanic/Latino	95.5%	93.9%	94.3%	89.7%	83.3%	94.7%	91.3%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.4%
Native American	0.0%	6.1%	0.0%	0.0%	0.0%	0.0%	0.9%
Unknown	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
<b>BUS</b>	<b>9.2%</b>	<b>20.8%</b>	<b>27.0%</b>	<b>27.9%</b>	<b>21.7%</b>	<b>26.8%</b>	<b>21.9%</b>
African-American	0.0%	3.0%	7.3%	0.0%	5.1%	0.0%	2.7%
Asian/Pacific Islander	0.0%	3.0%	2.4%	2.4%	2.6%	6.3%	3.2%
Caucasian	0.0%	0.0%	2.4%	7.3%	0.0%	0.0%	1.8%
Hispanic/Latino	88.2%	93.9%	87.8%	90.2%	92.3%	87.5%	90.0%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.5%
Unknown	11.8%	0.0%	0.0%	0.0%	0.0%	4.2%	1.8%
<b>CO SCI</b>	<b>65.4%</b>	<b>58.5%</b>	<b>50.0%</b>	<b>23.1%</b>	<b>48.3%</b>	<b>41.3%</b>	<b>48.4%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American	1.7%	7.5%	2.6%	0.0%	2.3%	1.4%	2.9%
Asian/Pacific Islander	4.1%	0.0%	1.3%	2.9%	0.0%	0.0%	1.4%
Caucasian	0.0%	0.0%	0.0%	0.0%	4.6%	1.4%	1.0%
Hispanic/Latino	91.7%	92.5%	93.4%	85.3%	93.1%	95.9%	92.6%
Unknown	2.5%	0.0%	2.6%	11.8%	0.0%	1.4%	2.1%
<b>REAL ES</b>	<b>13.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>29.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>6.8%</b>
African-American	4.0%			0.0%			1.5%
Asian/Pacific Islander	0.0%			9.3%			5.9%
Caucasian	0.0%			2.3%			1.5%
Hispanic/Latino	88.0%			86.0%			86.8%
Unknown	8.0%			2.3%			4.4%
<b>Chicano Studies</b>	<b>3.6%</b>	<b>4.4%</b>	<b>3.2%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>1.6%</b>	<b>3.3%</b>
<b>CHICANO</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	0.0%	0.3%	0.0%	0.6%	0.3%	1.6%	0.4%
Asian/Pacific Islander	0.8%	0.6%	0.0%	0.6%	0.3%	0.0%	0.4%
Caucasian	0.0%	0.0%	0.4%	0.3%	0.0%	0.0%	0.1%
Hispanic/Latino	96.3%	96.5%	97.9%	96.3%	97.9%	97.6%	97.0%
Multi-Ethnic	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%
Unknown	2.5%	2.4%	1.8%	2.2%	1.4%	0.8%	1.9%
<b>Child, Family, and Educational Studies</b>	<b>4.6%</b>	<b>4.7%</b>	<b>5.5%</b>	<b>3.8%</b>	<b>4.0%</b>	<b>3.9%</b>	<b>4.4%</b>
<b>CH DEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>92.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>98.3%</b>
African-American	4.9%	3.3%	3.1%	2.4%	2.9%	0.7%	2.9%
Asian/Pacific Islander	1.6%	1.1%	0.4%	0.6%	1.2%	0.3%	0.9%
Caucasian	0.3%	0.5%	0.4%	0.0%	1.2%	0.0%	0.4%
Hispanic/Latino	91.8%	91.0%	94.8%	94.0%	92.4%	97.3%	93.5%
Multi-Ethnic	1.0%	0.8%	0.0%	0.3%	0.3%	0.7%	0.5%
Native American	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%
Unknown	0.3%	3.3%	1.1%	2.7%	2.0%	1.0%	1.8%
<b>FAM &amp; CS</b>	<b>0.0%</b>	<b>0.0%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.7%</b>
African-American			5.6%				5.6%
Hispanic/Latino			91.7%				91.7%
Unknown			2.8%				2.8%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Computer Applications and Office Tech</b>	<b>1.3%</b>	<b>0.9%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.8%</b>
<b>CAOT</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	14.9%	1.5%	6.0%	4.2%	3.8%	8.5%	7.0%
Asian/Pacific Islander	1.1%	0.0%	4.8%	0.0%	7.5%	6.4%	3.1%
Caucasian	0.0%	0.0%	0.0%	0.0%	1.9%	2.1%	0.5%
Hispanic/Latino	73.6%	95.5%	88.0%	93.8%	84.9%	80.9%	85.5%
Multi-Ethnic	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	0.3%
Unknown	10.3%	3.0%	1.2%	0.0%	1.9%	2.1%	3.6%
<b>Counseling</b>	<b>1.4%</b>	<b>1.6%</b>	<b>1.3%</b>	<b>1.5%</b>	<b>1.1%</b>	<b>1.1%</b>	<b>1.4%</b>
<b>PERSDEV</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	4.2%	3.1%	1.7%	3.1%	1.0%	2.4%	2.6%
Asian/Pacific Islander	3.1%	1.6%	5.1%	4.6%	3.1%	5.9%	3.8%
Caucasian	0.0%	0.0%	0.8%	1.5%	1.0%	0.0%	0.6%
Hispanic/Latino	91.7%	89.8%	88.1%	88.5%	93.9%	88.2%	89.9%
Multi-Ethnic	0.0%	0.0%	0.0%	0.8%	0.0%	2.4%	0.5%
Native American	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.2%
Unknown	1.0%	4.7%	4.2%	1.5%	1.0%	1.2%	2.4%
<b>English (Humanities)</b>	<b>17.8%</b>	<b>18.9%</b>	<b>18.3%</b>	<b>19.1%</b>	<b>18.7%</b>	<b>21.1%</b>	<b>19.0%</b>
<b>ENGLISH</b>	<b>92.1%</b>	<b>90.3%</b>	<b>88.2%</b>	<b>90.0%</b>	<b>90.0%</b>	<b>91.4%</b>	<b>90.3%</b>
African-American	1.8%	1.1%	1.7%	1.1%	1.0%	0.8%	1.3%
Asian/Pacific Islander	3.2%	2.6%	7.8%	3.8%	6.0%	8.6%	5.5%
Caucasian	0.1%	0.3%	0.1%	0.9%	0.7%	0.7%	0.5%
Hispanic/Latino	92.1%	92.8%	87.9%	91.6%	89.6%	87.4%	90.1%
Multi-Ethnic	0.0%	0.1%	0.1%	0.1%	0.5%	0.8%	0.3%
Native American	0.3%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
Unknown	2.6%	2.9%	2.4%	2.5%	2.0%	1.7%	2.3%
<b>LRNSKIL</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>	<b>1.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.7%</b>
African-American			3.0%	3.2%			3.1%
Caucasian			3.0%	0.0%			1.6%
Hispanic/Latino			93.9%	93.5%			93.8%
Unknown			0.0%	3.2%			1.6%
<b>READING</b>	<b>7.9%</b>	<b>9.7%</b>	<b>9.7%</b>	<b>8.2%</b>	<b>10.0%</b>	<b>8.6%</b>	<b>9.1%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American	4.3%	4.9%	1.3%	2.9%	2.5%	1.5%	2.8%
Asian/Pacific Islander	1.1%	0.0%	1.3%	0.7%	1.2%	1.5%	1.0%
Caucasian	0.0%	0.7%	0.0%	1.4%	0.6%	0.7%	0.6%
Hispanic/Latino	89.4%	87.3%	95.6%	92.8%	94.4%	94.9%	92.7%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.1%
Unknown	5.3%	7.0%	1.9%	2.2%	0.6%	1.5%	2.9%
<b>Foreign Languages</b>	<b>3.1%</b>	<b>3.1%</b>	<b>3.9%</b>	<b>2.1%</b>	<b>3.3%</b>	<b>3.6%</b>	<b>3.2%</b>
<b>A S L</b>	<b>19.1%</b>	<b>19.8%</b>	<b>32.8%</b>	<b>10.5%</b>	<b>34.6%</b>	<b>46.6%</b>	<b>29.1%</b>
African-American	2.6%	0.0%	1.8%	0.0%	2.0%	2.3%	1.8%
Asian/Pacific Islander	0.0%	0.0%	0.9%	0.0%	1.0%	1.6%	0.9%
Caucasian	0.0%	2.1%	1.8%	0.0%	0.0%	0.8%	0.9%
Hispanic/Latino	94.9%	93.8%	93.8%	94.7%	89.8%	93.8%	93.0%
Native American	0.0%	0.0%	0.0%	0.0%	2.0%	0.8%	0.7%
Unknown	2.6%	4.2%	1.8%	5.3%	5.1%	0.8%	2.7%
<b>FRENCH</b>	<b>10.8%</b>	<b>15.6%</b>	<b>9.0%</b>	<b>34.3%</b>	<b>16.3%</b>	<b>13.4%</b>	<b>15.4%</b>
African-American	0.0%	0.0%	0.0%	1.6%	4.3%	5.4%	2.1%
Asian/Pacific Islander	0.0%	0.0%	3.2%	0.0%	2.2%	2.7%	1.3%
Hispanic/Latino	95.5%	97.4%	93.5%	91.9%	89.1%	86.5%	91.9%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	2.2%	2.7%	0.8%
Unknown	4.5%	2.6%	3.2%	6.5%	2.2%	2.7%	3.8%
<b>JAPAN</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>
African-American			3.2%				3.2%
Asian/Pacific Islander			6.5%				6.5%
Hispanic/Latino			83.9%				83.9%
Unknown			6.5%				6.5%
<b>SPANISH</b>	<b>70.1%</b>	<b>64.6%</b>	<b>49.3%</b>	<b>55.2%</b>	<b>49.1%</b>	<b>40.1%</b>	<b>53.5%</b>
African-American	0.7%	2.5%	4.7%	1.0%	0.7%	0.0%	1.8%
Asian/Pacific Islander	2.8%	0.6%	4.1%	2.0%	0.7%	0.0%	1.8%
Caucasian	0.0%	1.9%	0.6%	1.0%	1.4%	0.0%	0.9%
Hispanic/Latino	90.2%	93.0%	88.2%	91.0%	94.2%	97.3%	92.1%
Multi-Ethnic	1.4%	0.0%	0.0%	1.0%	2.2%	0.9%	0.9%
Native American	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Unknown	4.2%	1.9%	2.4%	4.0%	0.7%	1.8%	2.4%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Journalism</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.2%</b>
<b>JOURNAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
African-American	13.3%	10.0%	0.0%	0.0%	3.4%		4.1%
Caucasian	0.0%	0.0%	0.0%	0.0%	6.9%		2.0%
Hispanic/Latino	86.7%	80.0%	100.0%	89.7%	82.8%		87.8%
Unknown	0.0%	10.0%	0.0%	10.3%	6.9%		6.1%
<b>Library</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.3%</b>
<b>LIB SCI</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American		5.3%	9.5%	6.8%	3.6%	0.0%	5.0%
Asian/Pacific Islander		0.0%	4.8%	0.0%	14.3%	7.4%	5.0%
Caucasian		0.0%	0.0%	2.3%	3.6%	3.7%	2.2%
Hispanic/Latino		84.2%	81.0%	86.4%	75.0%	88.9%	83.5%
Unknown		10.5%	4.8%	4.5%	3.6%	0.0%	4.3%
<b>Life Sciences</b>	<b>0.3%</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.3%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>1.0%</b>
<b>HTHTEK</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>
African-American	13.6%	22.7%	13.4%	12.6%	14.1%		15.0%
Asian/Pacific Islander	13.6%	24.0%	19.5%	26.1%	26.1%		24.1%
Caucasian	0.0%	5.3%	4.9%	5.4%	2.7%		4.0%
Hispanic/Latino	68.2%	48.0%	57.3%	51.4%	51.6%		52.7%
Multi-Ethnic	0.0%	0.0%	1.2%	0.9%	2.2%		1.3%
Native American	0.0%	0.0%	0.0%	0.0%	0.5%		0.2%
Unknown	4.5%	0.0%	3.7%	3.6%	2.7%		2.7%
<b>Mathematics</b>	<b>19.4%</b>	<b>16.4%</b>	<b>14.7%</b>	<b>13.8%</b>	<b>12.5%</b>	<b>13.5%</b>	<b>14.9%</b>
<b>MATH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	1.6%	1.1%	1.4%	1.5%	1.3%	1.4%	1.4%
Asian/Pacific Islander	1.5%	0.9%	1.3%	1.3%	1.3%	1.1%	1.2%
Caucasian	0.7%	0.5%	0.3%	0.8%	0.7%	0.7%	0.6%
Hispanic/Latino	92.9%	95.4%	94.0%	94.8%	94.1%	95.1%	94.4%
Multi-Ethnic	0.1%	0.0%	0.0%	0.2%	0.6%	0.4%	0.2%
Native American	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Unknown	2.9%	2.1%	3.0%	1.4%	2.0%	1.3%	2.2%
<b>Music</b>	<b>1.3%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>1.0%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>1.1%</b>
<b>MUSIC</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

African-American	2.3%	0.0%	7.3%	1.2%	3.0%	0.0%	2.7%
Asian/Pacific Islander	2.3%	0.9%	6.5%	0.0%	5.9%	9.5%	3.8%
Caucasian	1.2%	1.8%	0.0%	0.0%	0.0%	2.4%	0.7%
Hispanic/Latino	91.9%	89.1%	84.6%	95.3%	87.1%	88.1%	89.1%
Multi-Ethnic	0.0%	0.0%	0.8%	1.2%	3.0%	0.0%	0.9%
Native American	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.2%
Unknown	2.3%	7.3%	0.8%	2.3%	1.0%	0.0%	2.6%
<b>Philosophy</b>	<b>1.9%</b>	<b>1.6%</b>	<b>1.7%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>0.6%</b>	<b>1.6%</b>
<b>PHILOS</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	0.0%	2.4%	0.0%	0.0%	0.7%	0.0%	0.5%
Asian/Pacific Islander	3.9%	0.8%	2.0%	2.5%	0.0%	0.0%	1.7%
Caucasian	0.0%	0.0%	0.0%	1.3%	0.7%	2.0%	0.5%
Hispanic/Latino	94.5%	94.5%	94.0%	93.7%	96.4%	93.9%	94.5%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	1.4%	2.0%	0.4%
Unknown	1.6%	2.4%	4.0%	2.5%	0.7%	2.0%	2.3%
<b>Physical Education-Men</b>	<b>1.9%</b>	<b>2.1%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.8%</b>
<b>HEALTH</b>	<b>100.0%</b>	<b>89.2%</b>	<b>52.3%</b>				<b>82.5%</b>
African-American	5.6%	1.4%	3.5%				3.3%
Asian/Pacific Islander	0.8%	2.0%	0.0%				1.2%
Hispanic/Latino	92.7%	92.6%	94.7%				93.0%
Unknown	0.8%	4.1%	1.8%				2.4%
<b>PHYS ED</b>	<b>0.0%</b>	<b>10.8%</b>	<b>47.7%</b>				<b>17.5%</b>
African-American		0.0%	1.9%				1.4%
Caucasian		5.6%	0.0%				1.4%
Hispanic/Latino		94.4%	96.2%				95.7%
Unknown		0.0%	1.9%				1.4%
<b>Physical Education-Women</b>	<b>4.9%</b>	<b>5.4%</b>	<b>7.9%</b>	<b>9.6%</b>	<b>8.9%</b>	<b>7.4%</b>	<b>7.5%</b>
<b>DANCETQ</b>	<b>38.8%</b>	<b>48.0%</b>	<b>36.9%</b>	<b>27.4%</b>	<b>7.3%</b>	<b>0.0%</b>	<b>24.1%</b>
African-American	3.2%	1.5%	1.9%	1.7%	1.8%		1.9%
Asian/Pacific Islander	3.2%	4.5%	2.3%	3.0%	0.0%		3.0%
Caucasian	0.0%	0.5%	0.0%	0.9%	0.0%		0.3%
Hispanic/Latino	90.5%	91.6%	93.9%	91.0%	92.9%		92.0%
Multi-Ethnic	0.0%	0.0%	0.4%	0.4%	0.0%		0.2%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Native American	0.0%	0.0%	0.4%	0.0%	0.0%		0.1%
Unknown	3.2%	2.0%	1.1%	3.0%	5.4%		2.4%
<b>HEALTH</b>	<b>52.0%</b>	<b>45.4%</b>	<b>54.5%</b>	<b>59.4%</b>	<b>72.6%</b>	<b>86.0%</b>	<b>63.1%</b>
African-American	3.6%	2.1%	2.8%	2.6%	2.5%	1.4%	2.4%
Asian/Pacific Islander	0.0%	0.0%	0.8%	0.8%	1.1%	1.2%	0.8%
Caucasian	0.0%	1.0%	0.3%	0.4%	0.5%	0.6%	0.5%
Hispanic/Latino	94.1%	94.2%	94.6%	93.8%	94.1%	95.5%	94.4%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	0.4%	0.6%	0.2%
Native American	0.0%	0.0%	0.0%	0.6%	0.2%	0.0%	0.2%
Unknown	2.4%	2.6%	1.6%	1.8%	1.3%	0.6%	1.5%
<b>PHYS ED</b>	<b>9.2%</b>	<b>6.7%</b>	<b>8.6%</b>	<b>13.2%</b>	<b>20.1%</b>	<b>14.0%</b>	<b>12.8%</b>
African-American	6.7%	0.0%	0.0%	0.9%	0.6%	1.3%	1.1%
Asian/Pacific Islander	0.0%	0.0%	3.3%	0.0%	1.3%	2.5%	1.3%
Caucasian	0.0%	0.0%	1.6%	0.9%	1.9%	0.0%	1.1%
Hispanic/Latino	93.3%	96.4%	90.2%	95.5%	95.5%	94.9%	94.6%
Multi-Ethnic	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.2%
Unknown	0.0%	3.6%	4.9%	1.8%	0.6%	1.3%	1.7%
<b>Physics</b>	<b>0.8%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>1.9%</b>	<b>1.4%</b>
<b>ASTRON</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	0.0%	0.0%	0.9%	0.8%	1.6%	0.0%	0.6%
Asian/Pacific Islander	1.9%	1.1%	0.0%	0.8%	1.6%	1.4%	1.1%
Caucasian	0.0%	0.0%	0.0%	0.0%	0.8%	1.4%	0.5%
Hispanic/Latino	88.7%	95.7%	93.5%	89.8%	96.1%	94.4%	93.4%
Multi-Ethnic	1.9%	0.0%	0.0%	2.3%	0.0%	0.0%	0.6%
Native American	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.2%
Unknown	7.5%	3.2%	4.6%	6.3%	0.0%	2.8%	3.7%
<b>Psychology</b>	<b>5.6%</b>	<b>5.3%</b>	<b>5.7%</b>	<b>7.1%</b>	<b>7.0%</b>	<b>7.6%</b>	<b>6.4%</b>
<b>PSYCH</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
African-American	3.0%	1.2%	3.7%	1.0%	2.0%	1.6%	2.0%
Asian/Pacific Islander	2.2%	1.0%	2.2%	3.7%	3.5%	1.9%	2.5%
Caucasian	0.5%	0.5%	0.2%	1.0%	0.3%	0.7%	0.5%
Hispanic/Latino	91.4%	94.0%	90.9%	91.4%	91.1%	93.9%	92.1%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Multi-Ethnic	0.3%	0.2%	0.2%	0.5%	1.0%	0.9%	0.5%
Native American	0.0%	0.0%	0.2%	0.2%	0.2%	0.0%	0.1%
Unknown	2.7%	3.1%	2.6%	2.4%	2.0%	1.0%	2.2%
<b>Social Sciences</b>	<b>12.9%</b>	<b>12.8%</b>	<b>12.9%</b>	<b>12.5%</b>	<b>11.6%</b>	<b>12.7%</b>	<b>12.5%</b>
<b>ECON</b>	<b>7.3%</b>	<b>6.1%</b>	<b>11.1%</b>	<b>3.9%</b>	<b>5.4%</b>	<b>3.1%</b>	<b>6.2%</b>
African-American	1.6%	1.6%	2.3%	0.0%	5.6%	6.7%	2.6%
Asian/Pacific Islander	1.6%	1.6%	6.3%	0.0%	3.7%	10.0%	4.0%
Caucasian	0.0%	0.0%	0.8%	0.0%	0.0%	3.3%	0.5%
Hispanic/Latino	95.2%	90.2%	89.8%	93.0%	88.9%	80.0%	90.2%
Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.3%
Unknown	1.6%	6.6%	0.8%	7.0%	0.0%	0.0%	2.4%
<b>HISTORY</b>	<b>39.2%</b>	<b>38.3%</b>	<b>40.8%</b>	<b>38.0%</b>	<b>32.7%</b>	<b>36.4%</b>	<b>37.6%</b>
African-American	2.7%	2.1%	1.7%	1.2%	1.8%	1.7%	1.8%
Asian/Pacific Islander	2.7%	1.3%	7.2%	9.8%	1.5%	8.5%	5.4%
Caucasian	0.3%	0.3%	0.2%	0.0%	0.0%	1.1%	0.3%
Hispanic/Latino	92.9%	92.6%	87.5%	86.8%	95.1%	86.9%	90.0%
Multi-Ethnic	0.3%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%
Native American	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
Unknown	1.2%	3.7%	3.4%	1.9%	1.5%	1.1%	2.2%
<b>POL SCI</b>	<b>31.4%</b>	<b>32.3%</b>	<b>27.5%</b>	<b>33.4%</b>	<b>36.0%</b>	<b>34.4%</b>	<b>32.4%</b>
African-American	2.2%	1.9%	0.6%	1.6%	1.4%	0.3%	1.3%
Asian/Pacific Islander	2.2%	5.6%	8.5%	1.6%	1.1%	1.8%	3.4%
Caucasian	0.0%	0.0%	0.0%	0.3%	0.3%	1.2%	0.3%
Hispanic/Latino	92.6%	90.0%	88.4%	94.8%	95.6%	94.0%	92.7%
Multi-Ethnic	0.4%	0.0%	0.0%	0.3%	0.8%	0.9%	0.4%
Unknown	2.6%	2.5%	2.5%	1.4%	0.8%	1.8%	1.9%
<b>SOC</b>	<b>22.1%</b>	<b>23.3%</b>	<b>20.6%</b>	<b>24.7%</b>	<b>25.9%</b>	<b>26.1%</b>	<b>23.7%</b>
African-American	1.6%	0.0%	5.0%	1.5%	1.2%	0.8%	1.7%
Asian/Pacific Islander	3.7%	0.9%	3.4%	1.8%	1.9%	7.9%	3.3%
Caucasian	0.5%	0.0%	0.4%	0.0%	0.4%	0.0%	0.2%
Hispanic/Latino	88.9%	97.4%	87.4%	94.1%	93.1%	87.3%	91.5%
Multi-Ethnic	0.5%	0.0%	0.0%	0.0%	0.8%	1.2%	0.4%
Native American	0.0%	0.4%	0.0%	0.4%	0.0%	0.0%	0.1%

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Unknown	4.7%	1.3%	3.8%	2.2%	2.7%	2.8%	2.8%
<b>Speech and Theatre Arts</b>	<b>4.5%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>4.9%</b>	<b>4.6%</b>	<b>4.7%</b>	<b>4.5%</b>
<b>SPEECH</b>	<b>86.0%</b>	<b>84.2%</b>	<b>82.0%</b>	<b>82.2%</b>	<b>81.5%</b>	<b>90.7%</b>	<b>84.2%</b>
African-American	2.3%	2.4%	2.1%	1.7%	2.8%	1.9%	2.2%
Asian/Pacific Islander	4.3%	1.2%	1.5%	0.9%	2.1%	1.2%	1.8%
Caucasian	0.0%	0.0%	0.0%	1.4%	0.6%	0.6%	0.5%
Hispanic/Latino	91.1%	92.9%	94.2%	92.0%	92.0%	92.9%	92.6%
Multi-Ethnic	0.8%	0.0%	0.0%	0.9%	0.6%	0.6%	0.5%
Native American	0.4%	0.0%	0.0%	0.3%	0.0%	0.0%	0.1%
Unknown	1.2%	3.5%	2.1%	2.8%	1.8%	2.8%	2.4%
<b>THEATER</b>	<b>14.0%</b>	<b>15.8%</b>	<b>18.0%</b>	<b>17.8%</b>	<b>18.5%</b>	<b>9.3%</b>	<b>15.8%</b>
African-American	31.0%	12.5%	2.8%	7.9%	2.7%	0.0%	8.4%
Asian/Pacific Islander	9.5%	0.0%	2.8%	6.6%	4.1%	3.0%	4.3%
Caucasian	2.4%	6.3%	1.4%	2.6%	2.7%	0.0%	2.6%
Hispanic/Latino	57.1%	72.9%	86.1%	71.1%	89.2%	90.9%	78.6%
Multi-Ethnic	0.0%	0.0%	0.0%	1.3%	1.4%	0.0%	0.6%
Unknown	0.0%	8.3%	6.9%	10.5%	0.0%	6.1%	5.5%

**GOAL 3**

1.

90% of the students are non-traditional, first generation college students. Less than half of the students fail to obtain a high school diploma. More males are returning to obtain an education so the classes are more balanced gender wise and this is good for the community so that men can contribute better in society. Women have surpassed the men in AJ courses.

2. What specific efforts have been conducted by your department/program(s) to promote student access?(D)

Everything that is done at SGEC is about promoting post secondary education and student success and community access and futhering students' educational attainment.

3. What efforts have been made to improve your program's presence in the community? (P)

a. What efforts have been made to engage the community or other educational institutions to improve the preparation of all entering students? (D)

**Over the last several years we have offered summer bridge programs to the local feeder high schools in the area. We invited some of the high schools to an Annual Cash for College event. We offered college courses at high schools and we have spoken with and met regularly with college counselors. We also collaborated with Charter Schools and other community groups who use our facilities for Career Days, Leadership meetings, and Community Forums.**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

**Goal 4:** Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

1. What have you learned from the assessment of your Program Learning Outcomes? **(P)**
  - a. In which areas did students excel? **(P)**
  - b. What issues and needs have been revealed? **(P)**
  - c. Describe the changes that have taken place at the course-level as a result of program level assessment. **(P)**
  - d. Describe how your department will use program assessment results for program-level improvement. **(D)**

1. There are no PLOs. After meeting with the SLO and OIE staff, it was determined that our PLOs should be related to community outreach and accessibility.

Initially we have done our own outreach in the community. We participated in weekend fairs, we visited high schools, met with community leaders, had orientations, leased the facilities to community agency groups; City Council Meeting, Candidates Forum, had a tax preparedness workshop for low income residents, and collaborated on other educational workshops. We have been in the community for a long time and many residents and community leaders are familiar with SGEC/ELAC.

SGEC is an extension of the main campus and thereby, we bring the college closer to the southeast communities. By having a physical presence in these southeast communities, we are able to provide access to general education courses, transfer courses and basic skills instruction.

The shuttle service to and from the main campus has been critical for accessibility to all the student services, resources, and classes not available at SGEC.

Based on assessment data, we know that the students are coming to college not adequately prepared for the academic rigors of college. They are testing low in English and math. We need to address how to better support these students.

53% of our students attend classes exclusively at SGEC site. This supports the need to reinforce student support services at the SGEC site and expand diversity of course offerings at the SGEC.

2. Describe your 4-year assessment plan for each program-outcome. **(P)**

Program & Outcome #	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
N/A						

3. Describe any additional assessment that is needed to more fully understand your students, their process and outcomes. What requests, if any, for evaluation have been made to OIE? **(P)**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Information that we will request is the following from OIE:

1. Most recent assessment data going back 3 years
2. What cities are the students coming from?

**Section III. Program Plan**

Complete Table A by:

- a.** Based on the data provided in the preceding questions, describe your department or unit goals for the next six years and the programs involved.
- b.** Aligning the department/unit goals with the Educational, Facilities and Technology Master Plan objectives.
- c.** Reporting progress on stated goals
- d.** Stating the anticipated outcomes of the stated goals

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>Department Unit Goal</b>	<b>Programs Involved</b>	<b>Alignment with Educational Master Plan - Objectives</b>	<b>Alignment with Tech Master Plan Objectives</b>	<b>Alignment with Facilities Master Plan Objectives</b>	<b>Progress to date</b>	<b>Anticipated Outcome of Department / Unit Goal</b>	<b>Additional Resources Required?</b>
Description of goal	List of programs involved	None	None	None	Description of an previous or ongoing activities	Description of anticipated improvements on measures	Description of resources required to accomplish department goals
Adequately staffing student support services and overall support departments	All units under auspices of SGEC.	Goal 1: Ensure adequate student support service	None	None	The President has realigned some of the department under the direction of the SGEC Dean.	Improve communication and working relationships with the departments at the main campus that were realigned and better serve the students.	Align the budgets to correlate with the reorganization of the realignment.
Work with the Department Chairs and Administration to promote the hiring of full time faculty at SGEC	All disciplines taught at SGEC, especially those that have large course offerings at SGEC.	Goal 1: Ensure on-campus student engagement t	Goal 1: Increase student success through smart and	Goal 1: Complete the South Gate satellite campus	Some progress has been made with 4 full timers with a 4 class course load and 7 with a 3 class course load taught at SGEC.	Continue to increase the full time faculty at SGEC.	Eventually we need to align the budget for the full time faculty that teach at SGEC. As we meet the creditation guidelines for Center Status.
		None	None	None			
Develop collaborative relationships w/community organizations, stakeholders	Dean is involved with Government officials and community stakeholders in the community.	Goal 3: Develop opportunities for students to ex	None	None	We will establish an advisory committee representative of government, business and community stakeholders.	We have not met to date due to the uncertainty of the new planned facility. It was difficult to meet with the community leaders when there still remains so much uncertainty with the future of the Firestone plans.	Budget to allow for continental breakfast or lunch depending on when meetings would be scheduled.

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Begin operations at Firestone Edu. Ctr. by 2019	Administration, faculty and many other stakeholders, and the District.	None	None	Goal 1: Complete the South Gate satellite campus	Finalizing Master Plan EIR and negotiating with the City of South Gate regarding street improvements for traffic flow and other concerns. Once these items are agreed upon, it will go before the Board of Trustees.	We must vacate the current SGEC campus by 2019.	Bond money allocation.
Adequately fund operating budget for SGEC.	Student workers, office supplies, equipment, tutorial lab.	Goal 1: Ensure adequate student support service	None	None	Office areas have been closed early due to lack of student workers in the computer lab and the front administration counter. This has been ongoing for several semesters.	Not to rely on other departments, volunteers and community work experience programs to assist on the day to day office needs due to lack of budget.	Adequately fund the student worker, tutoring, supply and equipment budget.
Promote best practices that address the nontraditional students' readiness, motivation and study skills development.	A History/sociology cohort and a blended math class with an SI coach.	Goal 1: Ensure on-campus student engagement t	Goal 1: Enhance institutional effectiveness and pr	None	We are beginning a history/sociology cohort this Spring 2014. We have done blended math classes with an SI coach in the class.	We will be addressing the academic needs of the students and improving retention and transfer potential.	Specially funded or supplemental money earmarked for SGEC to pilot innovative and the best practices that are working elsewhere with similar populations.

1. Please describe what additional resources are required in order to meet your planning goals.

To support all student services so the community will have access to the offices throughout the day (8:30am - 7:00pm at SGEC) more full time classified must be hired in the areas of Admissions, Fiscal, and Financial Aid. There must be a full time classified for each department to cover the A and B shifts. These areas have only one classified and there is no consistency in the daily operating hours. EOPs has not had a presence at SGEC for 2 years. There should be a full time classified staff member at SGEC to support the EOPs counselor (who is only here one day a week) and also assist the students. A full time bilingual, bicultural counselor is also needed to assist the students.

The building should have proper maintenance and custodial work done on a regular, daily basis. The students, faculty and staff should be provided a clean, well-maintained and comfortable environment conducive to learning, studying and working. Currently there is no permanent maintenance person assigned at this location. The HVAC units go down on a seasonal basis causing SGEC instructors to do immediate,

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

inconvenient classroom changes for several days at a time. Special cleaning crews must be brought over to address carpet shampooing needs, floor waxing and polishing needs and other major custodial needs that should be attended to regularly.

Sheriff's security coverage is not complete. Hours of SGEC operation are not covered by Sheriff's security from 7:00 a.m. - 9:30 a.m. and there is another lapse in coverage from 3:00 p.m. - 4:45 p.m. The student, faculty and staff should be protected by proper Sheriff's security during normal business hours. ELAC's Main Campus is covered 24/7 without any gaps in coverage even when the campus is closed.

The LED marquee by the campus entrance has not worked for over five years. Plant facilities has LED sign contractors out to make proper repairs and no one has been able to make the sign work correctly. This marquee is used for beginning semester announcements and publicizing the college to the community.

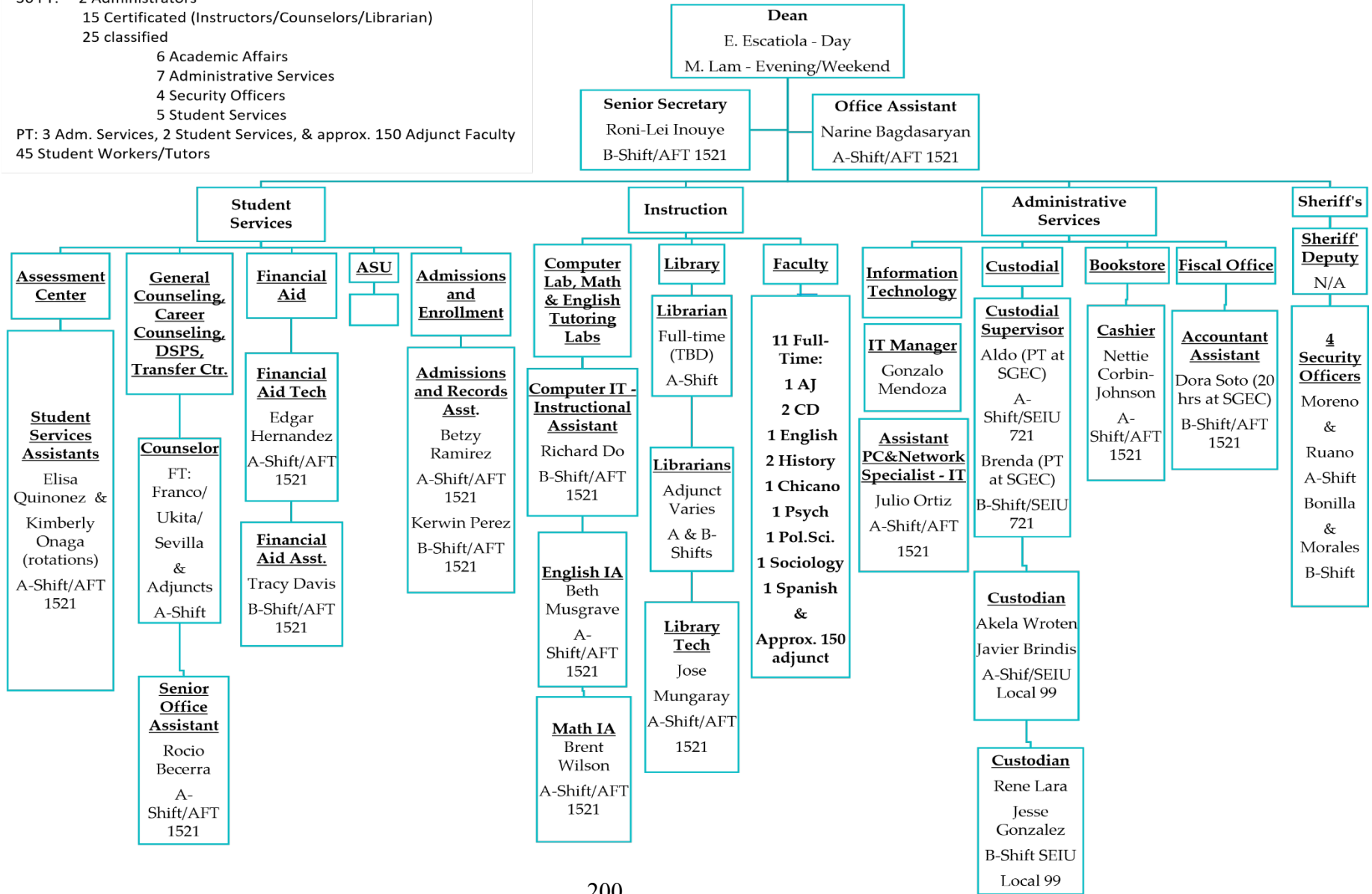
**Appendix 9: South Gate Educational Center Organizational Chart**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Effective Fall 2016

36 FT: 2 Administrators  
 15 Certificated (Instructors/Counselors/Librarian)  
 25 classified  
 6 Academic Affairs  
 7 Administrative Services  
 4 Security Officers  
 5 Student Services  
 PT: 3 Adm. Services, 2 Student Services, & approx. 150 Adjunct Faculty  
 45 Student Workers/Tutors

**South Gate Educational Center Organizational Chart**



Appendix 10:    **SGEC Budget**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Los Angeles Community College District  
 Budget Report By Fund  
 Period: July 1, 2016 - June 30, 2017

FM Area: 1 Report No. FR0040  
 Run On 10/14/2016 11:12:48  
 Page 1

Fund 10100 Basic

Commit Item (G/L)Account Description	Budget	Commitment	Rem Bud Actual	Balance	%
Fund Center: E8210A South Gate Education Func Area: 6010					
122100 Admin- Regular	0.00	99,984.58	31,788.42	131,773.00-	0
213100 Off & Clrk- Reg	165,365.00	64,428.53	27,426.47	73,510.00	44
221100 Instr Aides- Reg	63,536.00	40,317.91	19,060.09	4,158.00	7
233400 Off & Clrk- OT	821.00	0.00	0.00	821.00	100
239200 Unclass-Non Inst	29,201.00	0.00	2,683.53	26,517.47	91
249200 Unclassified- Instr	1.00	0.00	0.00	1.00	100
392000 Distr F/B & Ins	104,190.00	0.00	28,212.76	75,977.24	73
452100 Office Supplies	50,058.00	177.19	4,032.53	45,848.28	92
569300 Rent-Bldg	900,000.00	583,394.36	316,605.64	0.00	0
569400 Contract-Other	496.00	125.00	0.00	371.00	75
582400 Maint - Equip	16,103.00	4,945.50	0.00	11,157.50	69
589000 Other Expense	5,000.00	373.83	0.00	4,626.17	93
640100 Equip Expense	1.00	0.00	0.00	1.00	100
642300 LoValue Asset Equip	4,801.00	0.00	0.00	4,801.00	100
652000 Lease Purch - Eqpt	13,921.00	11,033.04	919.42	1,968.54	14
<b>Total: E8210A</b>	<b>1,353,494.00</b>	<b>804,779.94</b>	<b>430,728.86</b>	<b>117,985.20</b>	<b>9</b>
<b>Total by Business Area: E000</b>	<b>1,353,494.00</b>	<b>804,779.94</b>	<b>430,728.86</b>	<b>117,985.20</b>	<b>9</b>
<b>Total Fund 10100 Basic</b>	<b>1,353,494.00</b>	<b>804,779.94</b>	<b>430,728.86</b>	<b>117,985.20</b>	<b>9</b>

end of report

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Los Angeles Community College District  
 Budget Report By Fund  
 Period: July 1, 2015 - June 30, 2016

FM Area: 1  
 Report No. FR0040  
 Run On 10/14/2016 11:29:02

Page 1

Fund 10100 Basic

(G/L)Account	Commit Item Rem Bud Description	Budget	Commitment	Actual	Balance	%
Fund Center: E8210A South Gate Education Func Area: 6010						
122100	Admin- Regular	115,715.00	0.00	115,714.46	0.54	0
213100	Off & Clrk- Reg	155,003.00	0.00	155,002.58	0.42	0
221100	Instr Aides- Reg	63,964.00	0.00	65,898.48	1,934.48-	0
233400	Off & Clrk- OT	1,654.00	0.00	1,087.03	566.97	34
239200	Unclass-Non Inst	29,201.00	0.00	27,306.89	1,894.11	6
249200	Unclassified- Instr	1.00	0.00	0.00	1.00	100
392000	Distr F/B & Ins	100,000.00	0.00	112,664.54	12,664.54-	0
452100	Office Supplies	55,058.00	0.00	53,656.61	1,401.39	3
569300	Rent-Bldg	939,745.00	0.00	939,744.62	0.38	0
569400	Contract-Other	371.00	0.00	246.00	125.00	34
582400	Maint - Equip	7,213.00	0.00	3,050.10	4,162.90	58
589000	Other Expense	2,336.00	0.00	2,334.80	1.20	0
640100	Equip Expense	1.00	0.00	0.00	1.00	100
642300	LoValue Asset Equip	3,783.00	0.00	1,580.49	2,202.51	58
652000	Lease Purch - Eqpt	11,833.00	0.00	10,113.62	1,719.38	15
Total: E8210A		1,485,878.00	0.00	1,488,400.22	2,522.22-	0
Total by Business Area: E000		1,485,878.00	0.00	1,488,400.22	2,522.22-	0
Total Fund 10100 Basic		1,485,878.00	0.00	1,488,400.22	2,522.22-	

0 end of report

**Appendix 11: SGEC Budget Forecast**

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

<b>SGEC Current Budget and Forecast</b> <i>(Does not include all indirect costs)</i>								
Personnel	Current FTE (2015-2016)	Budget 2015-2016		2015-2016 Total	Forecast FTE (2018-2019)	Budget 2018-2019		2018-2019 Total
		Salary	Benefits	Subtotal		Salary	Benefits	Subtotal
<b>Certificated</b>								
Administrator Dean	2	\$254,304	\$66,755	\$321,059	2	\$279,732	\$76,227	\$355,959
Classroom Faculty Full time	11	\$1,086,360	\$285,170	\$1,371,530	16	\$1,580,160	\$430,594	\$2,010,754
Counselor	3	\$285,984	\$34,833	\$320,817	4	\$419,443	\$114,298	\$533,741
Librarian	1	\$95,328	\$25,024	\$120,352	1	\$104,860	\$28,574	\$133,434
Certificated Part-time	125	\$178,125	\$46,758	\$224,883	166	\$236,550	\$64,460	\$301,010
<b>Classified</b>								
Senior Secretary	1	\$54,924	\$23,266	\$78,190	1	\$54,924	\$23,815	\$78,739
Office Assistant	1	\$45,636	\$19,331	\$64,967	1	\$45,636	\$19,788	\$65,424
Instructional Assistant -IT	1	\$60,348	\$25,563	\$85,911	1	\$60,348	\$26,167	\$86,515
Instructional Assistant-Library	1	\$60,348	\$25,563	\$85,911	2.5	\$150,870	\$65,417	\$216,287
Instructional Assistant - Math	1	\$60,348	\$25,563	\$85,911	2	\$120,696	\$52,334	\$173,030
Instructional Assistant - English	1	\$60,348	\$25,563	\$85,911	2	\$120,696	\$52,334	\$173,030
Financial Aid Technician	1	\$61,092	\$25,879	\$86,971	2	\$120,696	\$52,334	\$173,030
Financial Aid Assistant	1	\$48,948	\$20,734	\$69,682	4	\$195,792	\$84,895	\$280,687
Student Services Assistant	1	\$60,636	\$25,685	\$86,321	1	\$60,636	\$26,292	\$86,928
Senior Office Assistant-Counseling	1	\$50,796	\$21,517	\$72,313	3	\$152,388	\$66,075	\$218,463

**EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

Admissions and Records Assist.	1	\$48,948	\$20,734	\$69,682	3	\$146,844	\$63,672	\$210,516
Custodial Supervisor	1	\$50,724	\$21,487	\$72,211	1	\$50,724	\$21,994	\$72,718
Custodial	2	\$83,712	\$35,460	\$119,172	3	\$125,568	\$54,446	\$180,014
Cashier	1	\$43,296	\$18,340	\$61,636	2	\$86,592	\$37,546	\$124,138
Accountant Assistant	1	\$48,187	\$20,412	\$68,599	1	\$48,187	\$20,894	\$69,081
<b>Unclassified</b>								
Student Worker/Tutor		\$139,200		\$139,200		\$185,500		\$185,500
<b>Other Costs</b>								
Rent		\$900,000		\$900,000				
Supplies		\$55,000		\$55,000	75,000	75,000		\$70,500
Maintenance/Contracts		\$30,275		\$30,275	45,000			
Utilities		\$175,000		\$175,000	\$245,000	\$225,000		\$475,000
Security		\$215,000		\$215,000	\$250,000	\$275,000		\$415,000
<b>Subtotal</b>		\$4,276,442	\$813,639	\$5,090,081	\$615,219	\$4,967,342	\$1,382,156	\$6,734,998
<b>Total</b>				\$5,090,081				\$6,734,998

**Appendix 12: ELAC Ethics Policy**

**EAST LOS ANGELES COLLEGE  
ACADEMIC FREEDOM AND RESPONSIBILITIES POLICY  
Adopted by Academic Senate March 26, 2013**

The primary function of the East Los Angeles College (ELAC) Academic Senate is to make recommendations with respect to academic and professional matters as defined in Title 5, Article 2, Section 53200; in particular, district and college governance structures as related to faculty roles.

Academic Freedom is stipulated by Title 5, Article 2, Section 51023: “The governing board of a community college district shall: (a) adopt a policy statement on academic freedom which shall be made available to faculty,” and, the Accreditation Standard II.7.(a) which states, “In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board- adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.”

The Los Angeles Community College Board’s (LACCD) position on Academic Freedom is contained within the Board Rules on Prohibited Discrimination and Harassment:

15002. ACADEMIC FREEDOM. The Board of Trustees reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow Prohibited Discrimination. The discussion of ideas, taboos, behavior or language which is an intrinsic part of the course content shall in no event constitute Prohibited Discrimination. It is recognized that an essential function of education is a probing of received opinions and an exploration of ideas which may cause some students discomfort. It is further recognized that academic freedom insures the faculty's right to teach and the student's right to learn.

Adopted 02-22-95

Amended 06-13-07

[http://www.laccd.edu/board\\_rules/documents/ChapterXV.pdf](http://www.laccd.edu/board_rules/documents/ChapterXV.pdf)

Academic freedom is essential to these purposes and applies to all disciplines. Freedom in teaching and research is fundamental to the advancement of truth. Academic freedom in all disciplines is fundamental for the protection of the rights of the faculty and the student. It carries with it duties correlative with rights, regardless of employment status.

Academic freedom is essential for the maintenance of excellence in education, and moreover, exists so that society may have benefits of objective and independent criticism, and honest answers to scientific, social and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude. Accordingly, there shall be no adverse consequences to employment status (hiring, promotion, and retention) as a result of expressions protected by academic freedom.

**Appendix 13: Academic Freedom and Responsibilities  
Policy**

## EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017

EAST LOS ANGELES COLLEGE  
ACADEMIC FREEDOM AND RESPONSIBILITIES POLICY  
Adopted by Academic Senate March 26, 2013

### **ACADEMIC FREEDOM**

Faculty members are entitled to full freedom in teaching and research and in the publication of the results, as it pertains to their academic assignments. Nothing in this policy shall be construed to infringe upon contractual responsibilities. However, research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty members are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Faculty are members of a learned profession, and officers of an educational institution. When they communicate as individuals, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should indicate that they are not speaking for the institution.

Academic freedom is essential not only to examine controversial issues in an objective manner in the classroom, but also to insure access to information sources required for study of such issues. The intellectual search for transmission of knowledge should go forward in an atmosphere free from fear of reprisal, while providing opportunities for critical thinking and understanding of conflicting viewpoints. In order that special interests or conflicting public opinion not impede the educational process, instructors and students must be free to investigate, to form conclusions, and to express judgments and opinions.

Academic freedom carries with it several responsibilities. Faculty members must strive for factual accuracy and show restraint in dealing with topics outside their area of expertise. While showing respect for the opinions of others, the instructor should, after impartial examination of the evidence, present the conclusions to which the evidence points. Selective omission of available data would not be in keeping with academic responsibility. Promotion of a partisan point of view to a captive audience would be equally unsuitable.

Academic freedom also includes the right to constructively criticize college policies without fear of retribution. Members of the faculty, administration, college staff and student body should feel free to speak in public forums or write "Letters to the Editor" and write publicly without institutional censorship, as long as they indicate they are not acting as institutional spokespersons. The college has a responsibility to society to defend and maintain academic freedom to insure that educational goals can be achieved and that all fields of knowledge can be studied, discussed, and interpreted in an objective and scholarly manner.

(Reference: Title 5, Section 51023)

Faculty members are entitled to due process under the Grievance provision of the AFT contract.

## **EAST LOS ANGELES COLLEGE SUBSTANTIVE CHANGE PROPOSAL 2017**

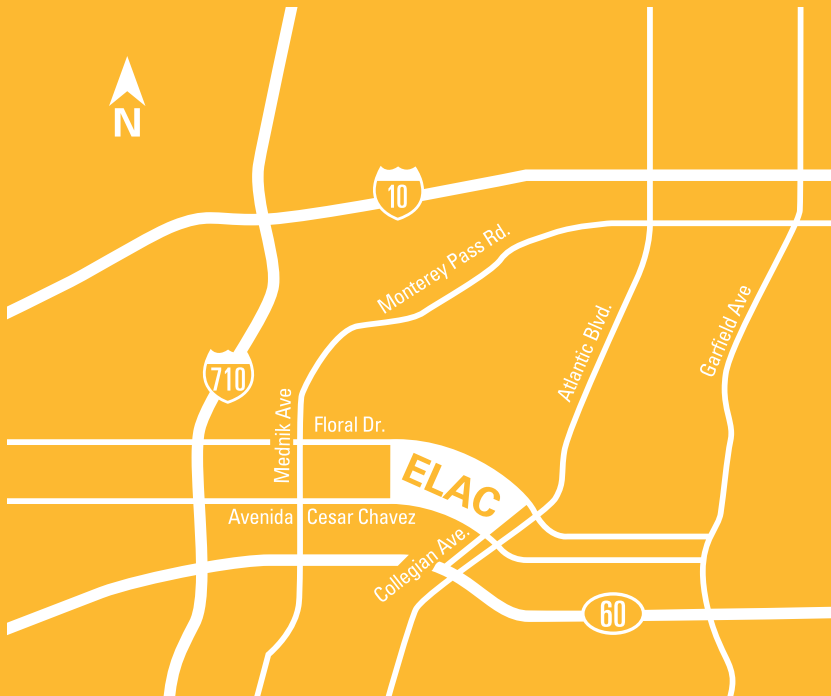
EAST LOS ANGELES COLLEGE  
ACADEMIC FREEDOM AND RESPONSIBILITIES POLICY  
Adopted by Academic Senate March 26, 2013

### **ACADEMIC RESPONSIBILITY**

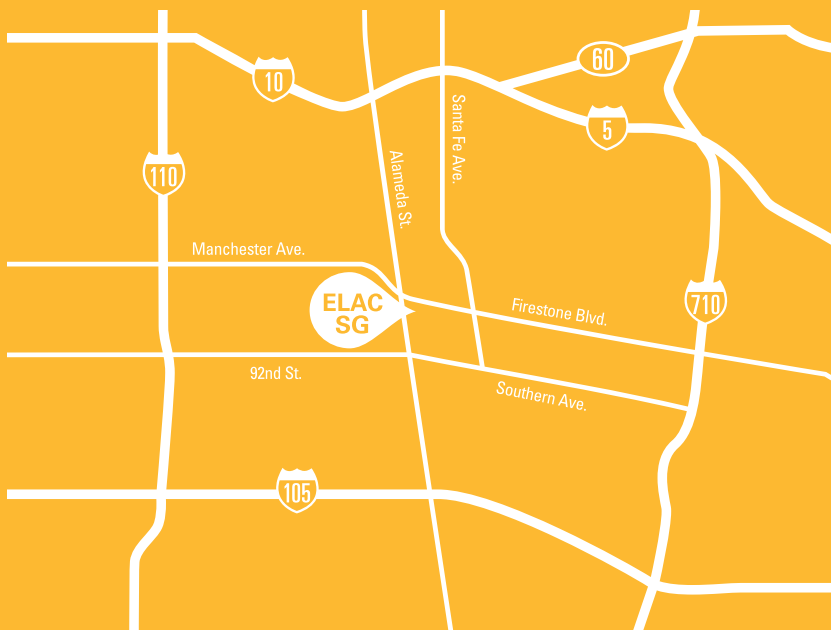
Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus. In addition, faculty members are responsible for, but not limited to, policies and procedures defined in board policy, administrative regulations, and the employment contract between the district and the Guild. Finally, faculty members have the responsibility and right to determine students' grades fairly and without third party influence.

Students are entitled to an atmosphere conducive to learning and to fair treatment in all aspects of the faculty-students relationship.

## Main Campus



## SG Educational Center



[www.elac.edu](http://www.elac.edu)

### EAST LOS ANGELES COLLEGE

1301 Avenida Cesar Chavez  
Monterey Park, CA 91754 | (323) 265-8650

### ELAC SOUTH GATE EDUCATIONAL CENTER

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DR. ARMANDO RIVERA-FIGUEROA, *Dean, Academic Affairs*  
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### LOS ANGELES COMMUNITY COLLEGE DISTRICT

770 Wilshire Boulevard  
Los Angeles, CA 90017 | (213) 891-2000

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