East Los Angeles College

Shared Governance
&
Decision-Making
Handbook

Fall 2009

EAST LOS ANGELES COLLEGE

SHARED GOVERNANCE
AND
DECISION-MAKING
HANDBOOK

FALL 2009

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EAST LOS ANGELES COLLEGE

MISSION

East Los Angeles College is dedicated to facilitating student learning through the highest quality of transfer, career technical, basic skills, and community service courses and programs. We serve a culturally diverse community of lifelong learners in a dynamic urban setting by supporting student success in achieving associate degrees, general education, certificates, and personal development. To develop the potential of each student, the college provides access to innovative teaching methods, alternative modes of course delivery, the latest in educational technology, and comprehensive support services.

VISION

East Los Angeles College endeavors to be an exemplary model for student academic, technological and artistic achievement. Through our evolving physical and technological infrastructures, designed to facilitate teaching, learning, and cultural expression, we will become the first choice in higher education and the cultural center of our diverse community.

STRATEGIC DIRECTIONS AND VALUES

Educational Opportunity and Access. We are offering an ever-improving quality education by broadening student pathways, empowering our community members and transforming their educational aspirations through an affordable education.

Student-Centered Instruction and Support Services. We are increasing our teaching effectiveness by employing interactive, student-centered strategies that engage students in the learning process and provide them with the opportunity to reflect on their own learning as they pursue their academic goals. We are continually enhancing each student's ability to succeed through student-focused support services and state-of-the-art educational technology. All aspects of our educational program, be it basic skills, career-technical, or transfer instruction, foster each student's development as a global citizen and lifelong learner.

Skilled Workforce for the Competitive Global Market. We are developing stronger ties with local and global organizations, businesses, high schools and other academic institutions, our district and the state to build innovative programs that will cultivate a sustainable community.

Community-Centered Institution. We are growing our campus as a multicultural center, providing diverse activities that promote cultural awareness, sensitivity, and unity and enrich the community through the arts and scholarly enhancement.

Accountability and Fiscal Responsibility. We are strengthening our commitment to shared governance and data-driven decision making by giving priority to endeavors that ensure student success while maintaining the financial viability of the college through our accountable planning process.

INTRODUCTION

Purpose of Handbook

The intent of this publication is to illustrate how decision-making processes at East Los Angeles College (ELAC) integrate into the overall Planning, Implementation, and Evaluation cycle of the college. ELAC has sought to establish structures and procedures that promote student success and utilize campus shared governance processes. The *Shared Governance and Decision-Making Handbook* serves as a guide for students, faculty, staff, and administrators who desire to be or are already involved in college planning and other campuswide decisions. This handbook includes descriptions of college processes, college committees, and a schedule of college planning, evaluation and re-evaluation.

The *Shared Governance and Decision-Making Handbook* should be used as a reference guide for those who wish to participate in the shared governance system or develop the campus's planning agenda. Each section describes the manner in which decisions are made and the committees that are responsible for each decision-making area. These processes include thorough and regular evaluation mechanisms for creating a cycle of continuous quality improvement in college practices. As such, this is a living document that will regularly adapt to any changes made in decision-making processes in an effort to continually improve college governance.

The *Shared Governance and Decision-Making Handbook* was produced as a result of the college's planning, implementation and evaluation cycle. It became clear that procedural knowledge integral to the college's planning and decision-making processes should be documented and extended beyond those directly involved in campus committees. This need was confirmed by the college's Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team. To address the concerns of the college and the Accrediting Commission, the Accreditation Response Group (ARG) was formed. One of the primary responsibilities of the group was to document all college decision-making processes for distribution to the campus community. Through this effort, administrative and faculty leaders also identified gaps in the college's current decision-making processes and developed ways to further improve college planning and governance.

OVERVIEW OF DECISION-MAKING STRUCTURES

Shared Governance

Through the passage of AB 1725, the California State Legislature guarantees faculty input in the decision-making process of community colleges. The law mandates that colleges "consult collegially" with local Academic Senates and seek active participation from other constituencies, including classified staff and students. ELAC has actively utilized shared governance processes since the college president and Academic Senate entered into a Shared Governance Agreement in 1993. In accordance with this agreement, the decision-making processes described in this Handbook reconfirms the need to "rely primarily" upon recommendations of the Academic Senate in formulating, changing, and/or approving policies in areas related to academic programming.

The Board of Trustees

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District's stated mission. It exercises oversight of the college's educational programs and guarantees the college's integrity and financial health. It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office). Board members are elected at large for terms of four years. The president and vice President of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting in July. A student member is elected annually.

The District Chancellor

The Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing policy recommendations to the Board. In keeping with the provisions of the Educational Code, the Board delegates its authority to the Chancellor, gives him or her the autonomy to make decisions without interference, and holds him or her accountable for those decisions. The Academic Senates and Collective Bargaining Units retain the right to present their comments on the Chancellor's recommendations directly to the Board of Trustees.

For more information regarding the roles and functions of the district, please refer to the LACCD District/College Functional Map http://www.laccd.edu/inst_effectiveness/College_Accreditations.

The College President

The president is the official designee of the college and is directly responsible to the Board. The college president has the right to reject or modify any participatory governance decision. However, in the spirit of professionalism and collegiality, the college president informs the respective group(s)/committee(s) of his or her objections (if any) to their recommendations.

The Faculty

Faculty members perform duties as instructors, librarian, or counselors in areas for which they possess appropriate qualifications. Faculty implement activities based on applicable recommendations and district/college goals; perform other contractually identified professional responsibilities; and provide advice and recommendations regarding relevant policies and procedures through active participation on district/college committees, councils, and taskforces.

Full-time and part-time faculty members are represented in governance by the Academic Senate and the American Federation of Teachers (AFT). According to Title 5 §53200, the Academic Senate at each college assumes primary responsibility for making recommendations to the administration of the college and the Board with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards of policies regarding student preparation and success

6. District and college governance structures as related to faculty roles
7. Faculty roles in the accreditation process, including Self Study and annual reports
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional plans and budget development
11. Other academic and professional matters as mutually agreed between the governing board.

The Classified Staff

Classified staff members include college and district employees in a wide range of positions, including administrative assistants, clerks, custodians, and grounds workers. According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance. This is defined as participation in the formulation and development of policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on staff. Additionally, the Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration. Collective bargaining units, including the AFT Staff College Guild, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employees Union, and Supervisory Employees Union, conduct elections to appoint classified staff to district and college governing councils.

The Administrators

Administrators are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of district and college activities while maintaining compliance with state regulations, laws and district policies. Administrators are included in the general participatory governance process and recommend policies, procedures, and priorities for the college to the president, and carry out their responsibilities in styles that support and maintain the spirit and letter of participatory governance. The California Teamsters Public, Professional and Medical Employees Union conducts elections to appoint administrators to district and college governing councils.

The Students

Students at each college are represented by an Associated Student Union (ASU), which monitors student needs, keeps students informed on student-related issues, and promotes cultural, social, and leadership opportunities for all students. According to Title 5 §51023.7, the governing board is required to adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. This participation is defined as the formulation and development of policies, procedures, and processes for jointly developing recommendations that have or will have a significant effect on students. In their role representing all students, the ASU offers opinions and recommendations to the college administration and to the Board of Trustees. Additionally, the Board shall not take action on a matter having a significant effect on students until the recommendations and positions by students are given every reasonable consideration.

Appendices:
- [Academic Senate Constitution](#)

- [Academic Senate Bylaws](#)
- [Academic Senate Shared Governance Agreement](#)
- [Associated Student Union](#)
- [Los Angeles College Faculty Guild Local 1521](#)
- [AFT Staff College Guild Local 1521A](#)
- [Los Angeles/Orange Counties Building and Construction Trades Council](#)
- [Los Angeles City and County Schools Employees Union, Local 99](#)
- [Employees Union, Local 911](#)
- [Supervisory Employees' Local 721 (Formerly Local 347)](#)

How to Get Involved

The college encourages employees and students to become knowledgeable and involved with decision-making processes in their own departments and areas. Excellent sources of information are deans, supervisors, and department chairs, as well as representatives to college committees and governance leaders. A variety of groups and committees provides pathways for participation in college governance and processes. To find more information on college governance committees and their responsibilities, please visit the committee websites. Some committees may also have documents available on the academic portal that can be retrieved upon sign on to a campus computer.

- [Academic Senate](#)
- [Educational Planning Subcommittee](#)
- [Facilities Planning Subcommittee](#)
- [Shared Governance Council](#)
- [Student Success](#)
- [Student Learning Outcomes](#)
- [Technology Planning Subcommittee](#)
- [Other Committees](#)

ORGANIZATIONAL STRUCTURE

East Los Angeles College is one of nine colleges in the Los Angeles Community College District. As a member of a multi-college district, the college responds to the directions of the Board of Trustees and the District Chancellor. The college president presides over all decision-making on campus in the four cluster areas of Liberal Arts and Sciences, Workforce Education and Economic Development, Student Services, and Administrative Services. The Offices of Institutional Development and Institutional Effectiveness act as college support services through the president's office. In addition, the president sits on the East Los Angeles College Shared Governance Council (ESGC) where he or she receives concrete recommendations through the participation and representation of all constituencies on campus.

District Organizational Structure

```
                        Board of Trustees
                              |
                          Chancellor
                              |
                       College President
     _____|_____|_____|_____|_____|_____
    |           |       |       |       |       |           |
Office of   Liberal   Workforce  Student  Administrative  Office of
Institutional Arts &  Education  Services  Services       Institutional
Effectiveness Sciences & Economic Cluster  Cluster        Development
            Cluster   Development
                      Cluster
```
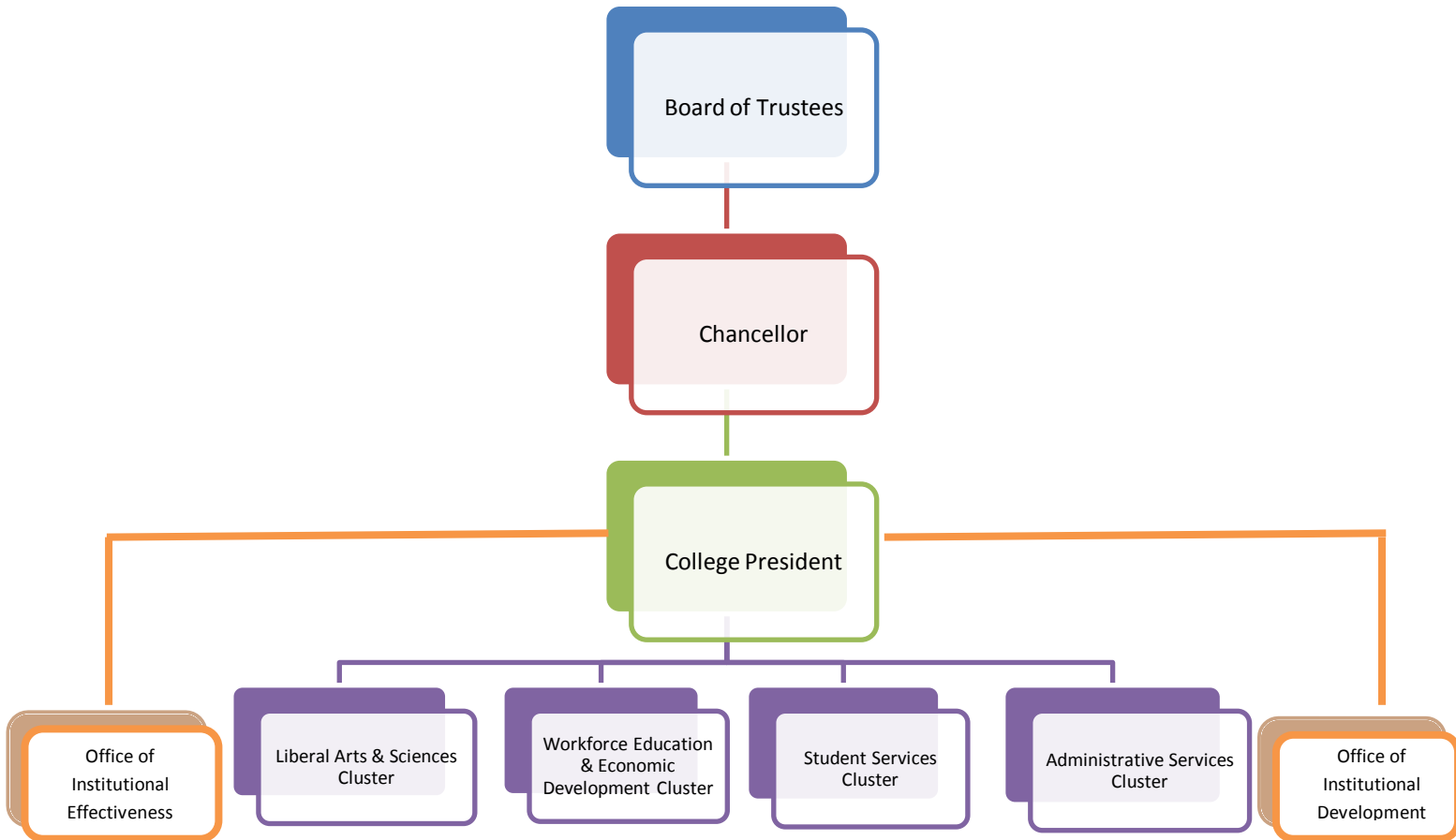
The college president implements decisions through the vice presidents of the four cluster areas and their respective deans, managers, and directors as shown in the charts on the following pages.

College Organizational Structure

East Los Angeles College
President

- Office of Institutional Effectiveness
- Vice President Administrative Services
- Vice President Liberal Arts & Sciences
- Vice President Workforce Education & Economic Development
- Vice President Student Services
- Office of Institutional Development
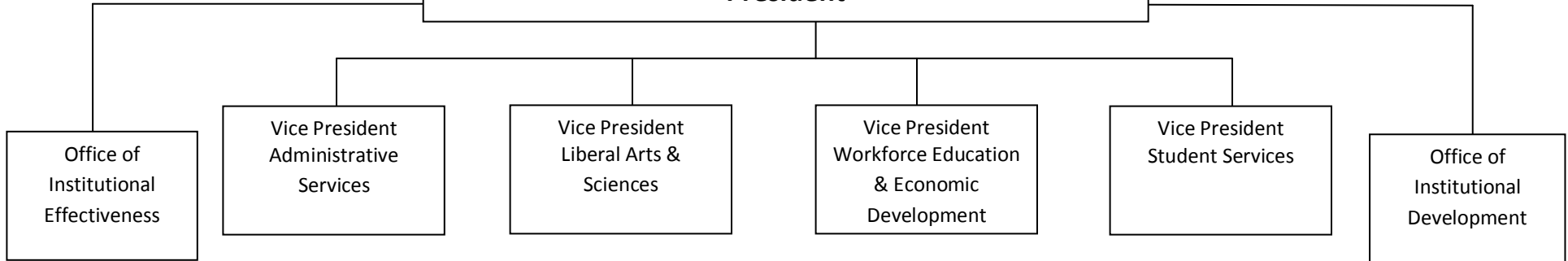
President - Functions:

College Budget
College Governance (Committees, Policies & Procedures, Structure)
College Image
College Liaison with Chancellor's Cabinet
College Representation to Governing Board (including college agenda items)
Collegewide Planning
Community Relations
Strategic, Educational, Facilities and Technology Master Plans
Personnel
Public Information (including coordination with District)

Committee Responsibilities:

President's Cabinet
Administrative Council
District Budget and Finance Committee
Facilities Committee
District Marketing/Recruitment Committee

Academic Affairs
Liberal Arts and Sciences
Vice President
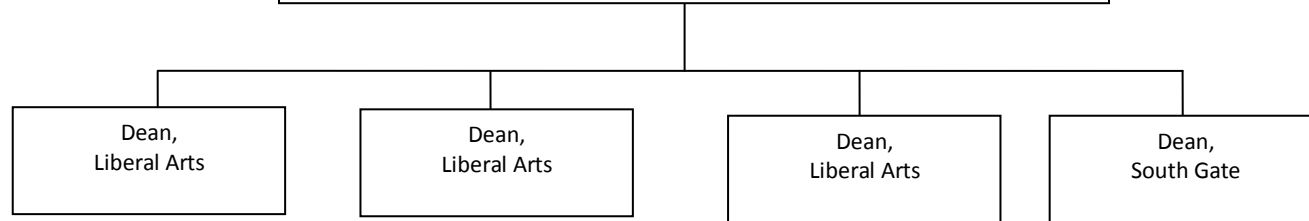
| Dean, Liberal Arts | Dean, Liberal Arts | Dean, Liberal Arts | Dean, South Gate |

Functions:

Academic master plans
Chief Instructional Officer
College coordinator for reassigned time
Curriculum articulation within District (JCAC)
Curriculum oversight (new program development & revision in conjunction with deans)
Educational policies and procedures
Faculty staffing recommendations (through deans)
Faculty (reporting through chairs/coordinators and deans)
Coordination of prerequisite enforcement (co-responsibility with VP of Student Services)
Oversight and approval of college Class Schedule and Catalog
Tutoring (reporting through dean)
Faculty collective bargaining/Administrative representative
Oversight of faculty evaluation (through deans)
Instructional operations: rooms, class schedule, catalog, curriculum, enrollment data
Monitor educational policy/procedure compliance

Committee Responsibilities:

Department Chairs Committee
Planning Committees: Educational, Facilities, Off-Site, and Technology
Student Learning Outcomes Committee
Student Success Committee
Transfer Committee
Work Environment Committee

Dean, Liberal Arts	Dean, Liberal Arts	Dean, Liberal Arts	Dean, South Gate

Chairs/Coordinates:
  Chemistry
  English
  Life Sciences (academic)
  Physics
  Social Sciences
 	
Other:
  Writing Center
  Honors Program
  Catalog
	Chairs/Coordinates:
	  Art
	  Music
	  Philosophy
	  Physical Education – Men
	  Physical Education – Women
	  Speech/Theatre
		Chairs/Coordinates:
		  Anthropology/Geography/Geology
		  Chicano Studies
		  Foreign Languages
		  Mathematics
		  Psychology
		
		Other:
		  Learning Assistance Center
		  MEnTe Lab
		  Schedule
		  Move Liaison
			Coordinates:
			South Gate Educational Center

COMMON DIVISION DEAN FUNCTIONS*

Planning: Development, evaluation, revision
Faculty, Classified Staffing: Proposal development, recruitment, selection, orientation, assignment, supervision evaluation
Budget: Development, administration
Curriculum: Development, revision, articulation with K-12 and university
Class schedule: Development and administration
External resource development
Discipline labs/centers supervision
*with chairs, faculty and subordinate administrators, as appropriate

| Position-specific Functions:
  Accreditation Liaison Officer
  Curriculum Development
  Oversight
  Educational Planning
  Subcommittee
  Matriculation Advisory Committee
  Student Learning Outcomes
    Committee | Position-specific Functions:
  PACE
  Planning for Art Complex | Position-specific Functions:
  Distance Education
  Technology Planning
    Subcommittee | Position-specific Functions:
  Off-Site Committee |

Academic Affairs
Workforce Education and Economic Development
Vice President

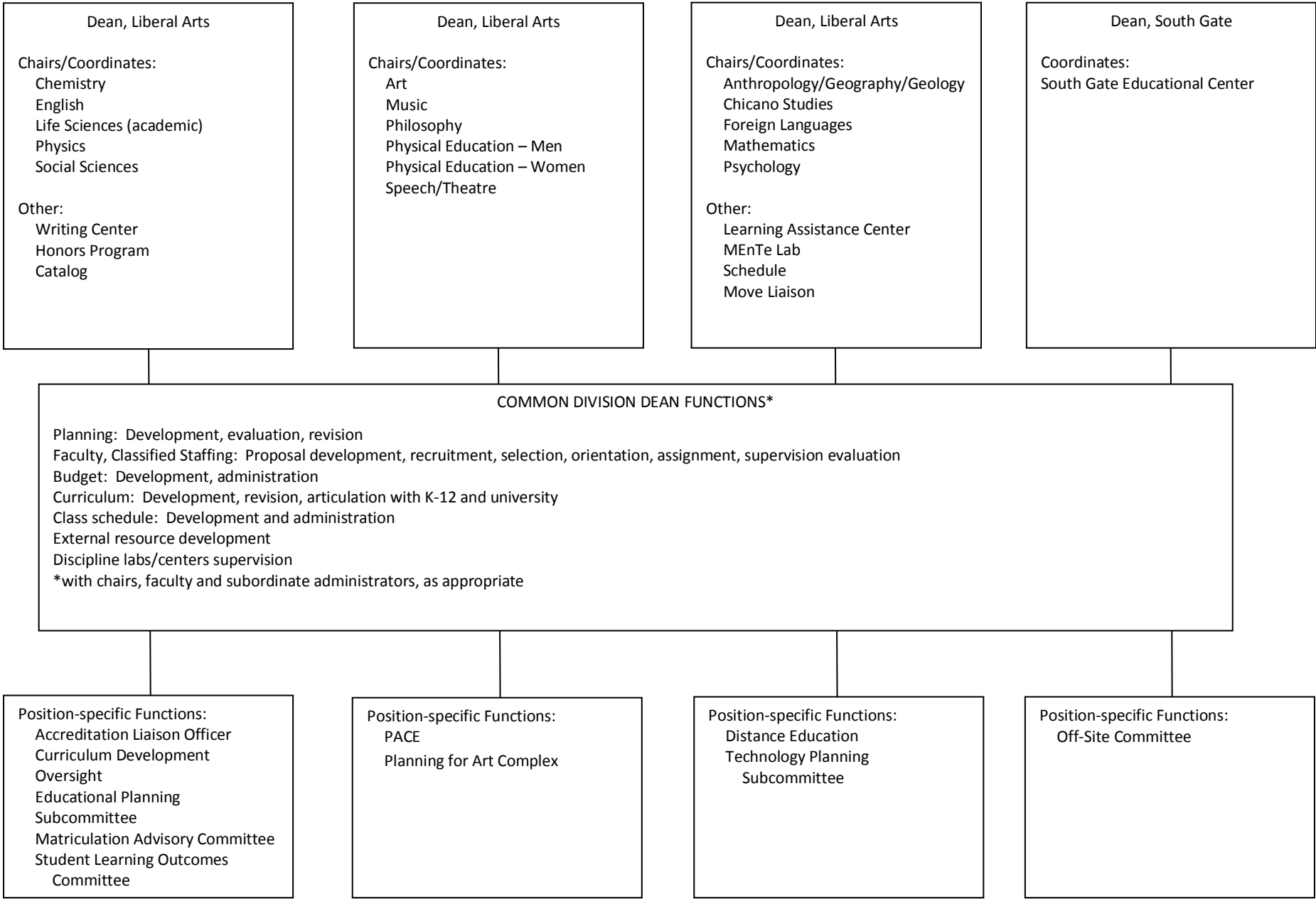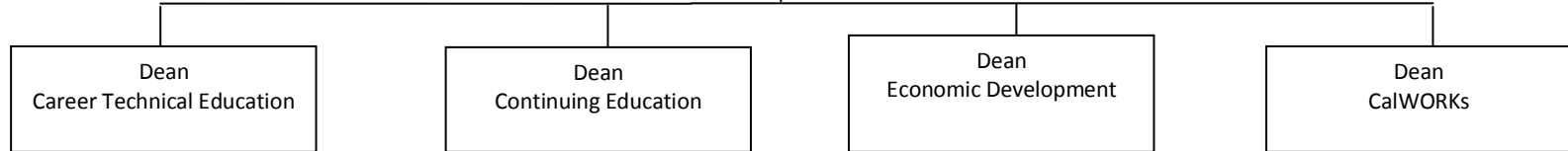|			
Dean Career Technical Education	**Dean** Continuing Education	**Dean** Economic Development	**Dean** CalWORKs

Functions:

- Academic master plans
- Chief Instructional Officer
- College coordinator for reassigned time
- Curriculum articulation within District (JCAC)
- Curriculum oversight (new program development & revision in conjunction with deans)
- Educational policies and procedures
- Faculty staffing recommendations (through deans)
- Faculty (reporting through chairs/coordinators and deans)
- New full-time faculty orientation
- Coordination of prerequisite enforcement (co-responsibility with VP of Student Services)
- Oversight and approval of college Class Schedule and Catalog
- Tutoring (reporting through dean)
- Instruction budget development
- Faculty collective bargaining/Administrative representative
- Oversight of faculty evaluation (through deans)
- Instructional operations: rooms, class schedule, catalog, curriculum, enrollment data
- Monitor educational policy/procedure compliance
- Adjunct faculty professional development

Committee Responsibilities:

- Budget Committee
- Career Technical Committee
- Matriculation Advisory Committee
- Work Environment Committee
- Title V
- Planning Committees: Educational, Facilities, Off-Site, and Technology
- Student Learning Outcomes Committee
- Student Success Committee

Dean, Career Technical Education	Dean, Economic Development	Dean, Continuing Education	Dean, CalWORKS

Chairs/Coordinates:
  Admin of Justice
  Journalism
  Life Sciences: HIT, Elec.
    Microscopy, Resp. Therapy
  Nursing
  Photography
 	
Other:
  RCAT
  MESA
	Chairs/Coordinates:
	  Architecture
	  Automobile Technology
	  Business
	  Computer Applications & Office
	    Technologies
	  Child, Family and Education
	    Studies
	  Electronics
	  Engineering
	  Library
	
	Other:
	  Tech Prep
		Coordinates:
		  Community Services
		  Noncredit
		  Basic Skills
		  Rosemead Center
		  Swap Meet
			Other:
			Compliance Officer

COMMON DIVISION DEAN FUNCTIONS*

Planning: Development, revision
Faculty, Classified Staffing: Proposal development, recruitment, selection, orientation, assignment, supervision evaluation
Budget: Development, administration
Curriculum: Development, revision, articulation with K-12 and university
Class schedule: Development and administration
External resource development
Discipline labs/centers supervision

*with chairs, faculty and subordinate administrators, as appropriate

Position-specific Functions:
  Liaison with business and industry
  VTEA budget: development,
    administration, reporting
  Joint Hires
  Matriculation Advisory
  Student Learning Outcomes
    Committee
  State Equipment Grants
    Committee
  Transfer Committee
	Position-specific Functions:
	  L.A./Orange Deans
	  State Equipment Grants
	    Committee
	  Student Success Committee
	  Technology Discussion Group

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Student Services
Vice President

Dean Admission and Records	Department Chair Counseling	Dean EOP&S & CARE	Dean Student Activities
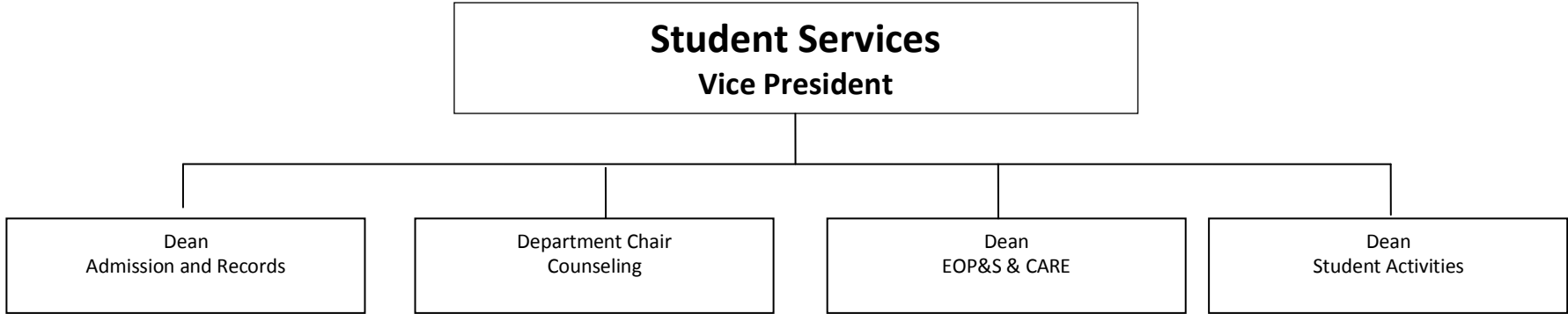
Functions:
- Chief Student Services Officer
- Division budget, cluster plan, program reviews
- President's Cabinet
- Division Student Services Coordination collegewide planning
- Community relations with K-12
- Enforcement of student code of conduct, faculty and student comments and grievances.

Committee Responsibilities:
- Program Review and Viability Committee
- Student Success Committee (Basic Skills)
- Matriculation Advisory Committee
- Student Learning Outcomes Committee
- Facilities Committee
- Transfer Committee

Dean, Admission and Records	Department Chair, Counseling	Dean, EOP&S & CARE	Dean, Student Activities

Coordinates:
   International Students
   Matriculation
   Outreach and Recruitment
 	
Position-specific Functions:
   Student course registration
   Prerequisite and challenge
     petitions
   Student academic records
   Attendance accounting
   Grade collection
   Veteran's services
   Matriculation and degree
     verification
   International student admission
   High school relations
	Coordinates:
	   Counseling
	   Career/Job Center
	   Transfer Center
	
	Position-specific Functions:
	   Student Educational Planning
	   Personal development courses
	   Counseling of probationary and
	     subject to dismissal students
	   Student orientation
	   Manage and supervise the team of
	     career interns
	   Collaborate with CSU, UC and
	     private colleges
		Coordinates:
		   EOP&S & CARE
		   DSP&S
		   Financial Aid/Scholarships
		
		Position-specific Functions:
		   EOP&S and CARE programs
		   EAP Coordinator
		   Student discipline
		   Financial Aid and DSPS
		   Maintain liaisons with agencies
		     serving students with disabilities
		   Compliance issues related to ADA
		     and Section 504 and 508 of the
		     Rehabilitation Act of 1973
		   Plan, develop, and monitor the
		     awarding and delivering of the
		     federal and state financial aid
		     funds
			Coordinates:
			   Student Activities
			   Student Health Services
			   Child Development Center
			
			Position-specific Functions:
			   Day-to-day operations of student
			     events/services including Student
			     IDs and study lounge
			   Interpretation and implementation
			     of all Title 5 and Title 22
			     regulations
			   Work with health care provider to
			     ensure the delivery of services
			   Liaison between health provider
			     and the college
			   Plan and implement parent
			     involvement programs in the
			     Child Development Center

Administrative Services
Vice President

L.A. County Sheriff Deputy	Information Technology Manager	Athletics Director	Associate Vice President Admin Services Fiscal	Associate Vice President Admin Services Facilities	Operations Manager
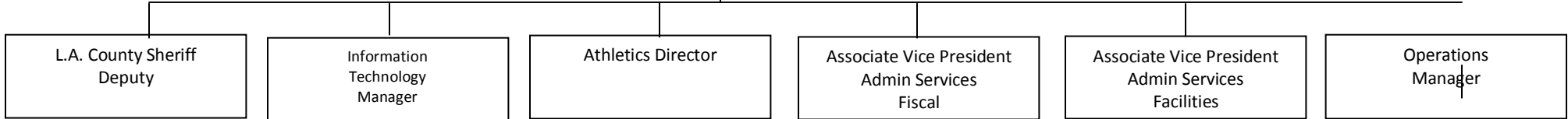
Functions:

    Chief Financial Officer
    Bookstore
    Food Services
    Fiscal Services
    Information Technology Support and Systems
    Campus Police/Sheriff
    Budget
    Personnel and Payroll
    Plant Facilities and Operations
    Reprographics/Mail Services
    Athletics

Contract Management
    Facilities Master Plan
    College Project Management Liaison
    Campus Emergency/Evacuation Plan
    Public Safety
    Risk Management
    Business Services policies and procedures

Committee Responsibilities:
    Budget Committee
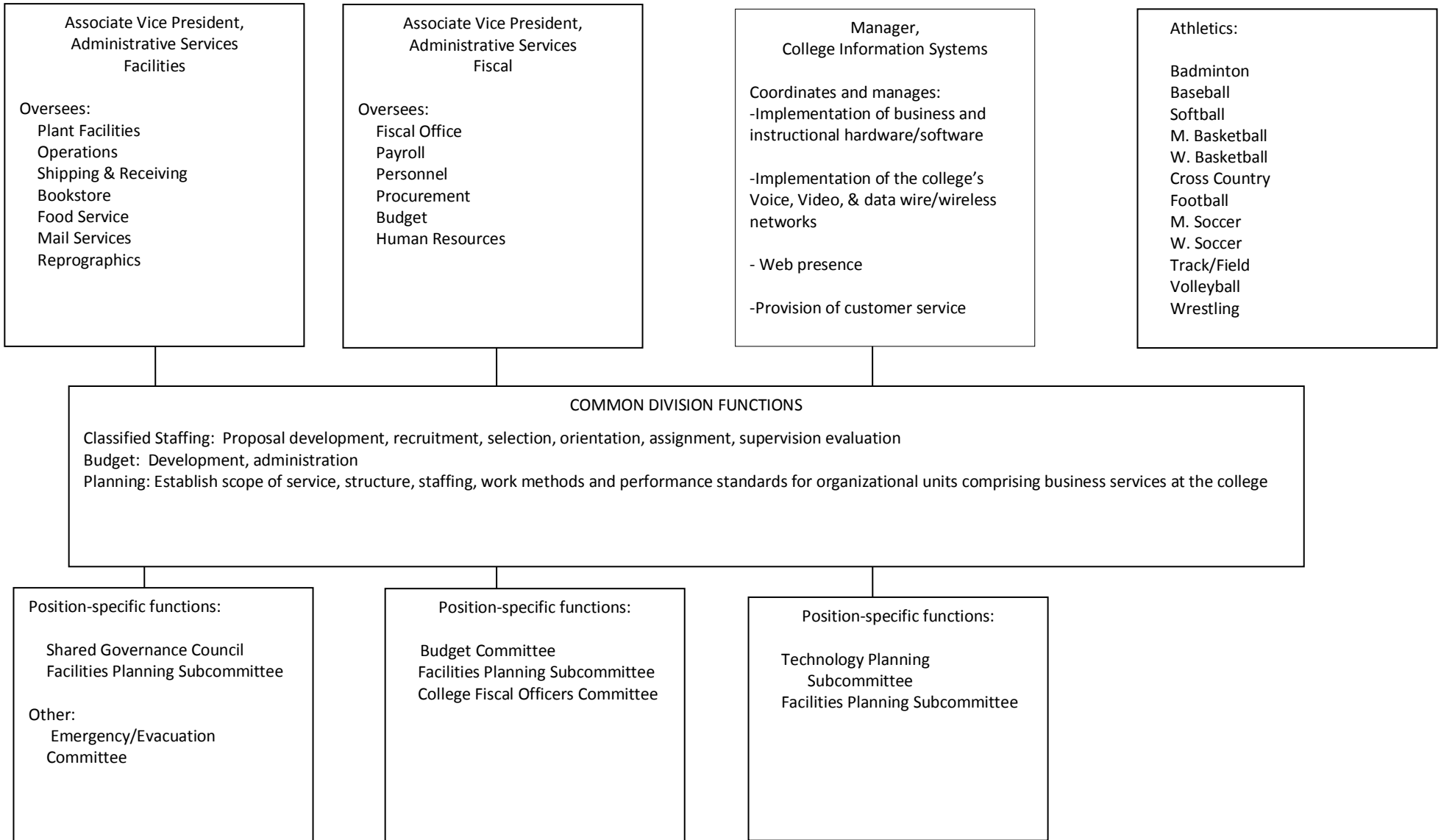   College Citizen's Committee (Bond Oversight)
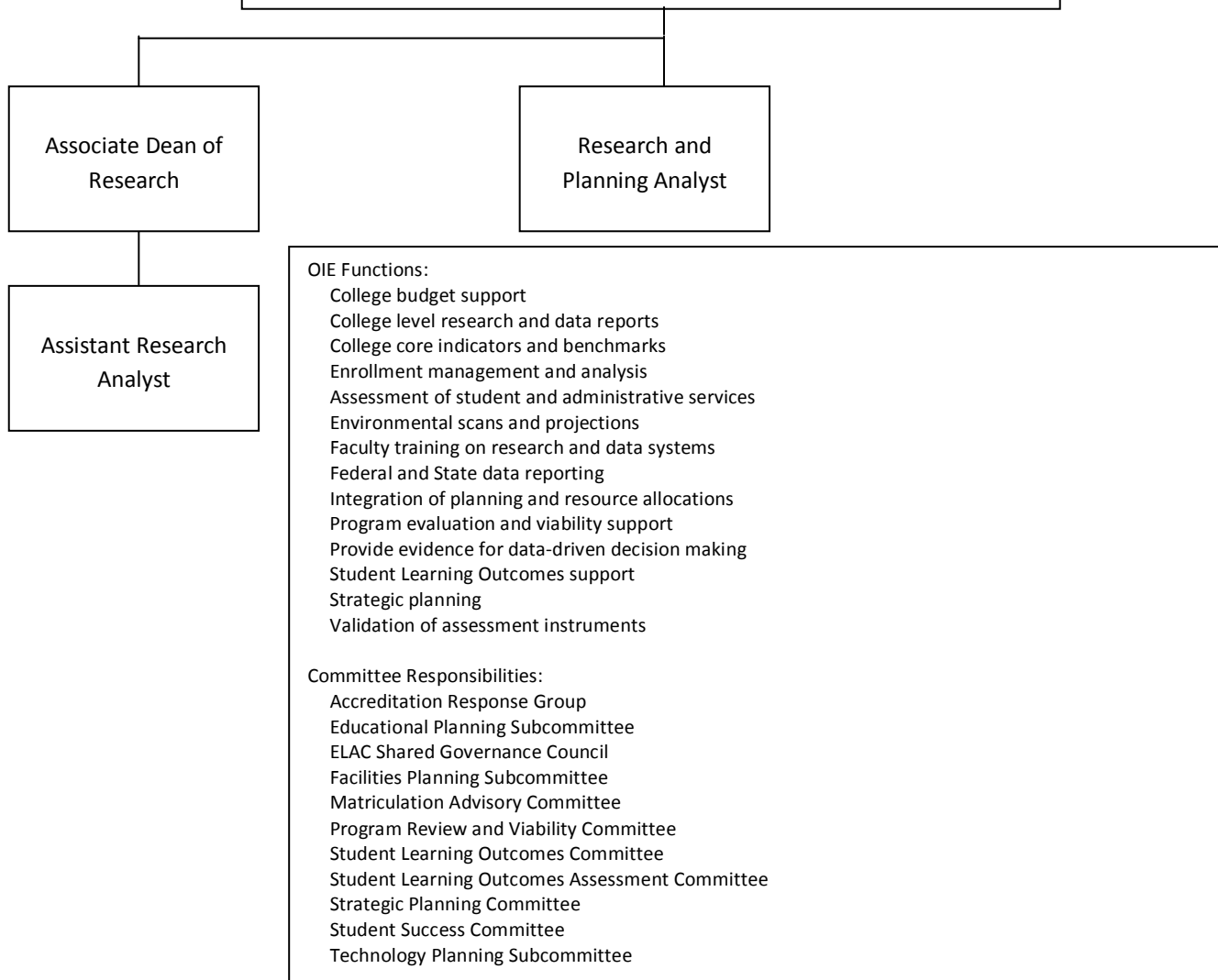   Facilities Planning Subcommittee
    Shared Governance Council

Other:
    District Administration Council

Associate Vice President, Administrative Services Facilities	Associate Vice President, Administrative Services Fiscal	Manager, College Information Systems	Athletics:
Oversees: Plant Facilities Operations Shipping & Receiving Bookstore Food Service Mail Services Reprographics	Oversees: Fiscal Office Payroll Personnel Procurement Budget Human Resources	Coordinates and manages: -Implementation of business and instructional hardware/software -Implementation of the college's Voice, Video, & data wire/wireless networks - Web presence -Provision of customer service	Badminton Baseball Softball M. Basketball W. Basketball Cross Country Football M. Soccer W. Soccer Track/Field Volleyball Wrestling

COMMON DIVISION FUNCTIONS

Classified Staffing: Proposal development, recruitment, selection, orientation, assignment, supervision evaluation

Budget: Development, administration

Planning: Establish scope of service, structure, staffing, work methods and performance standards for organizational units comprising business services at the college

Position-specific functions: Shared Governance Council Facilities Planning Subcommittee Other: Emergency/Evacuation Committee	Position-specific functions: Budget Committee Facilities Planning Subcommittee College Fiscal Officers Committee	Position-specific functions: Technology Planning Subcommittee Facilities Planning Subcommittee

Office of Institutional Effectiveness (OIE)
Dean of Institutional Effectiveness

Associate Dean of Research

Research and Planning Analyst

Assistant Research Analyst

OIE Functions:
    College budget support
    College level research and data reports
    College core indicators and benchmarks
    Enrollment management and analysis
    Assessment of student and administrative services
    Environmental scans and projections
    Faculty training on research and data systems
    Federal and State data reporting
    Integration of planning and resource allocations
    Program evaluation and viability support
    Provide evidence for data-driven decision making
    Student Learning Outcomes support
    Strategic planning
    Validation of assessment instruments

Committee Responsibilities:
    Accreditation Response Group
    Educational Planning Subcommittee
    ELAC Shared Governance Council
    Facilities Planning Subcommittee
    Matriculation Advisory Committee
    Program Review and Viability Committee
    Student Learning Outcomes Committee
    Student Learning Outcomes Assessment Committee
    Strategic Planning Committee
    Student Success Committee
    Technology Planning Subcommittee

Office of Institutional Development
Dean of Institutional Development

Accountant, Foundation

Foundation Development Assistant

Development Professional

Associate Dean of Institutional Development

EAST LOS ANGELES COLLEGE SHARED GOVERNANCE COUNCIL

The East Los Angeles Shared Governance Council (ESGC) is the college's central governing body. Its charge is to ensure the implementation of shared governance on campus by guaranteeing the representation and involvement of all groups and constituencies in the development of policies in a participative, objective, and constructive manner. The ESGC focuses on providing the president with advice and recommendations on a variety of policy matters regarding academics, business, and personnel. These matters also include processes for institutional planning and budget development. The ESGC is comprised of the college president (non-voting), senior administrators, representatives of the Academic Senate, AFT Faculty Guild, AFT Staff College Guild, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employees Union, Supervisory Employees Union California Teamsters Public, Professional and Medical Employees Union, the Work Environment Committee chairperson, Educational Planning Subcommittee faculty co-chair, and Associated Student Union. As a body, the constituents of the ESGC make formal recommendations to the president regarding campus decision-making processes.

The ESGC receives regular reports from the college president, the Work Environment Committee, the Facilities Committee and construction project managers, the District Budget Committee, the ELAC Budget Committee, the Accreditation Liaison Officer, the Associated Student Union, the Strategic Planning Committee, Educational Planning Subcommittee, Facilities Planning Subcommittee, Technology Planning Subcommittee, and the Program Review and Viability Committee. In addition to the regular standing reports, any constituent can place items on the agenda for the Council to discuss. In this manner, the Council can ensure that all vital decisions are vetted through a committee made up of members that are representative of the campus community.
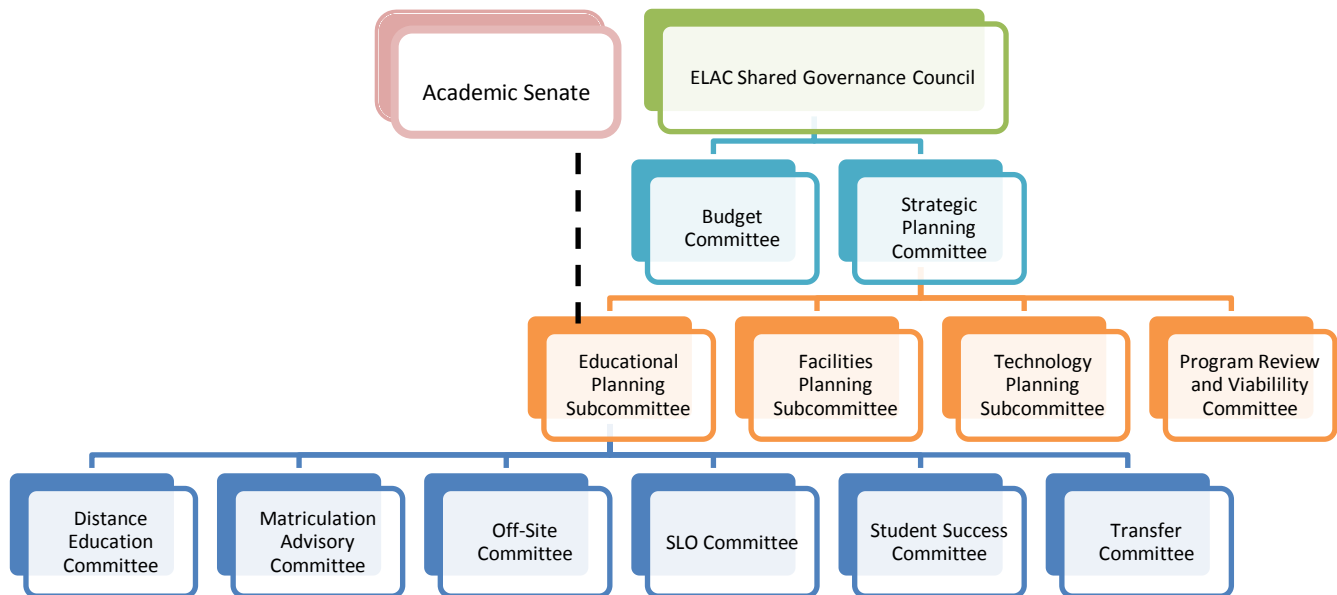
Appendices:

- [Bylaws](#)

PLANNING

Overview

The college planning structure at East Los Angeles College reflects the college's commitment to shared governance and to obtaining campuswide and community input on the college goals and objectives that will shape the college's future. The ELAC Shared Governance Council (ESGC) serves as the central governing body for all planning decisions and makes recommendations directly to the college president as part of the shared governance process. In addition to the ESGC, the Strategic Planning Committee (SPC), Educational Planning Subcommittee (ESPC), Facilities Planning Subcommittee (FPSC), Technology Planning Subcommittee (TPSC), Program Review and Viability Committee (PRVC), and the Budget Committee also play key roles in the development and implementation of the college planning agenda. The Office of Institutional Effectiveness facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

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┌──────────────────┐        ┌──────────────────────────────┐
│ Academic Senate  │        │ ELAC Shared Governance Council│
└──────────────────┘        └──────────────────────────────┘
         ┊                   ┌──────────┬──────────────┐
         ┊            ┌────────────┐  ┌────────────┐
         ┊            │  Budget    │  │ Strategic  │
         ┊            │ Committee  │  │ Planning   │
         ┊            └────────────┘  │ Committee  │
         ┊                            └────────────┘
  ┌─────────────┬────────────────┬───────────────┬────────────────┐
┌────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────────┐
│Educational │ │ Facilities │ │ Technology │ │ Program Review │
│ Planning   │ │ Planning   │ │ Planning   │ │ and Viabililty │
│Subcommittee│ │Subcommittee│ │Subcommittee│ │   Committee    │
└────────────┘ └────────────┘ └────────────┘ └────────────────┘
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| Distance Education Committee | Matriculation Advisory Committee | Off-Site Committee | SLO Committee | Student Success Committee | Transfer Committee |

As part of a multi-college district, East Los Angeles College is guided by the strategic planning agenda provided by the district office. The first formal Strategic Plan in the history of the Los Angeles Community College District was adopted by the Board of Trustees on January 24, 2007. The result of a year-long, districtwide effort, the plan sets priorities that will guide district actions and initiatives during the next five years. It also serves to align district goals and priorities with those established in the California Community College System Strategic Plan. The Strategic Plan outlines five overarching goals and 33 related objectives for the nine LACCD colleges and the District Office. The District Planning Committee (DPC) oversees the plan's implementation and works to coordinate the future planning efforts of all nine district colleges. The major planning goals are

   I.   **Access:** Expand Educational Opportunity and Access
  II.   **Success:** Enhance all Measures of Student Success
 III.   **Excellence:** Support Student Learning and Educational Excellence
 IV.   **Accountability:** Foster a Districtwide Culture of Service and Accountability
  V.   **Collaboration and Resources:** Explore New Resources and External Partnerships

Each college utilizes the District Planning Goals to guide in the development of its own planning agenda.

East Los Angeles College produces four planning documents, which are formally revised regularly on a six-year schedule.

1. The **East Los Angeles College Strategic Plan** serves as the central planning document for the college and contains the **College Mission, College Vision,** and **College Strategic Directions and Values.** The Strategic Planning Committee (SPC) is responsible for the development, implementation, and evaluation of the Strategic Plan and reports to the ESGC. The Strategic Plan is used to guide the development of the other planning documents.
2. The **Educational Master Plan** details all academic and educational planning objectives, including student and administrative service objectives that relate to educational goals. The Educational Planning Subcommittee (EPSC) is responsible for the development, implementation, and evaluation of Educational Master Plan.
3. The **Facilities Master Plan** describes all planning objectives related to facilities and college infrastructure. The Facilities Planning Subcommittee (FPSC) is responsible for the development, implementation, and evaluation of the Facilities Master Plan.
4. The **Technology Master Plan** describes all objectives related to educational technology and technology infrastructure. The Technology Planning Subcommittee (TPSC) is responsible for the development, implementation, and evaluation of the Technology Master Plan. All objectives are aligned with the strategic directions and values of the Strategic Plan.

All college planning agenda are created through data-driven processes that include national, state, local, and campus-level data. The Office of Institutional Effectiveness provides comprehensive college data on student outcomes and college core indicators of success. The college is also guided by the objectives set forth in the District Strategic Plan. Through the use of quantitative and qualitative data, and the direction of the District Strategic Plan, the college regularly reviews its own strategic and planning objectives. In addition, 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 Program Review and Viability Committee reviews and updates the college's **Program Review Plan** every six years. This plan includes the schedule for conducting comprehensive program review and annual update plans. The Comprehensive Program Review Questionnaire focuses on the manner in which each program is supporting the agenda items listed in the Strategic Plan. In addition, the **Comprehensive Program Review** and **Annual Update Plans** utilize Student Learning Outcomes to assess the degree to which departments and programs are working to improve the student learning process and creating improvements in student outcomes. Annual Update Plans are completed in between comprehensive reviews to determine the progress made in responding to Comprehensive Program Review recommendations and the program or department's own unit goals. The Annual Update Plans serve as the basis for resource allocation decisions, such as hiring of new faculty and staff, purchase of new equipment, and increases or decreases to a unit's base budget. The Comprehensive Program Review and Annual Update Plans provide essential data in the development, implementation, and evaluative planning processes.

All college planning is conducted using evaluation cycles focused on continuous quality improvement for all instruction, student services, and administrative programs. ELAC enters into six-year planning cycles in which the college progresses through phases of Planning, Implementation, and Evaluation (PIE). By incorporating formative evaluations into operational decision-making, ELAC ensures that these annual processes are subject to self-reflective examination on an ongoing basis and that lessons learned contribute to improvements in these processes. Data-driven measures and formative evaluations contribute to a summative evaluation of the strategic plan implementation at the end of its six-year cycle. The link between the formative evaluations and summative evaluation ensures that continuous quality

improvement is ongoing and is the driving force for revisions to the strategic plan. Through this model, the college ensures that all programs, as well as the college's governing and decision-making processes, are regularly and thoroughly evaluated.
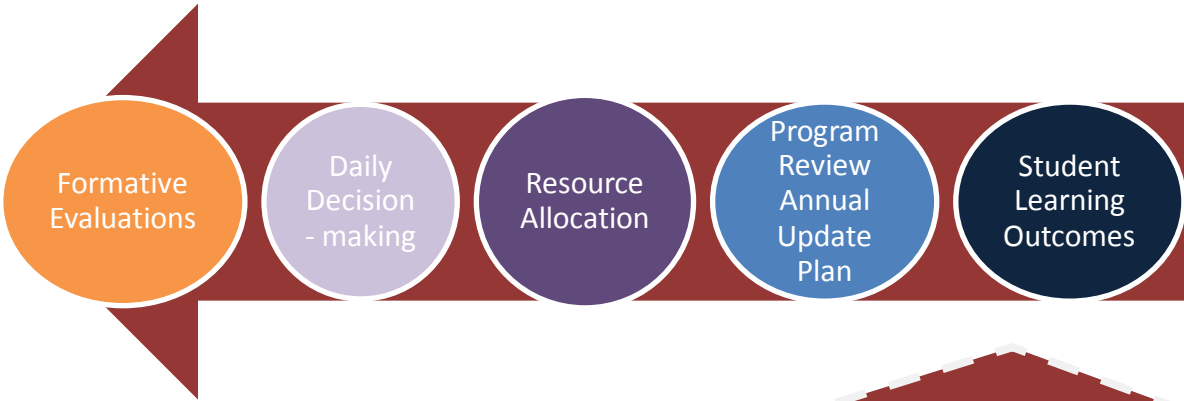
Appendices:

- [District Strategic Plan](#)
- [ELAC Strategic Plan](#)
- [ELAC Educational Master Plan](#)
- [ELAC Facilities Master Plan](#)
- [ELAC Technology Master Plan](#)

Planning
(Strategic 6-Year Cycle)

Summative Evaluation

Implementation

Summative Evaluations	College Mission	Strategic Plan	Educational Master Plan	Facilities Master Plan / Technology Master Plan	Comprehensive Program Review Plan

Formative Evaluations	Daily Decision - making	Resource Allocation	Program Review Annual Update Plan	Student Learning Outcomes

Operational
(Annual)

The preceding chart illustrates the college's cycle of Planning, Implementation, and Evaluation (PIE). This cycle is the core of the institution's planning efforts and serves as the basis for long-term and operational decision-making. The College Mission serves as a guide through which all planning at ELAC takes place. Using the College Mission Statement and relevant data, the SPC develops the ELAC Strategic Plan which ensures that college strategic directions and values lead the college to fulfill its institutional mission. This Strategic Plan is used to drive the EPSC's development of the Educational Master Plan, which provides the specific objectives and action items. Following this, the Facilities Master Plan and Technology Master Plan, developed by the FPSC and TPSC respectively, are aligned with the Educational Master Plan to ensure that all facilities, technology, and infrastructure planning are aimed at improving the educational opportunities of ELAC students and is consistent with the goals expressed in the ELAC Strategic Plan. The action items and objectives of each plan serve as the detailed guides that allow the college to implement each of its six-year master plans. Finally, the college's Program Review structure is used to assess department/unit efforts to fulfill the college mission and planning objectives.

In addition to the six-year strategic planning, the college utilizes annual operational planning to ensure that the college is making adequate yearly progress on accomplishing the general planning agenda. Operational planning includes the annual implementation and evaluation efforts that take place through the use of Student Learning Outcomes, Annual Update Plans, resource allocation, operational decision making, and formative evaluation using an implementation matrix. These yearly decisions and their respective evaluations are used to improve the connection between strategic planning and daily decisions and resource allocation and to gain regular data on campus efforts toward accomplishing its planning agenda and in the overall summative college evaluation.

Meeting the planning needs of the college requires a staggered planning structure that allows the Strategic Plan to be developed prior to the master plans. In this manner, the global planning directions and values can be used to drive the completion of the specific master plan objectives and action items. Following the development of the master plans, the Program Review structure is revised using the college's new priorities and planning objectives. The following **Planning Calendar** describes the college planning and evaluation sequence and its integration with the college's accreditation process.

Planning (red arrow)

Summative Evaluation (blue arrow)

Implementation and Formative Evaluations (green arrow)

East Los Angeles College

Planning Calendar

	Cycle	2009 Spr	Fall	2010 Spr	Fall	2011 Spr	Fall	2012 Spr	Fall	2013 Spr	Fall	2014 Spr	Fall	2015 Spr	Fall	2016 Spr	Fall	2017 Spr	Fall	2018 Spr	Fall	2019 Spr	Fall	2020 Spr	Fall	2021 Spr	Fall	2022 Spr	Fall	2023 Spr	Fall
Accreditation	6 yr									Steering Committee	Self-Study			Site Visit								Steering Committee	Self-Study			Site Visit					
College Strategic Plan	6 yr	Planning / Evaluation						Implementation								Planning / Evaluation				Implementation						Planning / Evaluation					
Educational Master Plan	6 yr							Implementation								Evaluation		Planning		Implementation								Evaluation		Planning	
Technology Master Plan	6 yr							Implementation								Evaluation		Planning		Implementation								Evaluation		Planning	
Facilities Master Plan	6 yr							Implementation								Evaluation		Planning		Implementation								Evaluation		Planning	
Program Review	6 yr									Comprehensive Program Review Evaluations												Comprehensive Program Review Evaluations									
Annual Update	1 yr					Implementation														Implementation											

Planning Committees

Short-term and long-term planning at ELAC is accomplished using the skills and expertise of college faculty, administration, staff, and students. As a college invested in the shared governance process, ELAC has sought to develop and implement its planning agenda through the use of representative committees. The following Planning sections describe the major campus committees involved in the creation of strategic and master plans and their approval processes.

Strategic Planning Committee. The Strategic Planning Committee (SPC) is a shared-governance standing committee that oversees the creation, implementation, evaluation, and revision of the strategic plan. Membership on this committee ensures representation from all vital constituent groups and those with the requisite knowledge to formulate the college planning agenda. The SPC initiates a review of the Strategic Planning Documents, including the Mission, Vision, and Strategic Directions and Values. Formal reviews are conducted every six years; however, the committee can initiate a review of the strategic plan at any time that changes in the college environment warrant possible revisions. The Educational Planning Subcommittee, Facilities Planning Subcommittee, Technology Planning Subcommittee, and Program Review and Viability Committee all report to the SPC to ensure alignment of the planning and implementation process. The SPC is responsible for overseeing the implementation process of the strategic and master plans and reviewing ongoing formative evaluations.

In addition, during the summative evaluation cycle of the current strategic plan (See Planning Calendar), the Strategic Planning Committee reviews relevant data to be used in the strategic planning process. This data includes

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous strategic plan
3. The college external scan, internal scan, college profile, and core indicators
4. Student surveys
5. Comprehensive program review and annual update results
6. Program student learning outcomes and college core competencies
7. Any additional information relevant to the revision of the strategic plan.

The revision of the Strategic Plan begins with the committee's review of the **College Mission Statement**. Although the Planning Calendar calls for a formal review of the mission every six years, the Strategic Planning Committee can initiate a review any time that changes are needed. Requests for such review can be made directly to the committee or through the ESGC. This review takes into account all relevant data and the expert opinions of the committee members. The committee analyzes the current mission statement to determine its continued relevance and the manner in which it fits the needs and assets of the current and projected student body. Based on this review, the committee makes recommendations for any needed changes and submits a revised mission statement for approval. Upon completion of revisions to the College Mission Statement, the Strategic Planning Committee vets the mission throughout the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised mission with collegewide support. Upon completion of the vetting process, the Strategic Planning Committee submits the final draft of the revised mission statement and vision to the ESGC for approval. The ESGC approves the mission statement or sends the mission statement back to the committee with instructions for further revisions. If

the ESGC approves the changes to the college mission statement, the chairpersons of the ESGC will notify the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that all revisions of the college mission statement are formally approved by the college and the Board of Trustees prior to inclusion in any campus publications. The ALO will formally request that the campus-approved mission be placed on the Board agenda for approval for the soonest possible Board meeting date. Following Board approval, the ALO will release the revised mission statement for use in all official college documents, including the college schedule and catalog.

Using the mission statement as a guide, the Strategic Planning Committee reviews the **college vision**. The vision focuses on the future and serves as a statement of the college's commitment to student success. The SPC seeks to ensure that the mission statement is the driving force behind the creation of the college vision.

The mission statement and vision are used as guides for the process of setting the **strategic directions and values** for the campus. The strategic directions and values represent the broad goals of the college that are used in the development of the educational, facilities, and technology plans. These strategic directions and values take into account the current and future needs of the college, its faculty, staff, and students.

The complete **Strategic Plan** includes a college profile that describes pertinent aspects of the college, the results of the previous strategic plan evaluation, the process for the strategic plan development, and a description of the reasons for selecting the current strategic directions and values. A matrix describing the alignment between the college, district, and state strategic plans is included in the final strategic plan.

The completed Strategic Plan is vetted to the campus community following the same process as for the college mission statement. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The ESGC-approved draft is forwarded to the president, who upon acceptance forwards it to the Board of Trustees for approval. Board approval will be attained prior to October of the first year of the college strategic plan. The approved strategic plan is posted on the college's Institutional Effectiveness website and forwarded to college planning committees for use in the development of college plans.

Educational Planning Subcommittee. The Educational Planning Subcommittee (EPSC) is a subcommittee of the Strategic Planning Committee. The EPSC operates under the auspices of the Academic Senate and is made up of college faculty, administrators, staff, and students. The committee serves as the central planning committee for all educational matters, including those administrative and student service areas that overlap with or support educational goals.

The purpose of the EPSC is to complete the Educational Master Plan, determine the needs of the college, and make recommendations of its revisions and funding for components from ESGC. The EPSC discusses and makes recommendations regarding academic matters related to educational programming, including issues related to enrollment. In order to include relevant leadership committees related to the educational needs of students, the following committees report to the EPSC: Distance Education Committee, Matriculation Advisory Committee, Off-site Committee, Student Learning Outcomes Committee; Student Success Committee, and Transfer Committee.

During the summative evaluation cycle of the current educational plan, the EPSC evaluates and revises the educational master plan. The EPSC reviews relevant data to include

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous educational plan
3. The college external scan, internal scan, college profile, and core indicators
4. Student surveys
5. Program reviews and annual updates results
6. Program student learning outcomes and college core competencies
7. Any additional information relevant to the revision of the educational plan.

Following the completion of the data review, the EPSC constructs educational planning objectives using the college mission, vision, and strategic directions and values as a guide. Educational planning objectives are developed in a manner that meeting these objectives will lead to the fulfillment of the college's strategic directions and values. Each objective has accompanying action items that describe the manner in which the objective should be accomplished. Specific measurable outcomes are assigned to responsible entities and collaborators to assist in the implementation process. The completed educational plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with collegewide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The ESGC-approved draft is then forwarded to the Board of Trustees for approval. Board approval will be attained prior to October of the first year of the college strategic plan. The approved educational plan will be posted on the college's Institutional Effectiveness website and forwarded to the campus community.

The EPSC is responsible for direct oversight of the Educational Master Plan. Yearly formative evaluations will be conducted on an ongoing basis.

Facilities Planning Subcommittee. The Facilities Planning Subcommittee (FPSC) is a subcommittee of the Strategic Planning Committee. The FPSC is made up of college faculty, administrators, staff, and students. The purpose of the FPSC is to address issues regarding college facilities planning, complete the Facilities Master Plan, determine projected space needs, review bond projects and related programming, provide solid documentation of funding requests to the state, restructure current facilities to conform with State Utilization Standards, and meet objectives articulated in the Strategic and Educational Master Plans. The committee serves as the central planning committee for all facilities matters, including those educational, administrative, and student service areas that overlap with or support educational goals. The Facilities Plan is developed using the Strategic Plan as a guide. The FPSC works in conjunction with the EPSC to ensure the primacy of educational planning objectives.

During the summative evaluation cycle of the current facilities plan, the FPSC evaluates and revises the Facilities Master Plan. The FPSC reviews relevant data to include

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous facilities plan
3. Bond Initiatives

4. Reports from the Facilities and Work Environment Committees
5. The college external scan, internal scan, college profile, and core indicators
6. Student surveys
7. Program reviews and annual updates results
8. Program student learning outcomes and college core competencies
9. Any additional information relevant to the revision of the facilities plan.

Following the completion of the data review, the FPSC constructs facilities planning objectives using the college mission, vision, educational plan, and strategic directions and values as a guide. Each objective has accompanying action items that describe the manner in which the objective should be accomplished. Specific measurable outcomes are assigned to responsible entities and collaborators to assist in the implementation process. In addition, the Facilities Plan is developed in accordance with the goals articulated in the Educational Plan. The completed Facilities Plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with collegewide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The approved facilities plan will be posted on the college's Institutional Effectiveness website and forwarded to campus community.

The FPSC is responsible for direct oversight of the Facilities Master Plan. Yearly formative evaluations will be conducted on an ongoing basis.

Technology Planning Subcommittee. The Technology Planning Subcommittee (TPSC) is a subcommittee of the Strategic Planning Committee. The TPSC is made up of college faculty, administrators, staff, and students. The purpose of the TPSC is to address issues regarding the college's technology use, complete the Technology Master Plan, determine the technology needs of the college, and meet the technology objectives articulated in the Strategic and Educational Master Plans. The committee serves as the central planning committee for all technology matters, including those educational, administrative, and student service areas that overlap with or support educational goals. The Technology Plan is developed using the strategic plan as a guide. The TPSC works in conjunction with the EPSC to ensure the primacy of educational planning objectives.

During the summative evaluation cycle of the current technology plan, the TPSC begins the process of revising the technology master plan. The TPSC begins by reviewing relevant data to include

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous technology plan
3. Recent literature on technology trends in education
4. The college external scan, internal scan, college profile, and core indicators
5. Student surveys
6. Program reviews and annual updates results
7. Program student learning outcomes and college core competencies
8. Any additional information relevant to the revision of the technology plan

Following the completion of the data review, the TPSC begins to construct technology planning objectives using the college mission, vision, educational plan, and strategic directions and values as a guide. Each objective has accompanying action items that describe the manner in which the objective should be accomplished. Specific measurable outcomes are assigned to responsible entities and collaborators to assist in the implementation process. In addition, the Technology Plan indicates direct alignment with the strategic and educational plans. The completed Technology Plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with collegewide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The approved Technology Plan will be posted on the college's Institutional Effectiveness website and forwarded to campus community.

The TPSC is responsible for direct oversight of the Technology Master Plan. Yearly formative evaluations will be conducted on an ongoing basis.

Program Review and Viability Committee. The Program Review and Viability Committee (PRVC) has the primary responsibility of developing the policies and structure related to comprehensive program review, annual updates, and program viability. The program review plan and documents are revised in the second year of the strategic plan and the first year of the master plans to reflect the changes in the college's planning agenda. The PRVC is made up of college faculty, administrators, and staff. The committee meets on a monthly basis to review and discuss comprehensive program review, annual update, and program viability processes. The Office of Institutional Effectiveness works with the PRVC to develop and refine the structure, process, and documentation of program review. The office is also the contact liaison for all constituencies involved in the program review process – the units under review, the validation committees, the ESGC, and the college president.

Upon completion of the college's Strategic Plan and Educational, Facilities, and Technology Master Plans, the PRVC creates a Program Review Plan. The plan consists of the schedule for the assessment and validation of all campus department, units, and clusters. In addition, the PRVC revises the Comprehensive Program Review Questionnaire to reflect the changes in the planning documents and assess the contribution that each unit is making toward fulfilling the college's plans, mission, and vision.

The PRVC is responsible for direct oversight of the Program Review Plan. Yearly formative evaluations will be conducted on an ongoing basis.

IMPLEMENTATION AND ACTION

Overview

Following the creation of ELAC's planning agenda (Strategic, Educational, Facilities, Technology and Program Review Plans), the campus is actively involved in implementing the college's objectives. The college's Educational Master and Strategic Plans guide the prioritization of resource allocation, including hiring and equipment purchases. In addition, the plans serve as a guide in daily decision-making regarding all aspects of ELAC policies and governance. As a campus dedicated to shared governance, many decisions are made through committee processes. This section describes the manner in which decisions are made through the roles and structures of the various groups and committees that play integral roles in the overall functioning of the college. General timelines for implementation of the committee's decisions or recommendations are also included to provide the stream of decision-making activities.

Budget Prioritization and Allocations

The college Budget Committee is the central body through which budget decisions are vetted and recommendations to the ESGC are sought. The committee also recommends budget policies and adjustments to the budget development process and develops policies that link resource allocation with the planning agenda presented in the Educational Master and Strategic Plans.

The ELAC budget development process effectively links resource allocation to planning and provides a general timeline toward achieving that goal. The Annual Update Plan is the central vehicle through which planning and budget are connected. Each year, every unit submits a plan detailing unit activities and future goals related to the Educational Master and Strategic Plans and the efforts made to respond to the unit's comprehensive program review recommendations. All requests for staffing, equipment, and additional resources required for those unit activities are identified in the unit's Annual Update Plan. Thus, the Annual Update Plans are an integral part of the college's budgetary processes.

The Los Angeles Community College District budget is based on a yearly allocation distributed by the State Chancellor's Office. California Community Colleges state apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure. The following timeline describes the role the college's Budget Committee plays in linking the college's planning efforts to resource allocation.

September
- In September, nine months before the start of the fiscal year (July to June), the District Office prepares the fiscal year Budget Development Calendar. East Los Angeles College then initiates its own budget development process.
- At the start of the month, all department chairs and unit managers are provided with the template for the program review Annual Update Plan (AUP). This update includes requests for positions, equipment, and other budgetary needs.

October
- The District Budget Development Calendar is reviewed by the District Budget Committee and adopted by the Board of Trustees.
- Department chairs and unit managers submit the Annual Update, including requests for positions, equipment, and increases to their base budget for the upcoming fiscal year by October 15.

- The Hiring Prioritization Committee (HPC) uses the Annual Update Plan to develop a faculty hiring prioritization list. Following presentations by department chairs, the HPC produces a prioritized list for hiring faculty for new or replacement positions.
- Based on the college's Strategic Directions and annual updates from those units within their cluster, the vice presidents prioritize requests for equipment and additional permanent classified staff and administrators.

November
- Following the Board's adoption of the District Budget Development Calendar, the ELAC Budget Office, in consultation with the vice presidents, prepares the ELAC Budget Calendar for the fiscal year.
- The ELAC Budget Calendar is presented and distributed to the ELAC Shared Governance Council (ESGC) in November.
- The Budget Committee advises the ESGC, and notifies the Academic Senate, of the cost to fund the HPC recommended list. The Academic Senate reviews the HPC's recommendations and prepares and submits the final faculty prioritization list to the president. When state instructional equipment funds are available, the ELAC State Instructional Equipment Fund Committee reviews Annual Update Plans and other supporting documentation for requests to fund instructional equipment.

December
- The District Office provides the nine college presidents with salary projection data which help determine much of the base budget since approximately 80 percent of the budget goes to salary and benefits.
- The staff in the Budget Office attend a training workshop at the District Office for any new methods and processes in the Budget Preparation System.
- The college president forwards the list of approved positions to the Academic Senate and the HPC.
- The vice presidents, in collaboration with their deans and unit managers, develop their cluster annual updates.

January
- At the start of the month, the Governor proposes the state budget that serves as the initial blueprint for projecting the allocation for the coming fiscal year. Throughout the month the Proposed Preliminary Allocation is developed by the District Budget Office and reviewed by the college presidents and the District Budget Committee.
- Based on its review of each unit's Annual Update Plan and any other supporting documentation, the ELAC State Instructional Equipment Fund Committee makes recommendations for funding.
- At ELAC, the budget worksheets are given to the vice presidents. Department chairs and unit managers review a printout of their current and prior year budget, mark up changes, and submit their budget requests for the coming year on the budget worksheet, which is submitted to the ELAC Budget Office for input into the system. The budget worksheets reflect decisions on faculty hires and new staffing and equipment purchases.

February
- By the first week of February, the ELAC Budget Office enters all of the requests from the budget worksheets into the system. Following notification by the District Budget Office of the preliminary allocation, the ELAC Budget Office reviews budget requests and makes adjustments.

March
- The ELAC Budget Office submits the proposed Preliminary Budget for the upcoming fiscal year to the District Budget Office.

- The Preliminary Budget is available on SAP for review by all department chairs and unit managers. At that point, there is an open period for making adjustments that will result in a Board-approved Tentative Budget.
- The vice presidents communicate their annual cluster goals, including budget adjustments, to the ELAC Budget Committee. The vice presidents' reports include a list of unfunded priorities.

April
- The open period for making adjustments that results in a Tentative Budget continues.
- The ELAC Budget Committee reviews the preliminary budget and unfunded priorities and reports to ESGC.

May
- The Governor reports on revised revenue projections and adjustments to the proposed state budget (*May Revise*).
- The District Budget Committee reviews the *May Revise* and is briefed on the District Tentative Budget. The open period for making adjustments that results in a District Tentative Budget closes.

June
- The Board of Trustees adopts the District Tentative Budget.

July
- Following adoption of state budget, the District Budget Office makes additional revisions to revenue projections and allocations.

August
- The Board of Trustees adopts the Final District Budget.

September
- The ELAC Budget Committee reviews the redistributed budget balance and makes recommendations to ESGC concerning the unfunded priorities.

Faculty Hiring Prioritization

The Faculty Hiring Prioritization Committee (HPC) convenes annually to evaluate and rank departmental requests for permanent full-time faculty. Through the Annual Update Plan, departments evaluate their needs for any additional or replacement full-time, permanent faculty. The needs of each unit or department are aligned to the Strategic Plan or recommendations from the unit or department's comprehensive program review. The unit or department then submits a "Departmental Request for a Probationary Position" form that is included in the Program Review Annual Update Plan to the HPC by October 15. After deliberating and ranking the applications, based on an established rubric, the (HPC) forwards its prioritization list to the Academic Senate.

February
- The Academic Senate, Chairs Council, and the American Federation of Teachers and Administration select their Committee representatives.
- The Committee convenes to establish dates for succeeding Committee meetings and departmental presentations, and the HPC process and current application form are evaluated to ensure that each addresses the evolving needs of the college.

March
- After evaluation of the HPC process, the HPC makes the appropriate adjustments to the application form and forwards a draft to the Academic Senate for approval.

October
- The Program Review Annual Update and the Departmental Request for a Probationary Position form are due October 15.
- The Annual Update Plans and data are distributed by the Office of Institutional Effectiveness to HPC members for review.

November
- The HPC convenes. After oral presentations, members individually score each application using a rubric. The committee then tabulates the scores and calculates an average for each application. In the event that a committee member is also a member of a department requesting a position, the committee member does not vote on that position request. The scores are ranked and include the priority order for growth and replacement positions.
- The HPC then forwards this list and accompanying rationale to the Academic Senate.

Equipment Prioritization and Allocation

The State Equipment Grants Committee reviews State Equipment proposals used to request funding from ongoing block grant funds and for categorical State Instructional Equipment Funds that can only be spent on classroom equipment. The grant funds, typically allocated by the State each year, can be used for instructionally-related equipment, library materials, and equipment and materials that increase the use of modern technology for instructional purposes. Eligible equipment is used for classroom demonstration, student evaluation or preparation of learning materials in an instructional program. Equipment requests need to fall under the approved General Ledger and functional area codes documented (in the proposal). Through the Annual Update Plan, departments evaluate their equipment needs. The needs of each department are aligned to the Educational Master and Strategic Plans or recommendations from a department's comprehensive program review. State Equipment Proposals, included in the Annual Update Plan, are forwarded to the State Equipment Grants Committee on October 15. Proposals need to include a justification for the manner in which the requested equipment will lead to enhanced learning and meet the college's Strategic Directions and Goals. Funds are subject to local match requirements.

February
- The Committee convenes to discuss roles and responsibilities, establish dates for successive Committee meetings and department presentations in the fall, and evaluate the current application form.

March
- The application form is revised if necessary and forwarded to the Academic Senate for approval.

May
- Final application forms are delivered to the Office of Institutional Effectiveness for inclusion into the Program Review Annual Update.

October
- The Program Review Annual Update and the State Equipment Proposal Request form are due October 15.
- The Committee reviews appropriate sections of Annual Update Plans and request forms for State Instructional Equipment funds and then meets to discuss budget allocation, rubrics, and rankings.

November/December
- Applications are distributed to individual Committee members for review.

December
- Department representatives make oral presentations if a request is over $15,000 (medium allocation) or if a request is over $50,000 (large proposal) to the State Equipment Grants Committee.
- Final decisions regarding awards are made.
- Debriefing occurs.

January
- The Office of Workforce Education and Economic Development notifies recipients of awards and mails results to the Los Angeles Community College District.

External Grants Development

External grants and partnerships are available from many sources. The purpose of seeking grant funding is to gain resources that will assist the college or departments in promoting student success or further the college's Educational Master and Strategic Plans. Grants offer a unique opportunity to pilot new programs and try novel pedagogy focused on improving student success. While the resources garnered from grants enable the college to work toward improved student outcomes, they also represent a commitment in time, staffing and and/or other resources. The grant approval process seeks to evaluate the college's commitment and the possible benefits of each grant as it relates to the college's mission and overall goals. Time management and decision making varies with each grant application. Both independent and collaborative efforts are critical in every case until the grant is submitted and fully executed. Each source presents a unique set of requirements. Information and funding sources for grant opportunities may come to ELAC in a variety of ways:

- From the president's office, vice presidents, senior LACCD administration and Board of Trustees, or the Office of Institutional Development.
- From online resources and memberships with professional organizations, such as CRD, CASE, NCCCF, and HACU.
- From the government and Legislative Offices, including the Congressional and State Chancellor's offices.
- From local workforce investment boards and non-profit organizations (e.g. Chicana Action Service Center).
- From professional and corporate contacts for networking and partnerships.

In order to be fully effective, the college needs to
- Align grant development with the vision, mission, and strategic directions and goals of the college and cluster units and in alignment with the college's structure and support capabilities.
- Understand the unfunded and underfunded needs of the institution, which are determined through the execution of program review, administrative assessment, and shared governance translated into the budget process.
- Make cost-benefit decisions on time/effort/outcomes of a grant opportunity, prior to announcing the opportunity to the college community. Assess the time it takes to write the application, the effort required to obtain faculty buy-in, and the specific personnel who will provide vital information and approval of the concept.
- Include faculty members to engage in the development of a grant proposal.
- Determine the impact of new/additional activities on instruction.
- Develop a grant budget that will support the project and address the total fiscal impact the grant will have on the college, including administrative fees and indirect costs. All in-kind matches must be approved by vice presidents and tracked.
- Receive pre-approval from the vice presidents to ensure that space is available;
- Ensure that the activities meet the vision of the college and align with cluster goals.
- Be fully versed in rules and regulations in order to properly execute grants. Informed staff must guard against any inadvertent use of funds and cultivate strong working relationships with the external community to develop partnerships that many grants require. Partnerships include relationships with secondary schools, four-year colleges and universities, government agencies, and corporate/business and community partners.
- Work directly with the Office of Institutional Effectiveness to request verifiable and recent data to use in grant applications and reporting.

Curriculum Development

The Curriculum Committee oversees the development of courses, programs and prerequisites. The Curriculum Committee formulates recommendations to the Academic Senate on all curriculum-related issues. The committee reviews all curriculum requests, including those involving course changes, advanced class status, degree and certificate applications and skills certificates, and forwards them to the college Academic Senate and the Board of Trustees for approval. Members are appointed by the Academic Senate to represent specific departmental clusters. The following steps describe the processes for curriculum approval each semester:

Sample ELAC timeline:
New Course requests, Addition of District Course requests, New Program requests.
- Department/discipline submits request by end of second full week of academic instruction in a given semester.
- Curriculum Request is technically reviewed at Technical Review curriculum meeting on the second Thursday of a given month within that semester.
- If approved in technical review, request is forwarded for consideration by Curriculum Committee at Curriculum Committee meeting on the next (third) Tuesday of that month.
- If approved by Curriculum Committee, request is forwarded to the ELAC Academic Senate for final approval at the next Academic Senate meeting on the fourth Tuesday of that month.

Sample ELAC Timeline:
Reinstate Archived Course requests, Distance Education requests, Honors requests, and/or Course Change requests.
- Department/discipline submits request by end of second full week of academic instruction in a given semester.
- Updated Revised Course Outline is considered for approval at the Revised Course Outline and Validations curriculum meeting on the fourth Thursday of a given month in that semester.
- If the Updated Revised Course Outline is approved, the Reinstate Archived Course request, Distance Education request, Honors request, and/or Course Change request is technically reviewed at Technical Review curriculum meeting on the second Thursday of the next month.
- If approved in technical review, request is forwarded for consideration by Curriculum Committee at Curriculum Committee meeting on the next (third) Tuesday of that month.
- If approved by Curriculum Committee, request is forwarded to the ELAC Academic Senate for final approval at the next Academic Senate meeting on the fourth Tuesday of that month.

Sample ELAC timeline:
Updated Revised Course Outline requests.
- Department/discipline submits request by end of the second full week of academic instruction in a given semester.
- Updated Revised Course Outline is considered for approval at the Revised Course Outline and Validations curriculum meeting on the fourth Thursday of a given month in that semester.

Work Environment

The purpose of the Work Environment Committee (WEC) is to ensure a safe, healthful, and sanitary work environment conducive to effective teaching and learning. Whereas the Facilities Planning Subcommittee is responsible for long-term facilities and infrastructure planning, the WEC provides leadership on a daily and short-term basis and seeks to ensure that the condition of the campus aligns with the college Educational Master and Strategic Plans. Faculty and classified staff work environment issues are discussed and voted on at these meetings. Examples of specific issues that have arisen in WEC meetings include parking on and off campus, air conditioning, college smoking policy, and safety issues, such as lighting on campus at night. The chair serves as liaison and mediator between the college president or designee and college constituencies on work environment issues, problems, and conflicts. In this manner, the committee allows faculty and staff to have direct access to the president.

Student Success and Basic Skills

The Student Success Committee (SSC) is responsible for holistically investigating issues related to student success and for developing strategies to promote improved student learning and educational outcomes. The SSC's primary task is to plan and implement the Basic Skills Initiative (BSI) Matrix and oversee the expenditure of BSI funds each year. The matrix is directly linked to the Educational Master Plan and the objectives in the Matrix are incorporated into the plan as specific action items to be accomplished. Through this process the college ensures that BSI funding is used in a manner that supports the college's broader goals and that the Student Success Committee serves as an active participant in the planning process and that basic skills needs are seen as central to the college's planning agenda.

Assigned team leaders or "Captains" lead a subset of the committee in one of the following areas:

- **A.** Organizational and Administrative Practices
- **B.** Program Components
- **C.** Faculty and Staff Development
- **D.** Instructional Practices

Draft action plans and budgets are then presented to the committee as a whole for review and adoption. The Office of Institutional Effectiveness supports all four subcommittees by providing needed data and assisting in the evaluation components for each area. The Educational Master and Strategic Plans are used as a guide for developing basic skills priorities.

Completed drafts are presented to the Academic Senate for discussion and adoption. The drafts are also discussed at the Educational Planning Subcommittee (EPSC) to ensure appropriate alignment. The EPSC includes the final version of the plan as part of the Educational Master Plan.

Student Learning Outcomes

Under the auspices of the Academic Senate, the SLO Committee is responsible for facilitating the SLO process on campus. Its goals include

- Creating Core Competencies for Institutional Student Learning Outcomes, providing guidelines for the implementation of the SLO cycle for courses; programs such as degrees, certificates, and general education areas; instructional support services; and administrative units.
- Creating and maintaining a timeline in conjunction with ACCJC requirements for the achievement of SLO tasks and regularly assessing progress within the timeline.
- Fostering campuswide communication on the SLO process, including disseminating information and encouraging interactive dialogue, and educating the college community through workshops, training, newsletters, a website, and other resources in support of the SLO process.
- Providing support in assessment efforts by collecting, categorizing, coordinating, analyzing and storing data and materials from assessment activities.
- Assessing needs for additional campuswide resources in support of the SLO process, making recommendations and requests as appropriate, and providing regular reports summarizing the progress of the SLO process campuswide.
- Formulating institutional planning recommendations based on the results of the SLO assessments.

The SLO Coordinator reports SLO policy and updates to the Academic Senate and to the Educational Planning Subcommittee about SLO progress and any institutional planning recommendations.

Assessment of Student Learning

The Student Learning Outcomes Assessment Committee (SLOAC) is a working committee of the SLO Committee. The purpose of SLOAC is to ensure that SLOs are tied to the college mission and core competencies and that SLOs are assessed regularly for learning with authentic assessment strategies. SLOAC will review the assessment results of student learning outcomes to improve institutionwide student learning by reviewing end-of-the-year SLO reports.

SLOAC seeks to provide and evaluate the results of institutional- and course-level SLOs. Through a global assessment of institutional- and course-level SLOs, the college seeks to determine trends in student learning and to identify gaps that can be filled through college programming and improved services. Program-level SLOs are assessed through the Program Review process. This encourages faculty and staff to incorporate program-level outcomes in the comprehensive review of their program and to base their long-term planning on the needs identified through these outcomes assessments.

Appendices:

- [Bylaws](#)

Student Leadership and Involvement

As the largest constituency group on campus, students represent an important resource on campus and assist in the creation of the planning agenda and evaluation process. The central governing group for the student population is the Associated Student Union (ASU). ASU is governed by the Education Code, Sections 76060-76067, Rules of the Los Angeles Community College Board of Trustees, Administrative Regulations, College Rules and Regulations, Robert's Rules of Order, and the Ralph M. Brown Act.

The ASU is composed of three components, each of which meets at least twice per month.

- The ASU has six executive board members, commissioners representing the academic departments, and senators representing the Student Services components.
- The Budget Action Committee (BAC) has six members: the ASU Treasurer, the ASU President, one elected member of the governing body of the ASU , the Chief Student Services Officer or ASO Advisor or designee, one faculty member appointed by the college president, and the college Fiscal Administrator who serves as an ex-officio member with no vote.
- The Inter-Club Council (ICC) membership varies. Voting members of this committee are the delegates representing chartered clubs.

The ASU places student representatives on the following shared governance committees: East Los Angeles Shared Governance Council, Budget Planning Committee, Strategic Planning Committee, Educational Planning Subcommittee, Technology Planning Subcommittee, and the Facilities Planning Subcommittee.

Accreditation

The Accreditation Response Group (ARG), co-chaired by the Accreditation Liaison Officer (ALO) and the Faculty Chair of Accreditation, is the primary vehicle for promoting a campus culture that is concerned with accreditation and is focused on student learning. ARG meets at least quarterly (January, April, July, and October). During the self study year and midterm report year or when accreditation issues warrant, ARG meets more frequently. ARG is responsible for

- Developing timelines for the preparation of reports, including the Self Study, that are required by the Accrediting Commission
- Reviewing and approving the annual report required by the Accrediting Commission (due June 30 of each year)
- Overseeing the formation of the Self Study Committee, monitoring the progress of the completion of the Self Study, and distributing the Self Study for approval (begun in spring of the fourth year of the six-year accreditation cycle and completed during the fifth year of the cycle)
- Overseeing and approving the Midterm Report (due in March of the third year of the six-year cycle) to the Accrediting Commission
- Overseeing the preparation of and approving any Follow-up Reports to recommendations from the Accrediting Commission
- Overseeing the preparation of and approving any substantive change reports required by the Accrediting Commission

Other Decision-Making Groups

Taskforces, ad hoc groups, and committees directly impact the decisions and agenda of the campus. The List of Committees notes the meeting times, membership, and contact information for all current chairs of active committees on campus.

EVALUATION

Overview

East Los Angeles College (ELAC) is dedicated to working within a system of continuous quality improvement that is built on a process of self-evaluation. The college's Planning, Implementation, and Evaluation (PIE) process includes evaluation components for all governance and planning processes and the use of quantitative data to determine the college's needs. Evaluative processes are coordinated through the Office of Institutional Effectiveness (OIE) in conjunction with the college's planning committees. The central mechanisms for evaluation include

- **Program Review:** Regular assessment of all departments and units occurs through the Program Review process. The goal of program review is to ensure that all groups are working toward improved student learning, academic quality, and the fulfillment of the college's planning agendas.
- **Annual Update Plans**: Annual departmental planning includes an evaluation of progress made toward unit goals, student learning outcomes, and program review recommendations, as well as resource allocation alignment.
- **Viability Reviews:** The Office of Institutional Effectiveness facilitates extensive reviews on programs deemed in need of improvement through the college's viability processes. The goal of this process is to improve student learning and programmatic outcomes.
- **Student Learning Outcomes:** SLOs are used as a measure of student learning on the course, program, degree, and institutional levels. SLO data is incorporated into the comprehensive program review, program review annual update, and planning evaluations.
- **Planning Processes Evaluation:** Assessment at ELAC includes ongoing formative evaluations based on the implementation of the college's planning agendas and summative evaluations using quantitative and qualitative data. These ongoing and periodic assessments ensure that the college is actively engaged in a dialog on how to improve decision-making and governance practices related to improvements in student learning.
- **Accreditation:** Accreditation is viewed as an essential component in the evaluation of the college. The Self Study is part of an ongoing process of self-reflection and includes the data collected from all of the evaluative mechanisms used on campus. As depicted in the college's planning calendar, evaluations are conducted every six years, coinciding with the college's Self Study. Additional evaluations are conducted as needed for substantive change, mid-term and annual reports.

Program Review

The following section describes East Los Angeles College (ELAC) program review processes. The process includes an evaluation of each department and unit on campus through validation committees made up of campus constituents. The program review process is an essential component in the integration of planning and the college's budgetary decisions. The college conducts comprehensive evaluations every six years in addition to Annual Update Plans.

Role of the Program Review and Viability Committee. The Program Review and Viability Committee (PRVC) has the primary responsibility of developing the policies and structure related to program review, annual updates, and program viability. The PRVC is made up of college faculty, administrators, and staff. The committee meets on a monthly basis to review and discuss the program review, annual updates, and viability processes. In addition, the committee oversees the implementation of these processes throughout the year and works to address any issues that arise throughout the year. The Office of Institutional Effectiveness works with the college's Program Review and Viability Committee to develop and refine the structure, process, and documentation of Program Review and to provide necessary data appropriate for program evaluation. The Program Review processes and documents are revised in the second year of the Strategic Plan and the first year of the master plans. This timing allows the college to revise its program review documents to reflect the changes in the college's planning agenda and creates a system for programmatic evaluation within the constructs of the college's goals and priorities. The office is also the contact liaison for all constituencies involved in the Program Review process—the units under review, the validation committees, the East Los Angeles Shared Governance Council (ESGC), and the college president. The PRVC develops and implements the program review and annual update processes to assist in the evaluation of all campus departments/units and programs.

The Academic Senate for California Community Colleges describes the purpose of program review in their paper titled, *Program Review: Setting a Standard*:

> *Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively … Program review should model a miniature accreditation self-study process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should…document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well-developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values and effective practices.*

In this respect, the comprehensive program review processes serve to evaluate all aspects of campus life and create a cycle of continuous quality improvement. The Program Review process is also regularly

evaluated to ensure that it provides appropriate evidence needed to effectively plan for the college's future. Evaluations of these processes are described in the planning evaluations described below.

Comprehensive Program Review. The comprehensive program review is a detailed investigation of the state of specific academic, student service, or administrative service departments or units that make up a college. Through the completion of the ELAC Program Review Questionnaire (PRQ), a unit examines trends in the discipline, courses, and services offered by the unit; faculty and staff activities that support the unit's goals; and the extent to which the unit is meeting the needs of students and/or staff. The PRQ is developed using the strategic and educational master plans as guides, and it determines the degree to which each unit is contributing to the college's plans. The evidence that is gathered enables staff, faculty, and administrators to identify strengths and opportunities to improve the program. Each unit conducts a comprehensive program review once during a six-year planning cycle.
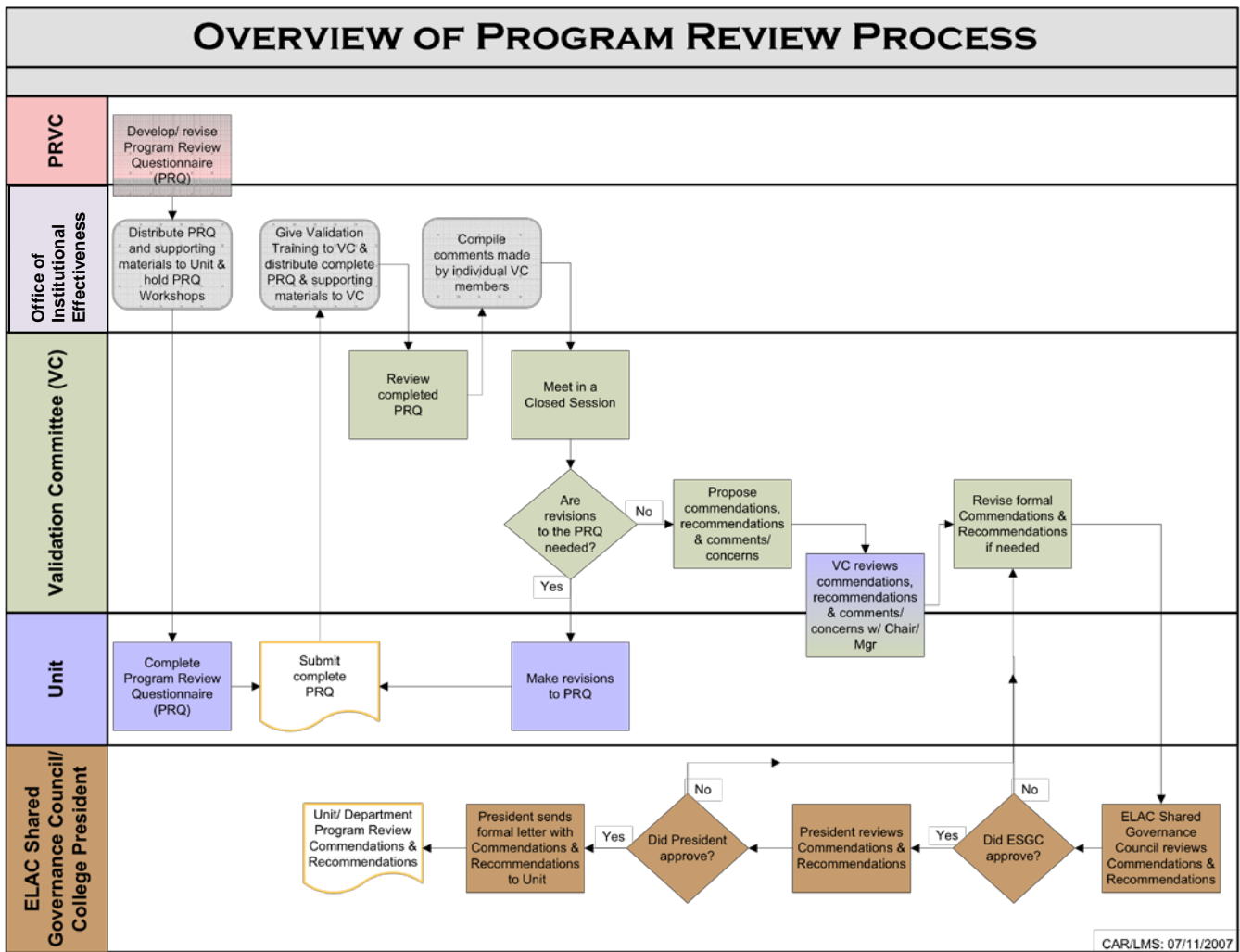
In the semester prior to their review, each department chair or unit manager/director receives a comprehensive Program Review Questionnaire from the Office of Institutional Effectiveness and copies of the college's external and internal data scans as related to the unit. A set of instructions is also provided to assist in the completion of the unit's questionnaire. The questionnaire has five major parts: External Scan, Internal Scan, SWOT Analysis, Projected Changes, and the Unit Plan.

- The **External Scan** section examines outside trends, events, or activities that may have an impact on the unit or department.
- The **Internal Scan** section requests information about courses/services offered by a unit, current staffing levels, staff professional development activities, equipment and software used by the unit, and end-of-year expenditures. The internal scan section also examines a unit's efforts at addressing the strategic priorities and values of the college. The unit's program SLOs are used as essential data components in the program evaluation process.
- **The Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis** is a tool used to organize information gathered through completion of the external and internal scan sections of the questionnaire. A SWOT analysis helps a program to capitalize on strengths and identify opportunities through a candid examination of its threats and weaknesses.
- In the **Projected Changes** and **Unit Plan** sections, a unit describes plans for the future that support its own and the college's goals and mission. The unit also details any increase or decrease in staff, equipment, resources, technology and/or facilities resources needed to accomplish these goals and objectives.

The individual unit's completed PRQ is submitted to a validation committee by the Office of Institutional Effectiveness. This validation committee is comprised of representative faculty, classified staff, and administrators. The committee reviews the completed program review and writes formal commendations and recommendations for the unit. These commendations and recommendations are sent first to the ELAC Shared Governance Council (ESGC) and then to the college president for approval. The president has the opportunity to add additional recommendations or commendations to each unit based on a broader view of the college's needs. Each unit completes this process once every six years. The program review process helps a unit to develop plans for improving its program and advocating for any supply, equipment, facility, and staffing needs.

The Role of the Validation Committee. Validation committee members examine program reviews and propose commendations and/or recommendations for the unit reviewed. Members receive validation training and are encouraged to sit on two or more validation committees so that there is greater continuity and consistency across reviews. Membership on a particular validation committee is dependent on the unit being reviewed.

Program Review Timeline

OVERVIEW OF PROGRAM REVIEW PROCESS

PRVC	Develop/ revise Program Review Questionnaire (PRQ)		
Office of Institutional Effectiveness	Distribute PRQ and supporting materials to Unit & hold PRQ Workshops	Give Validation Training to VC & distribute complete PRQ & supporting materials to VC	Compile comments made by individual VC members
Validation Committee (VC)	Review completed PRQ	Meet in a Closed Session	Are revisions to the PRQ needed? — No → Propose commendations, recommendations & comments/ concerns → VC reviews commendations, recommendations & comments/ concerns w/ Chair/ Mgr → Revise formal Commendations & Recommendations if needed · Yes
Unit	Complete Program Review Questionnaire (PRQ)	Submit complete PRQ	Make revisions to PRQ
ELAC Shared Governance Council/ College President	Unit/ Department Program Review Commendations & Recommendations	President sends formal letter with Commendations & Recommendations to Unit	Yes — Did President approve? — No / President reviews Commendations & Recommendations — Yes — Did ESGC approve? — No / ELAC Shared Governance Council reviews Commendations & Recommendations

CAR/LMS: 07/11/2007

- The Office of Institutional Effectiveness contacts each unit prior to the semester of the review and distributes the Program Review Questionnaire (PRQ) and any supporting documents to the unit chair, manager, or director. The unit submits the completed PRQ to the Office of Institutional Effectiveness.
- The Office of Institutional Effectiveness also issues an announcement informing the college that the unit is currently under review and solicits written public comments/suggestions regarding the unit from the campus community.
- Following the submission of the PRQ, the Office of Institutional Effectiveness distributes the completed PRQ and public comments to members of the unit's validation committee.

areas where they excel and making recommendations designed to help improve the unit.

- Following the compilation of initial recommendations and commendations, the validation committee members meet as a committee in a closed session to review and discuss the unit's PRQ and any submitted comments, and to compose tentative formal commendations and recommendations for the unit. Committee members also compose comments, questions, or concerns that they wish the unit chair, manager or director to address.

- Tentative commendations, recommendations, questions and comments are sent to the unit chair, manager, or director. A second session is held with the unit supervisor during which that supervisor and the committee review and discuss the tentative commendations and recommendations and the committee's comments, questions, and concerns. After this review session, the committee can further discuss and make changes to the formal commendations and recommendations.

- After a final review and approval by all members of the validation committee, the final proposed commendations and recommendations are sent to the ELAC Shared Governance Council (ESGC) for review and approval. The ESGC-approved commendations and recommendations are then sent to the college president for review and approval. The president completes the process by sending a letter with the final commendations and/or recommendations to the unit.

Annual Update Plan. Individual units complete an annual update plan during the fall term of each year. The purpose of the Annual Update Plan (AUP) is to help units monitor annual progress on action plans/goals and validation committee recommendations made during the comprehensive program review process; plan and implement additional changes to improve student success and institutional effectiveness; and document changes within the department and in the discipline, college, state, or surrounding community that will be useful in conducting a unit's six-year comprehensive program review.

The Annual Update Plan is used as the central process for requesting any resources. Each unit responds to questions regarding its efforts to meet program review recommendations, their unit goals, and the college's Strategic and Educational Master Plans. These responses are used to support unit requests for staff, faculty, equipment, facilities, and augmentations to annual budget allocations; they are prioritized based on the college's planning priorities.

During the fall semester of each year, each department chair or unit manager/director receives an electronic form of the annual update from the Office of Institutional Effectiveness. The Annual Update Plan has three major parts: 1) External Scan and Current Staffing; 2) Unit Plan, Recommendations, and Progress; and 3) Planning and Resource Requests.

- The **External Scan and Current Staffing** section requests information on any changes in the last year outside the unit that had an impact on the unit. The section also requests an update on current staffing levels.

- The **Unit Plan, Recommendations, and Progress** section provides an update on progress in the following areas: Unit Action Plan, Comprehensive Program Review Recommendations, Curriculum Development, and Student Learning Outcome results, and Overall Summary. Units also plan for the next academic year. The update describes how the unit continues to support the mission and goals of the college.

- The **Planning and Resource Requests** section details requests, beyond the unit's base budget, for staff (faculty and classified/unclassified hires), equipment, supplies, technology, and/or facilities

needed to accomplish its goals and objectives. Units only complete subsections for which resources are needed.

Requests for Faculty: In the spring, the Hiring Prioritization Committee Form is revised based on input from the Hiring Prioritization Committee (HPC), the Academic Senate, the AFT Faculty Guild, and the administration. In this manner the annual review data, yearly goals, and needs analysis are integrated into the hiring process.

- The Office of Institutional Effectiveness distributes the Annual Update Plans for those requesting faculty positions to the chair of the HPC.

- The HPC uses the Annual Update Plan to develop a full-time faculty hiring prioritization list.

- Following presentations by department chairs, the HPC produces a prioritized list for hiring full-time faculty for new or replacement positions.

- The Academic Senate reviews the HPC's recommendations and prepares and submits the final faculty prioritization list to the president.

- Concurrent to the Academic Senate's review, the Budget Committee advises ESGC and notifies the Academic Senate of the cost to fund the HPC recommended list.

- The college president considers the prioritization list and makes decisions on which positions to approve, forwarding the list of approved positions to the Academic Senate and the HPC.

- The college president directs the appropriate administrator to prepare the Notice of Intent to hire for submission to the Chancellor. The vice presidents communicate the decision to the department chairs requesting positions and prepare changes to the department base budgets accordingly.

Classified/Unclassified Hires: Departments and units seeking additional classified and unclassified hires complete the staffing request form in the Annual Update Plan. Based on the annual update plans as well as their own cluster plans, vice presidents prioritize requests for additional positions and decide which positions to approve given the budget constraints. The vice presidents inform department chairs and unit managers of their decisions and prepare changes to the department base budgets as needed.

State Equipment: The State Equipment Grants Committee creates a prioritized list for instructional equipment.

- The Office of Institutional Effectiveness distributes the Annual Update Plan to the State Equipment Grants Committee chair.

- When state instructional equipment funds are available, the ELAC State Equipment Grants Committee obtains additional supporting documentation for instructional equipment requests from department chairs.

- The ELAC State Equipment Grants Committee uses the Annual Update Plan and additional documentation to make recommendations for funding.

- The committee's recommendations are considered by the vice president who adjusts the department's budget accordingly.

Non-Instructional Equipment: Based on the annual update plans from those units within their cluster, vice presidents prioritize requests for equipment.

Perkins Funding for Staffing:

- The Office of Institutional Effectiveness distributes the Annual Update Plans to the Workforce Education and Economic Development Cluster Office.

- The Workforce Education deans and the vice president review the Annual Update Plans to recommend the approval of additional staff.

- Recommendations are considered by the vice president who adjusts the department's budget accordingly.

Perkins Funding for Equipment:

- The Office of Institutional Effectiveness distributes the Annual Update Plans to the Workforce Education Cluster Office.

- The Workforce Education deans and the vice president obtain additional supporting documentation for equipment requests from department chairs.

- The Workforce Education deans and the vice president review the Annual Update Plans to recommend approval of equipment requests.

- Recommendations are considered by the vice president who adjusts the department's budget accordingly.

Cluster Update Plan. Operations at East Los Angeles College fall under four clusters. The Liberal Arts and Sciences and Workforce Education and Economic Development Clusters oversee instruction and academic affairs. The Student Services Cluster oversees all student support services, including matriculation and financial aid. The Administrative Services Cluster oversees non-academic support services, such as the Fiscal Office and the Bookstore. Each cluster is headed by a vice president. Together, these units oversee all daily operations of the college.

Each cluster completes an annual Cluster Update Plan. The purpose of the Cluster Update Plan is to monitor progress on the cluster recommendations received during the comprehensive program review cycle and to set annual cluster goals for the college. The update runs parallel to the unit annual update planning cycle, but offers a global perspective of the needs of the campus and each individual cluster. This perspective assists in annual college planning efforts by providing a venue through which the vice presidents can identify overlapping needs that relate to the college's strategic plan and synthesize creative solutions that span multiple units within and between the clusters. To meet these objectives, the Cluster Update Plan includes an analysis of cluster needs, cluster goals, and resource allocation priorities.

The Cluster Update Plan is completed between October 15 and the end of the fall semester. The initial phase of cluster planning begins with the submission of unit Annual Update Plans. Each vice president works in consultation with his/her deans and unit managers to evaluate the annual update plans within their cluster. The clusters evaluate the progress that each unit is making towards fulfilling its goals and recommendations as well as the need for continued improvement in their respective areas. Cluster leaders seek to assess the broad needs of their clusters by identifying areas of need that cross units. Relevant college- and unit-level data is provided by the Office of Institutional Effectiveness to assist clusters in the evaluation process.

Based on the assessment of Annual Update Plans, the vice presidents create a Cluster Update Plan. Cluster needs are clearly identified, including any external factors that have impacted the cluster's ability to fulfill its goals and carry out program review recommendations. Potential limitations should be noted to reflect how accommodations can be made to further efforts toward sustained and continuous quality improvement.

The vice presidents create annual cluster goals and communicate these goals to their units and the college community through an open forum. The forum allows the campus to provide feedback to the vice presidents on the cluster priorities. Cluster goals focus on the ways to improve quality that cut across departments and units. In this manner, the college can establish broad goals that many units can work on throughout the year. Improvements in areas such as basic skills can be identified, and action plans for broad solutions can be initiated.

Lastly, each cluster creates priorities for resource allocations. These priorities include a list of unfunded priorities for use in deciding the allocation of an additional budget item. The funding priorities are directly linked to the college's Strategic and Educational Master Plans and incorporate the college's current ability to fund additional projects. In January, these priorities are given to the Budget Committee and to the units within the cluster. This process coincides with the dispersal of budget worksheets. In this manner, all campus constituents are aware of the cluster goals and priorities that are used in budget allocation adjustments. The ELAC Budget Committee reviews the preliminary budget and expenditure projections as well as the funded and unfunded priorities from each Cluster Update Plan. The Budget Committee makes recommendations to ESGC regarding the proposed budget, including the budget balance and unfunded

priorities. When budget decisions are finalized, the vice presidents respond to any Budget Committee inquiries regarding any major funding outside of the established cluster priorities.

The purpose of the Cluster Update Plan is not to restrain daily operations that may include responding to district mandates or other urgent external factors. The college recognizes the need for vice presidents to make budget decisions in a flexible and fluid manner. The goals and priorities serve as a way of communicating cluster goals to their constituent groups and provide the college an opportunity to engage in dialog surrounding campus planning and resource allocation.

Viability Review. The viability review process focuses on ways to improve programming and student learning through formal evaluation and collegial dialog. The viability process can lead to recommendations for programmatic improvements up to the discontinuance of a college program. The review seeks to incorporate program evaluations in the shared governance structure and allow for an evaluation of a program by representative faculty, staff, and administrators focused on whether the program continues to be viable. The process for viability review follows:

1. *A request for a viability review is made.*
   - A formal request is written and brought to Program Review and Viability Committee (PRVC) no later than the April PRVC meeting date. Requests can be made by the College President, the Academic Senate President or supervising vice president.
   - Approval is granted by PRVC to the Viability Review Committee (VRC) to conduct a Viability Review.
   - The OIE facilitates appointment of members to the Viability Review Committee from these constituencies: administrators, faculty, and staff (when appropriate).

2. *The Viability Review Committee (VRC) meets.*
   - At the initial meeting, an overview of the process is discussed. Suggestions and decisions are made about the need for position papers and outside experts.
   - Data is collected.
   - **A Unit Profile is created** that provides the Viability Review Committee with the data deemed necessary to determine the viability of the unit or program under review. Data may include enrollment trends, student success data, student, faculty and staff responses and other information delineated by the VRC. The completed Unit Profile is distributed to the chair, the manager or the director of the unit under review, and the VRC members.

3. *VRC members review the Unit Profile in a closed meeting.*
   - VRC members identify/discuss areas of concern and compose questions for the formal chair/unit manager/director interview.
   - Questions are sent to chair/unit manager/director for review two weeks before the formal interview.

4. *Formal chair/unit manager/director interview with Viability Review Committee is conducted.*
   - Additional department/unit members can attend the interview if they wish. VRC members pose questions to chair/unit manager/director.
   - An overview of the Viability Process and the possible outcomes are presented.
   - A presentation of the Unit Profile is made.
   - The chair/unit manager/director responds to the Unit Profile and any areas of concern identified by the Viability Review Committee and describes any challenges the unit has faced.

5. *Viability Review Public Forum*

- A public forum is held so that questions, comments, and concerns can be voiced by members of the campus community.

6. ***Program Viability Report is prepared by OIE to include the following:***
   - A summary of the process
   - The Unit Profile and items of concern
   - Specific recommendations with a timeline for action
   - An assessment of the impact of recommendations on the students, faculty and staff, and future college planning.

Student Learning Outcomes

Student Learning Outcomes (SLO) are an essential part of the college evaluation process. The use of course, program, degree, and institutional SLOs offers student outcomes with both breadth and depth. Course-level SLOs focus on classroom learning and are developed by discipline faculty with the content expertise required to create authentic assessment measures of student learning. The course-level SLO assessment results are integrated into the Comprehensive Program Review and Annual Update Plan to broaden the discussion on student learning beyond the department level. They are also mapped to the Core Competencies to determine how well they are meeting institutional goals and to determine what the college can do to ensure student success.

Program-level SLOs are also developed and assessed by the appropriate disciplines. Program-level SLOs are reviewed through the Program Review and Annual Update Plan process and incorporated into the data used to generate commendations and recommendations for each unit. The cumulative data is provided to units for use in operational and strategic planning.

Evaluation of Planning Processes

Formative Evaluations. The ELAC community understands that planning and evaluation are ongoing processes. Planning agendas may face obstacles related to changes in the college environment, the state fiscal outlook, or student profile. As such, the college sees the planning agenda as living documents that may change through the implementation phase. To improve planning procedures and college dialog on continuous quality improvement, the college conducts regular formative evaluations. Regular formative evaluations occur through the implementation process and include assessing the degree to which the objectives and action items are completed.

The Office of Institutional Effectiveness (OIE) oversees the formative evaluation process. Each planning agenda item has a responsible entity assigned to ensure that the agenda item is met. Each year, the responsible entities are queried as to the progress made on each item that is approaching its deadline. The responsible entity submits a narrative describing the progress made, any obstacles encountered, and whether there is any need for changes associated with the objective or action items. These narratives serve as a historical knowledge base for future planning and college decision-making. In the event that a planning objective is found to no longer be relevant or needs to be modified, the narrative assists the planning committees in understanding the practical limitations faced by those attempting to implement the college's planning agenda and to create more appropriate goals for the institution. The OIE reports the degree of implementation annually using each plan's measurable objectives and timelines. Each planning committee reviews the implementation progress and reports and determines whether any recommendations need to be made to ESGC to improve the college's ability to meet its planning agenda.

Summative Evaluations. In the final year of each plan, a summative evaluation occurs to determine the overall effectiveness of a plan's implementation and its impact on student outcomes. The planning evaluation includes reports of college core indicators and plan-specific quantitative measures. These measures are used to determine the impact of the plan on institutional access, student learning, and student success. The college core indicators are developed using the Strategic and Educational Master Plans as guides, and they serve as quantitative evidence of the impact of the college's planning agenda. The core indicators serve as quantitative benchmarks and are developed to have approximately ten dashboard indicators of success. In addition, the Office of Institutional Effectiveness may use sub-indicators that disaggregate data in a meaningful way for those involved in planning who would like a more in-depth look at college success measures. The current dashboard indicators are the following:

1. Number of first-time college students who have recently graduated (within the past year) from high school for use as a measure of our outreach efforts to local high schools and middle schools
2. Number of first-time students who have not recently graduated from high school
3. The total number and percent change of African American and Latino males enrolled during the fall semester
4. Success Rates
5. Retention Rates
6. Persistence Rates
7. Transfer numbers and rates (as allowable) using a cohort and six-year completion limit
8. Degree completion numbers and rates using a cohort and six-year completion limit
9. Certificate completion numbers and rates using a cohort and six-year completion limit

10.   Percentage of courses and programs with SLOs assessed and evaluated
11.   Percent of completed Comprehensive Program Review and Annual Update Plans
12.   Cost efficiency (college costs per FTES).

In addition to quantitative evidence, qualitative assessments are also conducted. These evaluations include faculty and staff surveys that are conducted in the final year of each plan to determine the level of satisfaction with the planning process and perceived impact of the plan on program improvement, and to identify any potential areas of improvement in the planning process. The results of these assessments are used to improve future plans and planning processes. Assessment measures are provided to each planning committee and to the college community. The qualitative data is geared to initiate a dialog of self-evaluation and to stimulate improvements in planning procedures. The planning calendar indicates the periods of summative evaluation represented below:

2012 - Strategic Plan Year 1 – Education, Facilities and Technology Plans

2013 - Strategic Plan Year 2 – Comprehensive Program Review, Annual Update Plans and Viability Process

2014 - Strategic Plan Year 3 – Staff College Needs Assessment and Accreditation Survey

2015 - Strategic Plan Year 4 – SLO Process (*Note: Accreditation Site Visit*)
2016 - Strategic Plan Year 5 – Budget and Hiring Decision-Making Process

2017 - Strategic Plan Year 6 – Strategic Plan

The results of formative and summative evaluations are distributed to the campus community using the Office of Institutional Effectiveness website and through the corresponding governance groups. The evaluations are used to stimulate a campus dialog on decision-making processes and the needs of the campus community. The goal of evaluation is to improve processes and measures of student success. Each committee works to incorporate the results of the evaluation to improve planning processes and as evidence of need in future data-driven planning.

Accreditation

Accreditation is seen as an essential component in the college's planning and evaluation cycles. The ACCJC Standards are built into the evaluation of the planning agenda. In this manner, the PIE process produces much of the data needed in the accreditation report through its regular cycle. The Self Study allows for a broad group of constituents to evaluate the college's efforts from various angles. This differing scope enables the college to review its progress from multiple vantage points.

The Accreditation Response Group (ARG), co-chaired by the Accreditation Liaison Officer (ALO) and the Faculty Chair for Accreditation, is the primary vehicle for promoting a college culture that is dedicated to program improvement and is focused on student learning. The ARG oversees the system by which ELAC continually evaluates and improves its operation to achieve and improve institutional effectiveness to ensure student-centered learning and achievement in accordance with the Accrediting Commission's standards of good practice. The standards are based on the implementation of an effective mission statement that is central to institutional planning and decision making; the appropriateness, sufficiency, and utilization of resources; the usefulness, integrity, and effectiveness of its processes; and the extent to which it is achieving its intended outcomes.

The ARG meets at least quarterly (January, April, July, and October) to create Commission required reports or to respond to Commission recommendations. This committee broadens the group of those involved in accreditation activities and ensures that campus constituents are knowledgeable about the accreditation process and associated standards.

GLOSSARY

- Academic and Professional Matters - The following identify the areas of responsibility for the Academic Senate:
  1. Curriculum, including establishing prerequisites and placing courses within disciplines
  2. Degree and certificate requirements
  3. Grading policies
  4. Educational program development
  5. Standards or policies regarding student preparation and success
  6. District and college governance structures, as related to faculty roles
  7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
  8. Policies for faculty professional development activities
  9. Processes for program review
  10. Processes for institutional planning and budget development, and
  11. Other academic and professional matters as mutually agreed upon between the Board and the academic senate.
- Academic Senate - The faculty of each college in the District may organize a College Academic Senate for the purpose of faculty government and to establish formal and effective procedures for participation in setting policies on academic and professional matters. The Board of Trustees recognizes such faculty groups as representatives of faculty opinions and as a consulting body on the college campus.
- ACCJC - The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).
- Accreditation - Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies. Accreditation has two fundamental purposes: to assure the quality of the institution and to encourage institutional improvement.
- Administrators – Academic Managers and Supervisors (President, Vice President, Dean, Associate Dean, and Assistant Dean).
- Administrative Unit – ELAC is divided into four divisions or clusters. Administrative units fall under the administrative services cluster and represent college offices that provide services related to the fiscal, facility, and enterprise needs of the college.
- Annual Update Plan - The annual update process is designed to help Departments/Units: 1) monitor progress on action plans/goals and validation committee recommendations made during the comprehensive program review process; 2) plan and implement additional changes to improve the college teaching and learning environment; and 3) document changes within the department and in the discipline, college, state, or surrounding community that will be useful in conducting a department/unit's six-year Comprehensive Program Review.
- Basic Skills Initiative - The Basic Skills Initiative (BSI) is a grant funded initiative from the California Community Colleges Chancellor's Office (CCCCO) which began in 2006 as part of the strategic planning process and is reevaluated and renewed annually. The goal of the comprehensive strategic planning process was to improving student access and success. The Strategic Plan guides California Community Colleges as they serve over 2.9 million students annually at 110 colleges. The BSI was a product of Strategic Plan Goal Area 2- Student Success and Readiness (http://strategicplan.cccco.edu/).
- Classified Employee – Non-teaching employees whose jobs are classified through Personnel Commission as part of a merit system.
- Cluster – One of four organizational divisions making up East Los Angeles College.

- College Catalog – The catalog contains the course requirements for the given academic year that each student will use to determine whether the students have met graduation or transfer requirements. Course descriptions are provided for each course offered at ELAC.
- Consult Collegially - the Board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion by
  1. relying primarily upon the advice and judgment of the academic senate, or
  2. agreeing that the Board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulations, or policy of the board effectuating such recommendations.
- Core Indicators – The measurable outcomes that are designed to indicate the degree of success that has occurred due to the implementation of the college's strategic plan.
- Department – An academic unit made up of one or more disciplines, headed by a department chair
- District Academic Senate - The Board of Trustees recognizes the District Academic Senate, composed of various representatives of the college academic senates, and will consult collegially with it on academic and professional matters common to the District.
- Distance Education – Educational programs or courses offered through distance learning modes, such as online or hybrid courses.
- Faculty - Those academic employees of the District who are employed in positions that are not designated as supervisory or management for the purposes of the Educational Employment Relations Act, encompassed in Government Code section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.
- Formative Evaluation – A type of program evaluation focusing on obtaining information that is helpful in planning the program and improving its implementation and performance. Occurs on a regular ongoing basis during the planning and implementation cycles
- Program Review - The program review process is a cycle of continuous self-review and refinement of college programs in support of the college mission and strategic priorities. Through program review, departments or units that make up the college can assess how well they are fulfilling their local goals and the goals of the college. Because this process can help to identify program needs and suggest procedures for the systematic improvement of a program, it is an integral part of the college's overall strategic and educational planning process.
- Shared Governance - The Academic Senate and the Administration of East Los Angeles College agree, in the spirit of AB 1725, pursuant to sections 53200-53206 of the education codes, that the president, serving as the authorized representative of the Los Angeles Community College District's Board of Trustees, will "rely primarily" upon the recommendations of the Academic Senate in formulating, changing, and/or approving of policies in areas as they relate to the instructional program and academic and professional matters.
- SLO –Student learning outcomes are the specific, measurable goals and results that are expected subsequent to a learning experience.
- Summative Evaluation – A type of program evaluation focusing on the ultimate success of a program and decisions about whether it should be continued unchanged or modified in order to enhance effectiveness. Occurs at the end of each planning cycle to provide information to be used to create the next planning agenda.
- Viability Review - A program evaluation that is initiated to determine the current viability of a program, its ability to meet the mission of the college and provide for student needs. The goal of the viability review is recommendations for programmatic improvement, including the possibility of discontinuance.

ABBREVIATIONS

- EPSC – Educational Planning Subcommittee
- ESGC – East Los Angeles College Shared Governance Council
- FPSC – Facilities Planning Subcommittee
- HPC – Hiring Prioritization Committee
- PIE – Planning, Implementation, and Evaluation Cycle
- PRVC – Program Review and Viability Committee
- SLOAC – Student Learning Outcome Assessment Committee
- SPC – Strategic Planning Committee
- SSC – Student Success Committee
- TPSC – Technology Planning Subcommittee
- WEC – Work Environment Committee

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