

EAST LOS
ANGELES
COLLEGE



Governance Policy Handbook

Shared Governance and Decision-Making
Processes and Procedures

5th Edition
Fall 2021

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Mission Statement

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

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

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

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

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

In collaboration with the LACCD Mission, ELAC is committed to advancement in student learning and achievement that prepares students to transfer to 4-year institutions, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.

Vision

Through our emerging focus on student-centered instruction, student-centered services, and integrated learning, East Los Angeles College will be an exemplary model for student academic achievement, skill development, and artistic expression.



Values

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

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

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

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

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

Introduction

Purpose of the Handbook

The intent of this publication is to illustrate the policies and practices of 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, procedures, and policies that promote student success and utilize campus shared governance processes. The **Governance Policy Handbook: Shared Governance and Decision-Making Processes and Procedures** (Governance Policy Handbook) serves as a guide for students, faculty, staff, and administrators who desire to be or are already involved in college planning and other campus-wide decisions. This handbook includes descriptions of college processes and policies, college committees, and a schedule of college planning, evaluation, implementation, and re-evaluation.

The **Governance Policy 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.

Shared Governance

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 policies and decision-making processes described in this Governance Policy Handbook reflect the need to “rely primarily” upon recommendations of the Academic Senate in formulating, changing, and/or approving policies in areas related to academic programming. Furthermore, with the passage of Assembly Bill 1725, the California State Legislature mandates that colleges “consult collegially” with local Academic Senates in order to guarantee faculty input in the decision-making processes of community colleges. The law also states that colleges shall provide staff and students with the opportunity to effectively participate in forming and developing policies and procedures that will have a significant effect on them.

In addition, each district may establish collective bargaining agreements which provide for faculty or staff involvement in collective bargaining matters. These agreements are denoted in the contracts for each union represented in the Los Angeles Community College District (LACCD).

Overview of Decision-Making Entities

The LACCD Board of Trustees

The eight-member [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 by the Associated Students from all nine LACCD colleges.

The District Chancellor

The [District 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](#)*

The College President

The [President of East Los Angeles College](#) 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, librarians, or counselors in areas for which they possess appropriate qualifications. Faculty provide recommendations regarding relevant policies and procedures through active participation on district/college committees, councils, and taskforces. The faculty also implement activities based on applicable recommendations and district/college goals, and they perform other contractually identified professional responsibilities.

Academic Senate

Full-time and part-time faculty members are represented in governance by the **Academic Senate** and the American Federation of Teachers (AFT). The Academic Senate serves as the governing body for the faculty of East Los Angeles College, representing the faculty in academic and professional matters, and is commonly referred as the Senate. The Senate advances the professional recognition of the faculty and promotes the advancement of the academic program. The Senate makes possible the democratic cooperation and participation of its members in the formulation of educational policies and practices, the upholding of the principles of professional ethics, and the resolution of all matters affecting the academic and professional welfare of the academic program and the faculty of East Los Angeles College. The Senate fulfills this purpose in service to our students and the college mission.

The Senate has a special role in college shared governance—the right to collegial consultation established by law. With the adoption of Assembly Bill 1725 (1988), the California Education Code §70902 (b)(7) directed the Board of Governors for the California Community Colleges to provide procedures that ensure “the right of academic senates to assume primary responsibility for making recommendation in the areas of curriculum and academic standards.” These procedures, enshrined in the California Code of Regulations Title 5, Sections 53200 and 53203, provide that the district governing board “adopt policies for appropriate delegation of authority and responsibility to its college...academic senate.” Furthermore, “said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.”

Consult collegially means the college administration may either rely primarily upon the advice and judgment of the Academic Senate or reach mutual agreement with the Academic Senate. In 1993, the college administration and academic senate agreed that “the president, serving as the authorized representative of the LACCD Board of Trustees, will ‘rely primarily’ upon the recommendations of the Academic Senate in formulating, changing, and/or approving of policies on academic and professional matters as they relate to the instructional program.” Thus, in carrying out the mandates of Title 5, Sections 53200 and 53203, the Senate’s primary function is to make recommendations to the administration of the college and to the district’s governing 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 or policies regarding student preparation and success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the Senate

Title 5 is also clear that requirement of collegial consultation with the Academic Senate is not to be “construed to impinge upon the due process rights of faculty, nor to detract from any [collective bargaining agreements.]”

Notably, due to California Education Code 87360, college administration and Academic Senate develop the hiring criteria, policies, and procedures for new faculty through joint agreement.

While all faculty are members of the Academic Senate, eligible voting members include an elected representative from each department, other specified voting units, the Senate President, and the Immediate Past-President. Other specified voting units shall include non-represented faculty, part-time faculty, Child Development Center, Curriculum Committee, Professional Development Committee, Learning Assessment Committee, Chairs Council, and South Gate College Council.

Much of the work of the Academic Senate takes place in Senate committees and through its appointed representatives on college shared governance committees. Standing committees of the Academic Senate include the following:

- Career Technical Education Committee (CTE)
- Chairs Council
- Committee on Academic Freedom and Ethics (CAFÉ)
- Committee on Educational Program Identity (CEPI)
- Curriculum Committee
- Global Education and Engagement Committee (GEEC)
- Information Technology Faculty Advisory Committee (ITFAC)
- Learning Assessment Committee (LAC)
- Legislative Liaison Committee
- Professional Development Committee
- Senate Executive Committee

With the exception of ad hoc committees, such as the Constitution and Bylaws Committee and the Elections Committee, all Senate committees along with the Academic Senate are subject to Ralph M. Brown Act and, therefore, must publicly post their meeting agendas at least 72 hours in advance and may only deliberate and make decisions at said meetings, which are open to the public.

The Academic Senate appoints representatives to the college’s shared governance committees. When such committees and other college committees make decisions pertaining to areas of Senate purview, those committee actions are forwarded to the Academic Senate for its approval. Notably, the Educational Planning Subcommittee and Guided Pathways Steering Committee were established under the auspices of the Academic Senate.

Resources:

1. [ELAC Academic Senate Constitution and Bylaws](#)
2. [ELAC Shared Governance Agreement](#)

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 with the opportunity to participate effectively in district and college governance. This is defined as participation in the formulation and development of policies, 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 College Staff 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 provide effective leadership and support for 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 they carry out their responsibilities in a manner that supports and maintains the spirit and letter of participatory governance. The California Teamsters Public, Professional and Medical Employees Union conducts elections to appoint assistant deans, associate deans, and deans 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 with the opportunity to participate effectively in district and college governance. This participation is defined as participation in the formulation and development of policies, procedures, and processes for jointly developing recommendations that have or will have a significant effect on students. In its 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 taken by students are given every reasonable consideration.

Resources: [link to district website, all union contracts.](#)

1. [Academic Senate Constitution](#)
2. [Academic Senate Bylaws](#)
3. [Academic Senate Shared Governance Agreement](#)
4. [Associated Student Union](#)
5. [Los Angeles College Faculty Guild Local 1521](#)
6. [AFT College Guild Local 1521A](#)
7. [Los Angeles/Orange Counties Building and Construction Trades Council](#)
8. [Los Angeles City and County Schools Employees Union, Local 99](#)
9. [Employees Union, Local 911](#)
10. [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 and policies for the college as well as in their own departments and areas. Excellent sources of information are deans, supervisors, department chairs, governance leaders and representatives to college committees. Although comprised of official members, college governance committees are open to faculty and staff wishing to become involved or more knowledgeable of the decisions made throughout the college. 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.

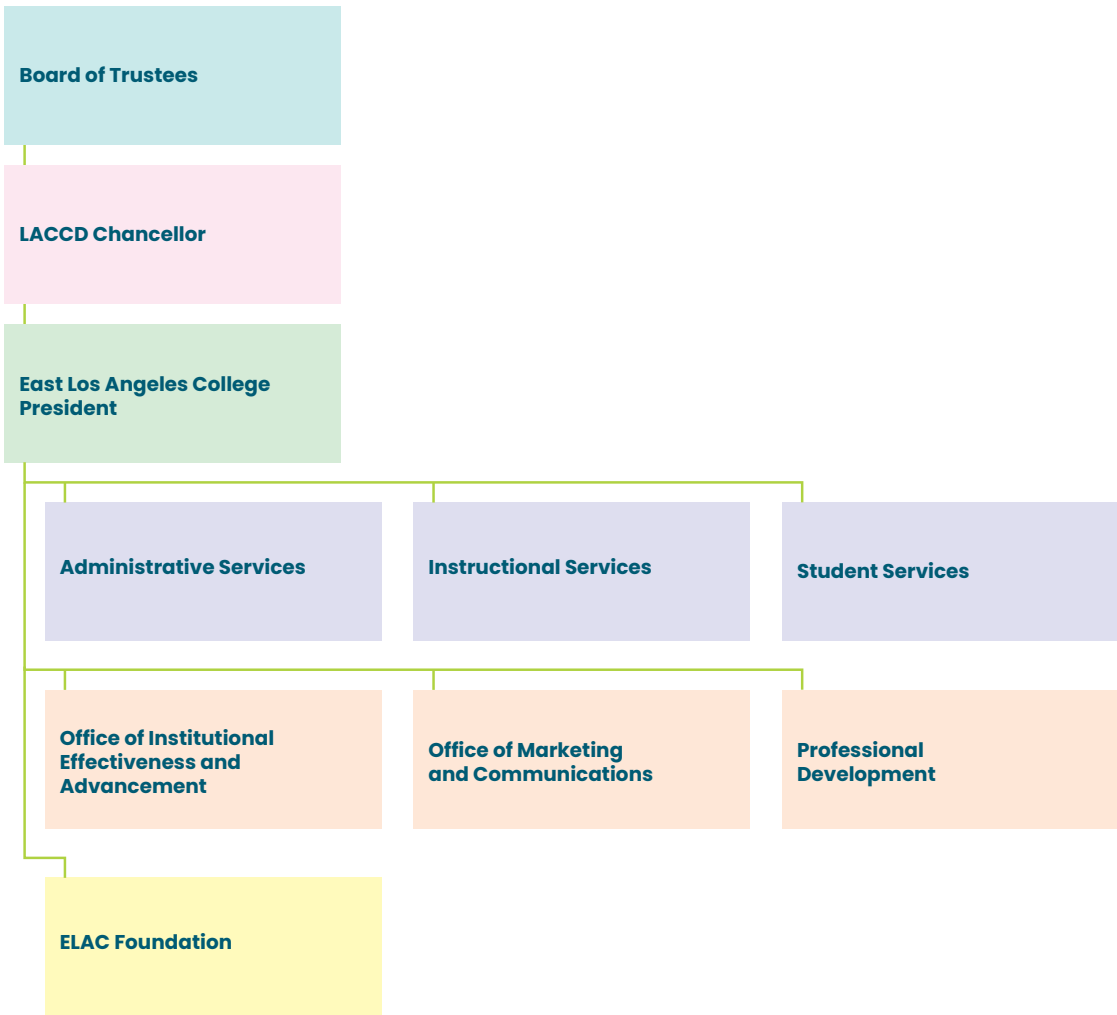
1. [Academic Senate](#)
2. [Educational Planning Subcommittee](#)
3. [Facilities Planning Subcommittee](#)
4. [Learning Assessment Committee](#)
5. [ELAC Shared Governance Council](#)
6. [Strategic Planning Committee](#)
7. [Student Equity Advisory Committee](#)
8. [Student Success Committee](#)
9. [Technology Planning Subcommittee](#)
10. [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. The college organization consists of the following clusters: Administrative Services, Instructional Services, and Student Services. The Office of Marketing and Communications, Office of Institutional Effectiveness and Advancement (OIEA), and Professional Development act as college support services through the President’s Office. The ELAC Foundation, an independent 501(c)(3) non-profit organization, supports the college’s program through its board membership. In addition, the President sits on the East Los Angeles College Shared Governance Council (ESGC) as an ex-officio member where he or she receives concrete recommendations through the participation and representation of all constituencies on campus.

District-College Organizational Structure

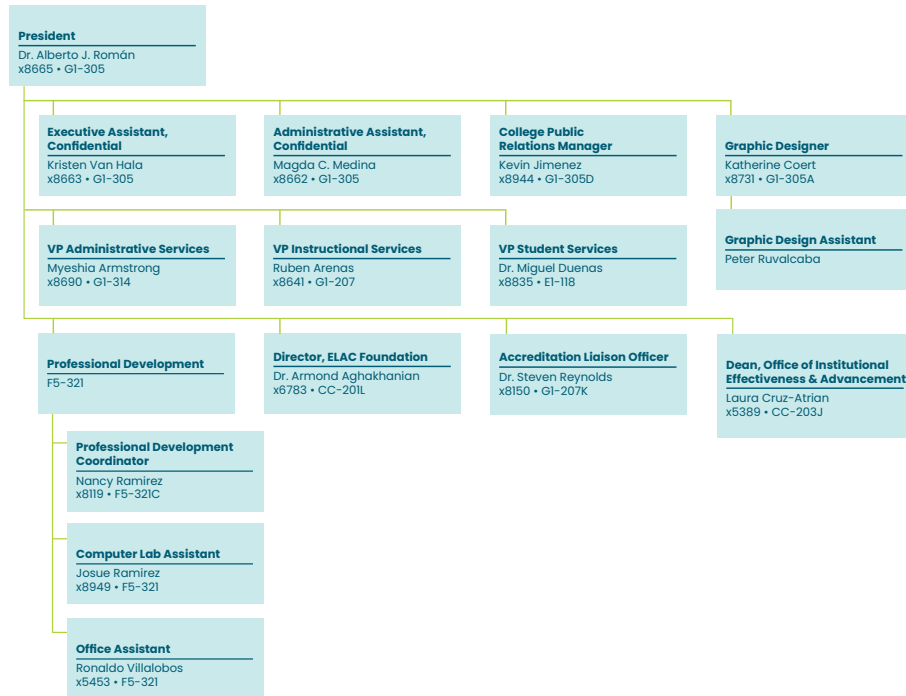


College Organizational Structure

The college President implements decisions through the vice presidents of the three cluster areas and their respective deans, managers, and directors as shown in the charts on the following pages.

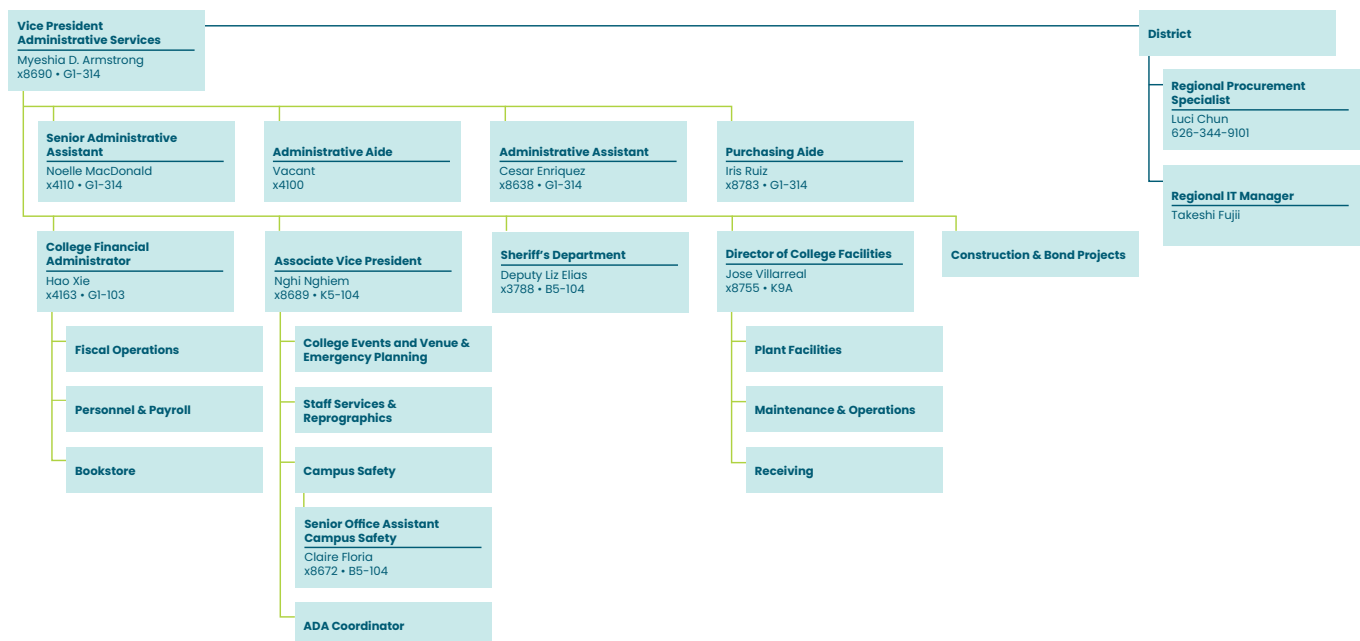
EAST LOS ANGELES COLLEGE • OFFICE OF THE PRESIDENT

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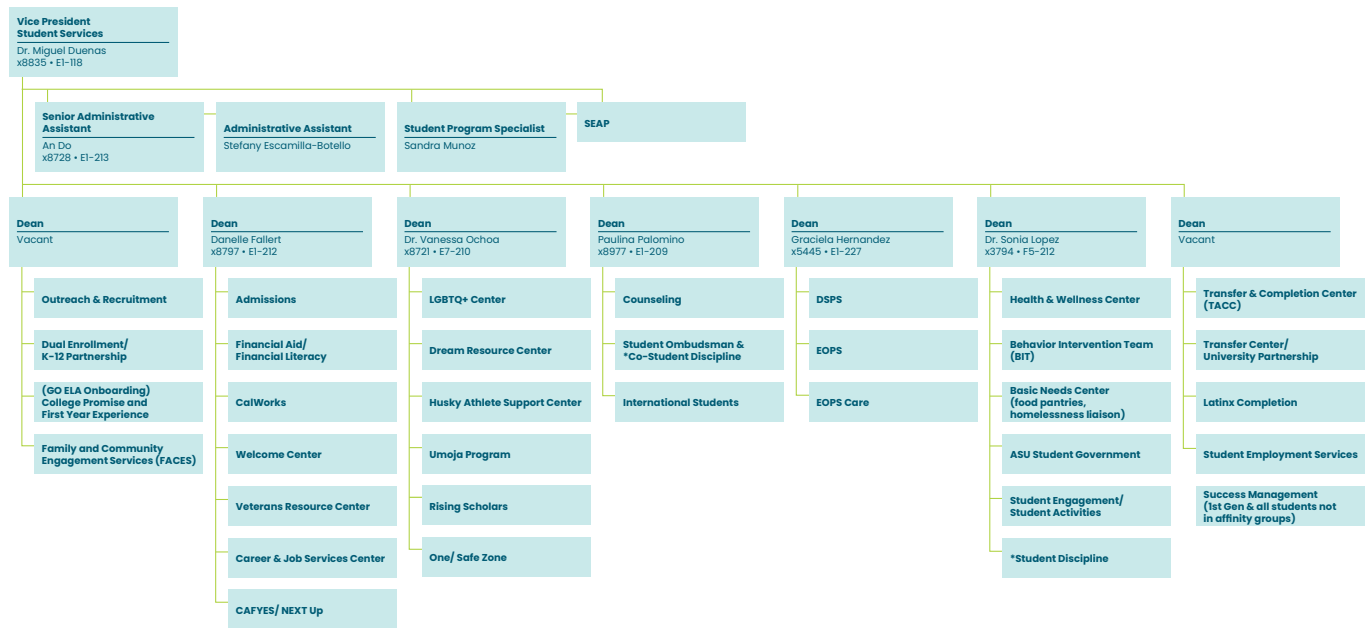
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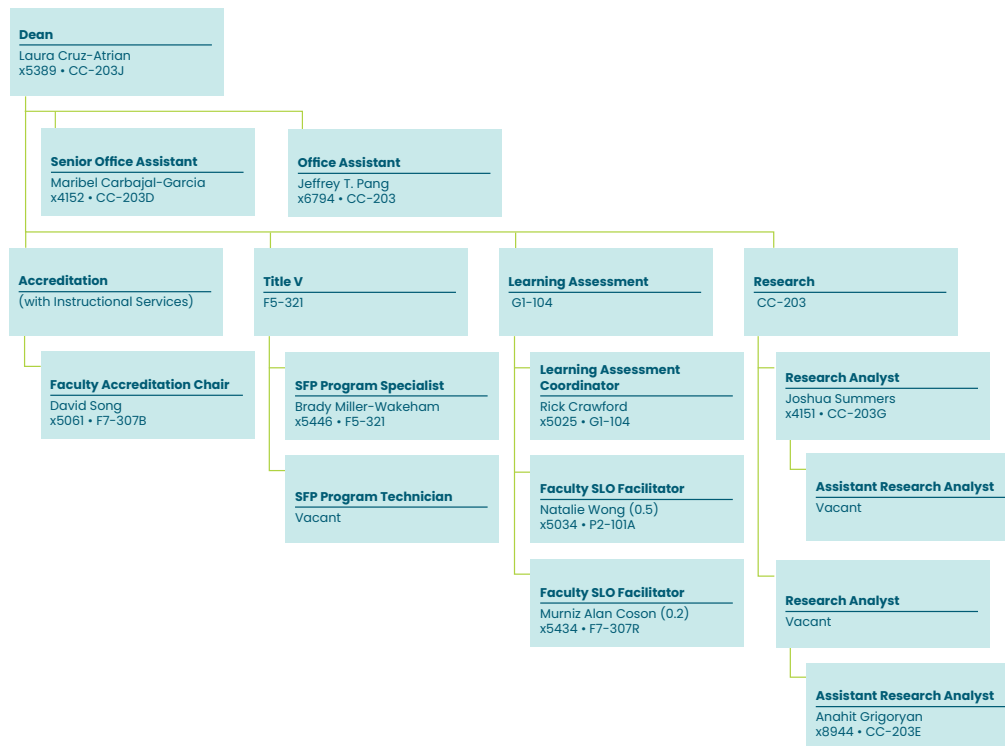
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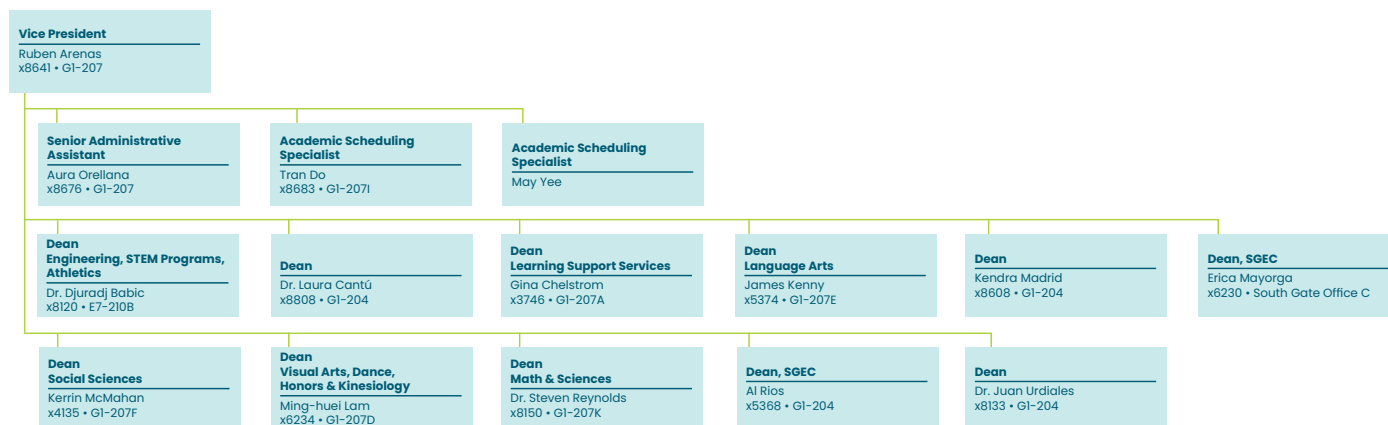
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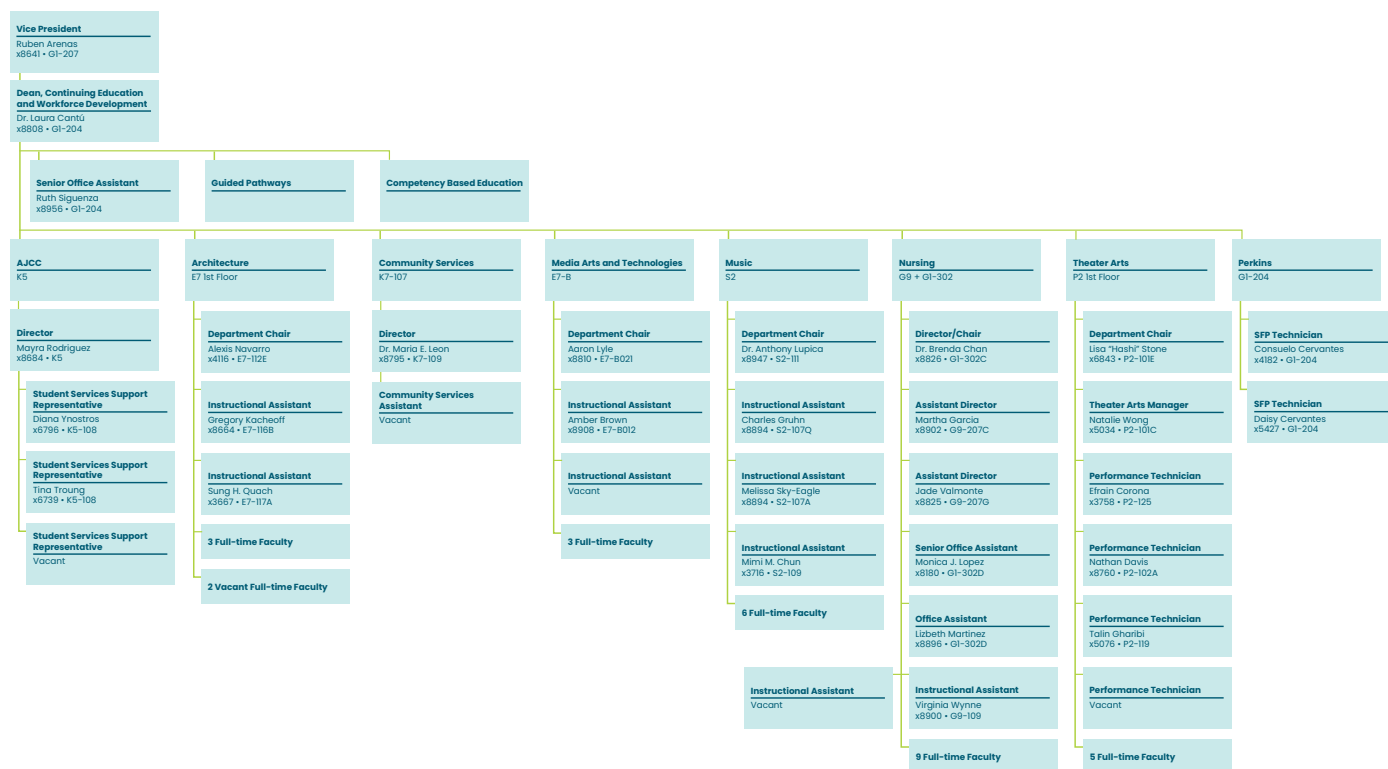
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EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES



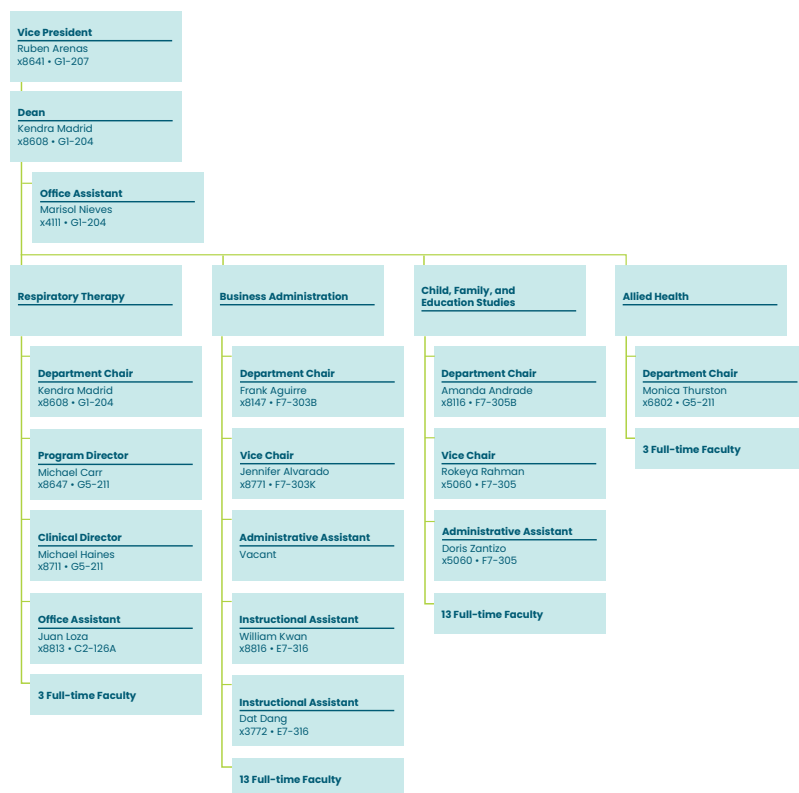
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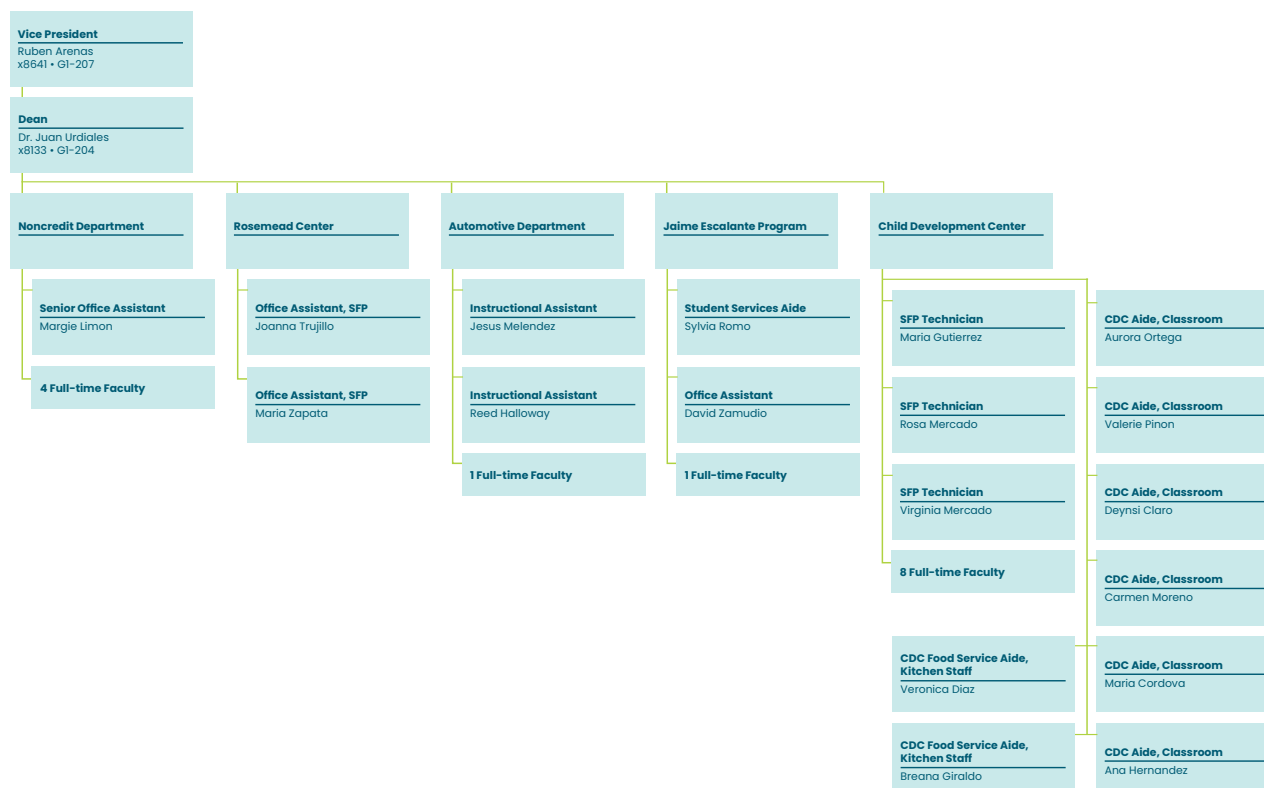
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: ALLIED HEALTH, BUSINESS ADMINISTRATION, CHILD, FAMILY, AND EDUCATION STUDIES, AND RESPIRATORY THERAPY

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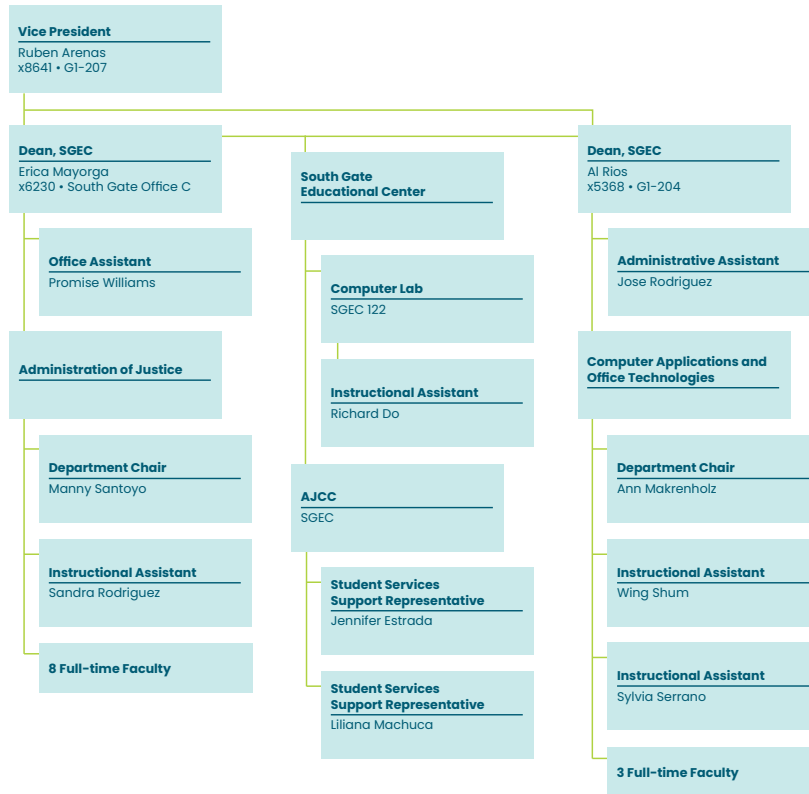
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: AUTOMOTIVE, CHILD DEVELOPMENT CENTER, JAIME ESCALANTE PROGRAM, NONCREDIT, AND ROSEMEAD CENTER

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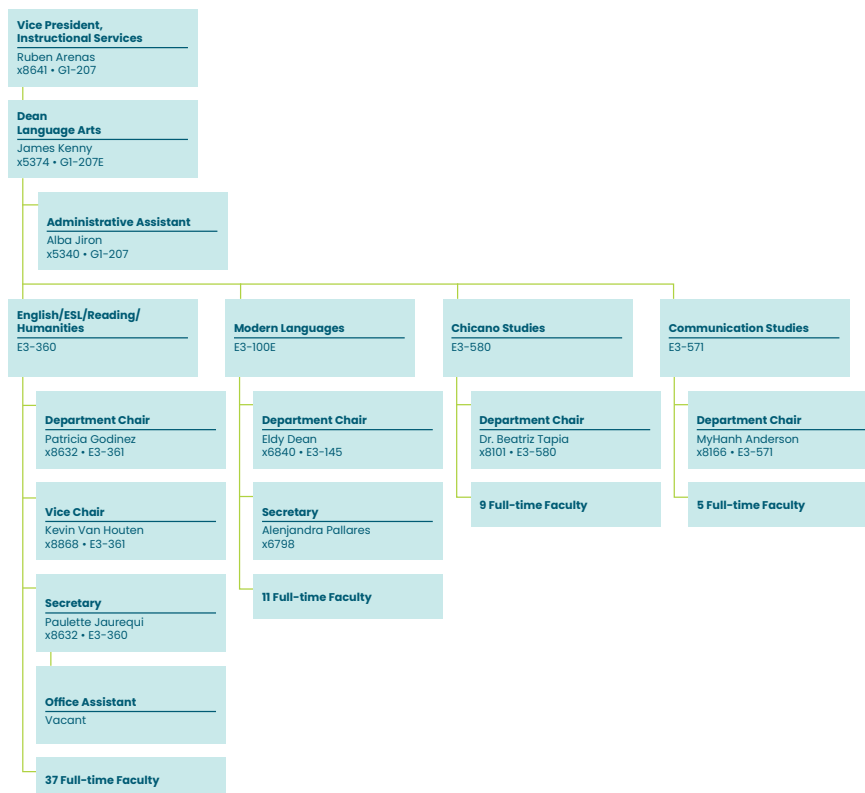
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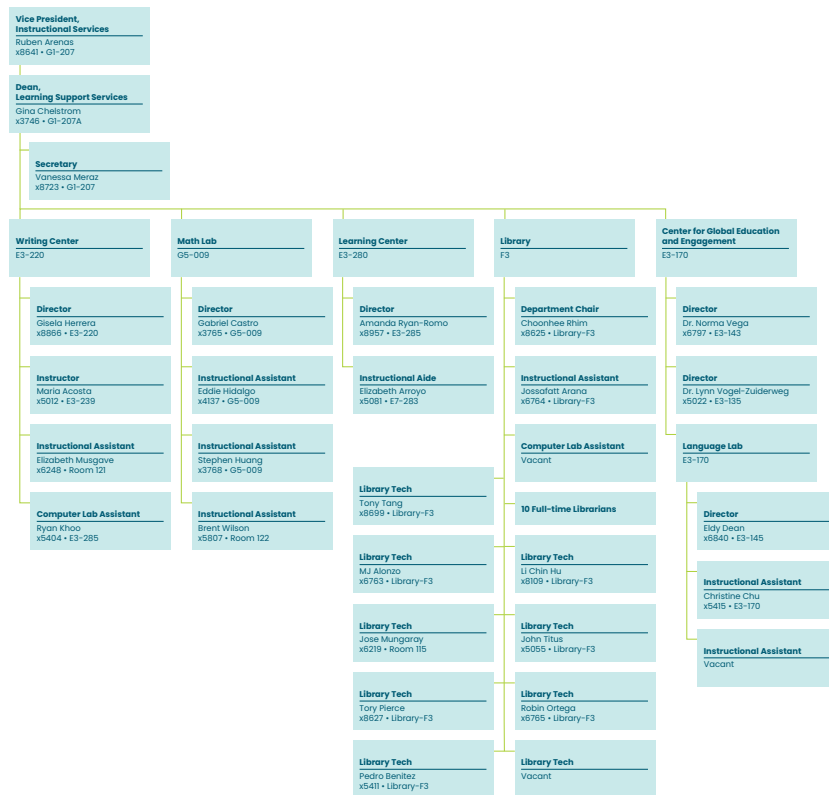
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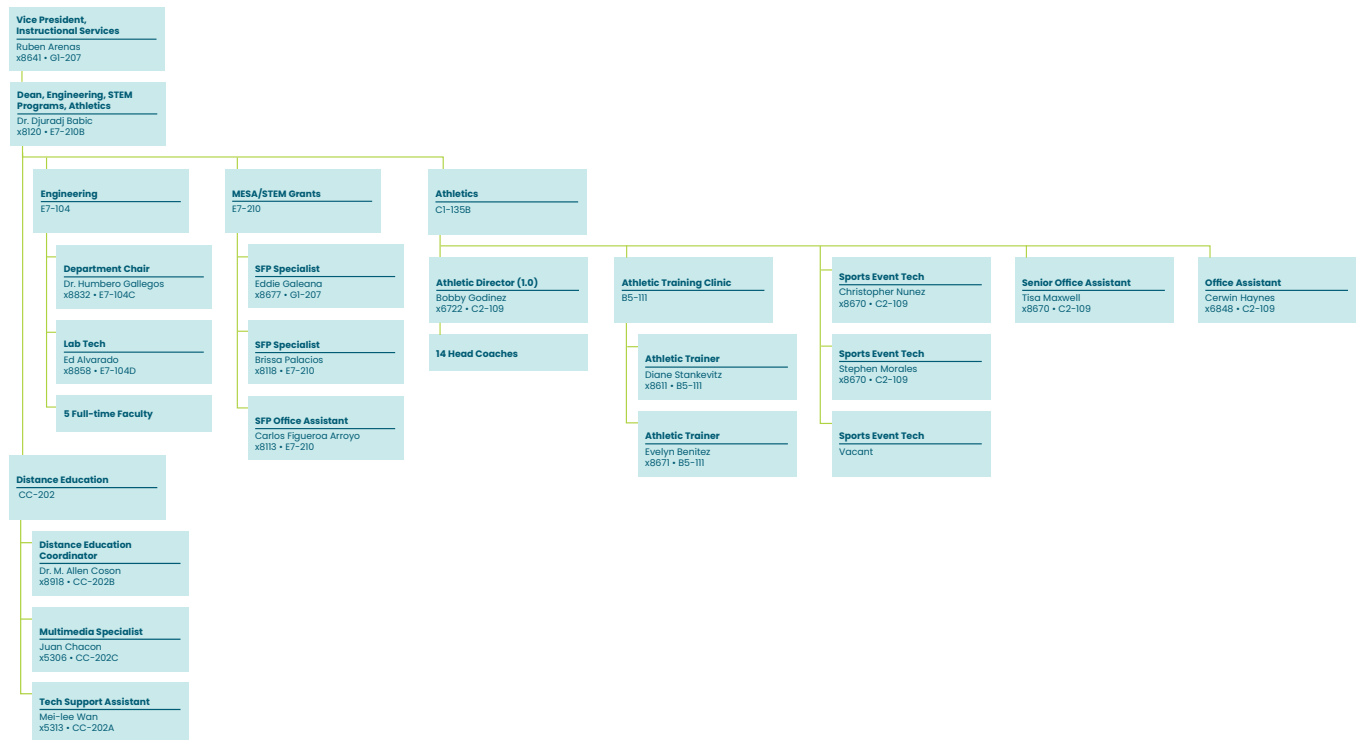
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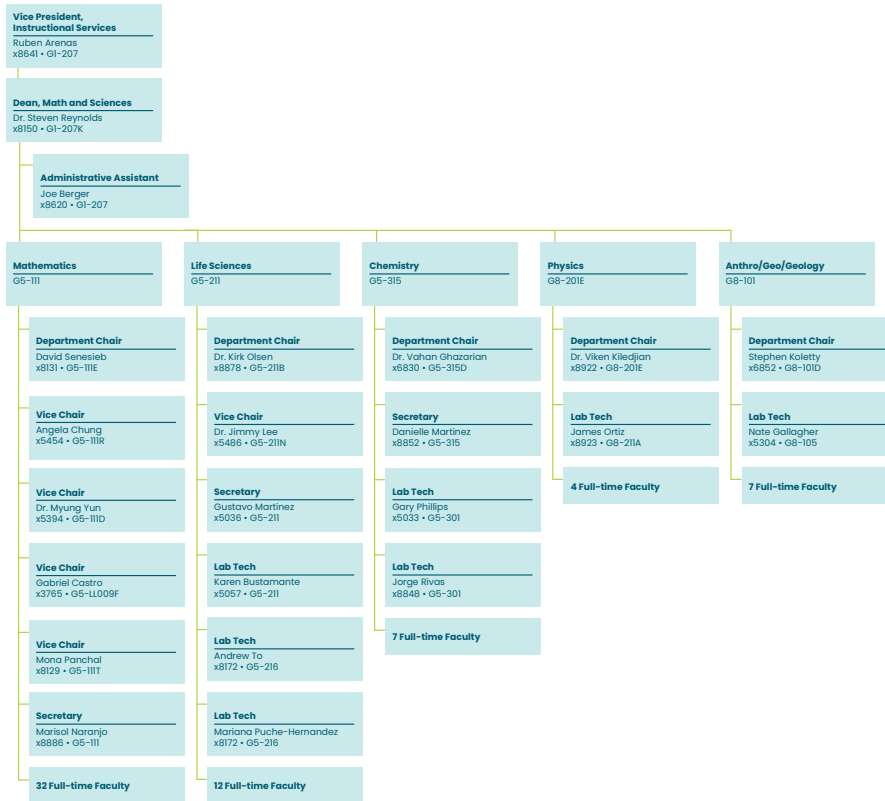
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: ENGINEERING, STEM PROGRAMS, ATHLETICS, AND DISTANCE EDUCATION

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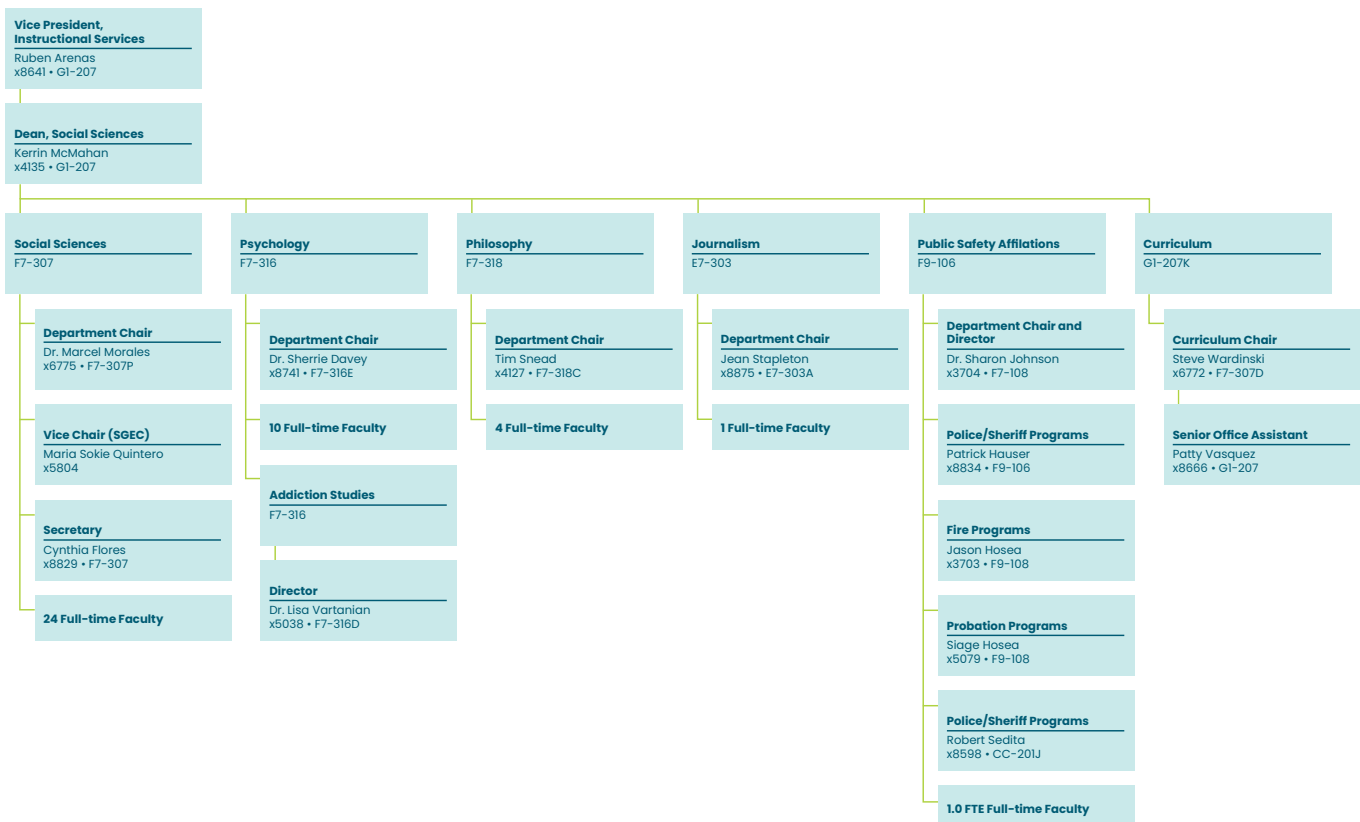
EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: MATH AND SCIENCES

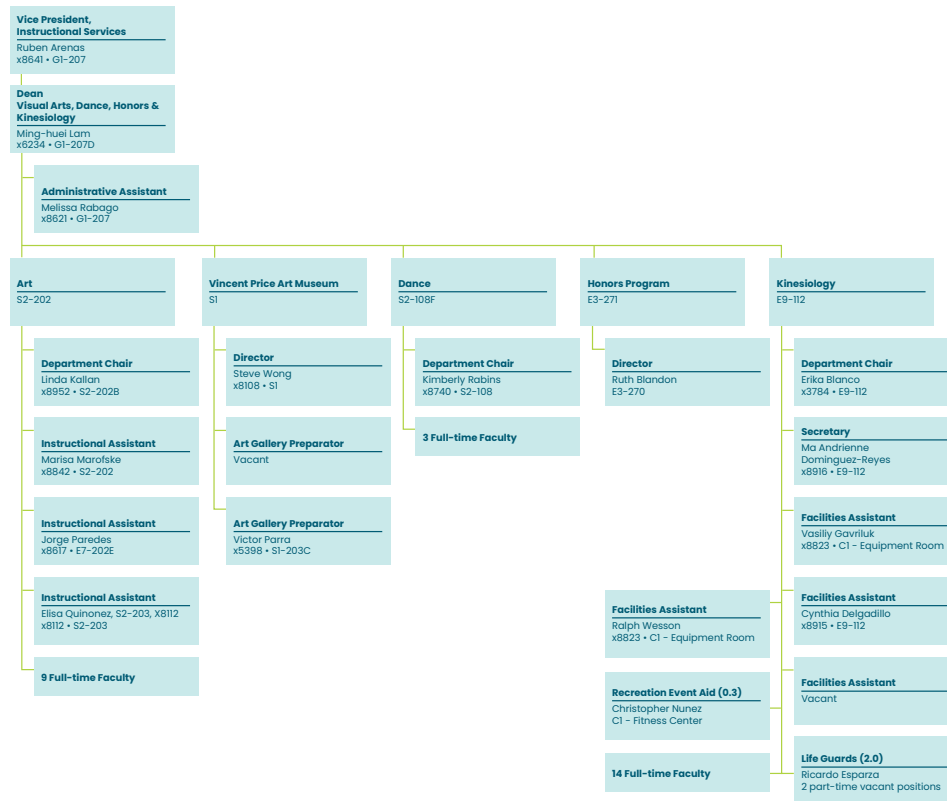
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Draft 1/25/2022



EAST LOS ANGELES COLLEGE • INSTRUCTIONAL SERVICES: VISUAL ARTS, DANCE, HONORS, AND KINESIOLOGY Draft 1/25/2022

East Los Angeles College Foundation

The East Los Angeles College Foundation is an independent 501(c)(3) non-profit organization. The ELAC Foundation is dedicated to the philanthropic support of the East Los Angeles College community and to empowering the communities it serves through its commitment to student success. Through its enduring efforts, the Foundation is Transforming Lives by investing in the next generation of leaders. Furthermore, the ELAC Foundation assists low-income members of our community college as a method by which to advance equity in education, provide essential needs like basic food, and promote social welfare. The East Los Angeles College Foundation promotes and elevates the college in fulfilling its mission and reaching its goals through advocacy, community and industry connections, and financial support. The volunteer Board of Directors embarks upon advocacy, building community goodwill, and seeking financial support for the unfunded needs of the college. To learn more about the ELAC Foundation, please visit www.elacfoundation.com.

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 ensuring the representation and involvement of all groups and constituencies in the development of policies in a participative, objective, and constructive manner. ESGC functions in an advisory capacity to the President, and provides the President with written recommendations developed by ESGC. If the President's actions differ from ESGC's recommendations, the President will notify the members in writing within two weeks of the reasons before taking any action. 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 comprises of the college President (ex-officio), senior administrators, representatives of the Academic Senate, Los Angeles College Faculty Guild Local 1521, AFT College Staff Guild Local 1521A, Los Angeles/ Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employee Union – Local 99, Supervisory Employees' Local 721, Teamsters Employee Union – Local 911, Classified Managers Association, the Work Environment Committee chairperson, Educational Planning Subcommittee faculty co-chairperson, 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 and recommendations from the college President, Associated Student Union, Work Environment Committee, Facilities Planning Subcommittee, construction project managers, District Budget Committee, ELAC Budget Committee, Accreditation Steering Committee, Strategic Planning Committee, Educational Planning Subcommittee, Technology Planning Subcommittee, and 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 who represent the campus community.

Resources:

1. [Bylaws](#)
2. [Annual Recommendations](#)



South Gate College Council

The purpose of the South Gate College Council Committee is to implement shared governance on the South Gate campus by ensuring the representation and involvement of all groups and constituencies on this campus in the development of policies in a participative, objective, and constructive manner. It is our mission that the ELAC South Gate campus provides equitable access to quality education for students of all cultures, backgrounds, belief systems, and lifestyles. Our committee and campus community celebrate diversity and foster mutual respect and inclusiveness. We are committed to preparing our students to successfully achieve their higher education and future career goals.

Planning

Overview

ELAC's Mission Statement guides all planning and decision-making efforts for the college. All programs and services are aligned with its mission statement.

ELAC's college planning process reflects the college's commitment to shared governance and to obtaining campus-wide and community input on the college goals and objectives that will shape the college's future.

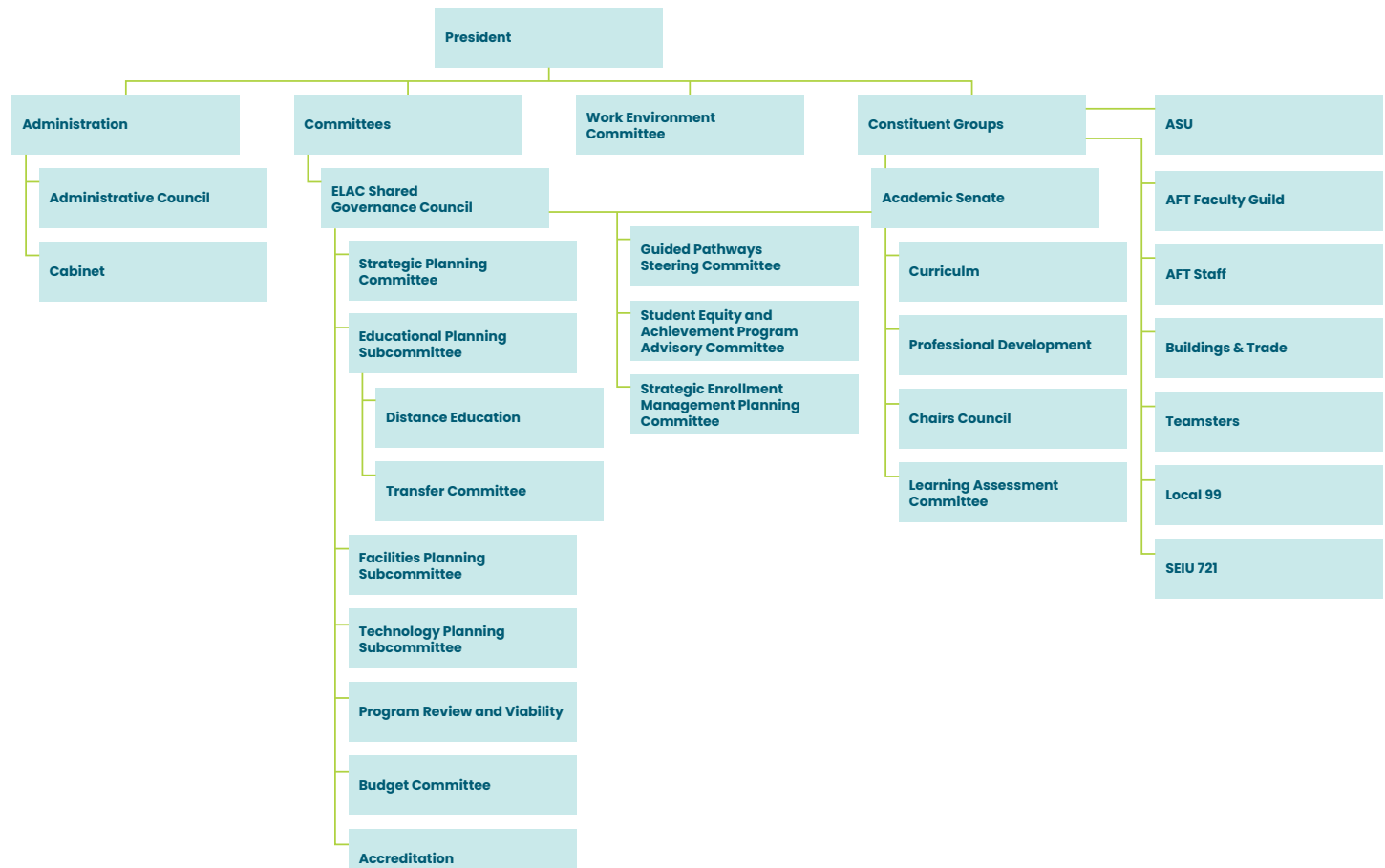
The college encourages collegial dialogue among all stakeholders that focuses on empowering students to achieve their educational goals. Within shared governance committees, the collaborative process is to work with others in making decisions that are in the best interest of the college instead of one constituency or one individual.

The President has primary responsibility for the quality of the institution. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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 (EPSC), 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 and Advancement (OIEA) facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

East Los Angeles College Governance and Planning Process

ELAC's [Mission Statement](#) is the foundation for all Planning Efforts.



District Planning Integration

As part of a multi-college district, East Los Angeles College is guided by the strategic planning agenda provided by the District Office. Reviewed periodically, the plan sets priorities that will guide district actions and initiatives during the next five years. The Strategic Plan outlines five overarching goals for the nine LACCD colleges and the District Office. The District Planning and Accreditation Committee (DPAC) oversees the plan's implementation and works to coordinate the future planning efforts of all nine district colleges. The **Strategic Plan** consists of five major goals:

1. Access to Educational Opportunities
2. Premier Learning Environments
3. Student Success and Equity
4. Organizational Effectiveness
5. Fiscal Integrity

Each college utilizes the District Planning Goals to guide the development of its own planning agenda. East Los Angeles College produces four planning documents, which are formally revised on a seven-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 agendas are created through data-informed processes that include national, state, local, and campus-level data. The Office of Institutional Effectiveness and Advancement 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.

Summative/Formative Evaluation Cycles

All college planning is conducted using evaluation cycles focused on continuous quality improvement for all instruction, student services, and administrative programs. ELAC enters into seven-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-informed measures and formative evaluations contribute to a summative evaluation of the strategic plan implementation at the end of its seven-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.

The Program Review and Annual Update processes are essential to summative and formative evaluation cycles. Program Review substantiates 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 seven years. This plan includes the schedule for conducting program review self-evaluation and annual update plans. The Program Review Self-Evaluation focuses on the manner in which each program is supporting the agenda items listed in the Strategic Plan. In addition, the Program Review Self-Evaluation 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 create improvements in student outcomes. Annual Update Plans are completed between comprehensive reviews to determine the progress made in responding to Program Review Self-Evaluation 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 Program Review Self-Evaluation and Annual Update Plans provide essential data in the development, implementation, and evaluative planning processes.

Resources:

1. [Annual Update Plan](#)
2. [District Strategic Plan](#)
3. [ELAC Strategic Plan](#)
4. [ELAC Educational Master Plan](#)
5. [ELAC Facilities Master Plan](#)
6. [ELAC Technology Master Plan](#)

Planning

Strategic Seven-Year Cycle



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.

College Mission Statement

The College Mission Statement serves as a guide through which all planning at ELAC takes place. Using the College Mission Statement and relevant data, the Strategic Planning Committee (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 seven-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 seven-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.

The tiered structure of planning ensures that the college mission and values are the driving force behind all decisions made on campus. The development of the Strategic Plan prior to other college Master Plans allows the college to determine its broad overarching Mission, strategic directions and values that should be promoted throughout each master plan. In this manner, each master plan develops specific objectives and actions consistent with the college's broad values and goals. The development of these plans, in turn, drive revisions to the college's program review self-evaluation and annual update processes in a manner that drives individual departments and units to work toward fulfilling the college's planning agenda. The following planning calendar describes the process and timing through which the college develops its planning agendas.

East Los Angeles College Planning Calendar

→ Planning
→ Summative Evaluation
→ Implementation and Formative Evaluations

	Cycle	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	
	Years	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
Accreditation	7		Steering Committee	Accreditation Self-eval		Site Visit				Steering Committee	Accreditation Self-eval		Site Visit		
Strategic Plan	7		Implementation		Evaluation				Implementation		Evaluation				
Educational Master Plan	7		Implementation			Evaluation			Implementation			Evaluation			
Technology Master Plan	7		Implementation			Evaluation			Implementation			Evaluation			
Facilities Master Plan	7		Implementation			Evaluation			Implementation			Evaluation			
Program Review	7		Program Review Self-Evaluations						Program Review Self-Evaluations						
Annual Update	1														
Review of Mission Statement	1														

Planning Committees

Short-term and long-term planning at ELAC is accomplished using the skills and expertise of college faculty, administrators, 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. The Strategic Planning Committee membership shall be comprised of representation from the following constituencies: administration, faculty, classified staff, and ASU.

The SPC annually reviews the Mission Statement, Vision Statement, Strategic Directions (Goals) and Strategic Plan. The SPC also updates, revises, and evaluates the Strategic Plan. In addition, the SPC provides oversight of college plans and planning committees to ensure that all implementation leads the college in completing its mission. The Educational Planning Subcommittee, Facilities Planning Subcommittee, and Technology Planning Subcommittee all coordinate with 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.

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.

The revision of the Strategic Plan begins with the committee's review of the **College Mission Statement**. The Planning Calendar calls for a formal review of the mission every year initiated by the Strategic Planning Committee. 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 College 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 College 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, 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 college-wide support. In addition to presentations to the specific groups listed, the Office of Institutional Effectiveness and Advancement (OIEA) distributes the completed draft of the College Mission Statement through email to all campus faculty and staff as well as through scheduled open forums. All commentary is recorded and presented to the Strategic Planning Committee for review and to guide possible revisions. Upon completion of the vetting process, the Strategic Planning Committee submits the final draft of the revised mission statement to the Academic Senate and ESGC for approval. If the ESGC recommends revisions for approval, the ESGC-approved draft is forwarded to the college President for approval. The College Mission Statement will be finalized when the college President secures approval from the Board of Trustees.

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:

1. A college profile that describes pertinent aspects of the college.
2. The results of the previous strategic plan evaluation.
3. The process for the strategic plan development.
4. A description of the reasons for selecting the current strategic directions and values.
5. A matrix describing the alignment between the college and **district** 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 Academic Senate and ESGC for approval. The ESGC-approved draft is forwarded to the college President, who upon acceptance forwards it to the Board of Trustees for approval. The approved Strategic Plan is posted on OIEA's website and forwarded to college planning committees for use in the development of college plans.

Educational Planning Subcommittee

The **Educational Planning Subcommittee** (EPSC) reports to the ELAC Shared Governance Council and operates under the auspices of the Academic Senate. EPSC 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:

1. Utilize data and dialogue to determine the educational needs of the college.
2. Use this information to create objectives and action items for the Educational Master Plan that align with the college's strategic goals.
3. Oversee the implementation and revision of the Educational Master Plan.
4. Forward recommendations related to educational policy, plan revisions, and possible funding requests to the college's Shared Governance Council.

The EPSC provides consultation to the Distance Education and Transfer Committees.

On an annual basis, the EPSC prioritizes objectives and action items within the Educational Master Plan, communicates those priorities to the college, and follows up with the committees, offices, and individuals assigned to implement the specific objectives and action items. Updates are provided annually on these prioritized items to the EPSC.

During the summative evaluation cycle of the Educational Master Plan, in preparation for the development of a new Educational Master Plan, the EPSC uses relevant data to assess the effectiveness of the current plan and anticipate emerging educational issues to be addressed. (See Appendix A)

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. 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 Master Plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, 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 college-wide support. Upon completion of the vetting process, the EPSC meets to finalize the draft to be sent to ESGC for approval. The ESGC-approved draft is 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 Master Plan will be posted on the college's Office of Institutional Effectiveness and Advancement (OIEA) website and forwarded to the campus community.

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 determine the facilities needs of the college based primarily on and in support of the college's Strategic Plan, (2) review, revise and officially adopt a Facilities Master Plan, which it then forwards to the ELAC Shared Governance Council (ESGC) for formal approval, and (3) forward funding requests to the ESGC for the implementation of college, state and or voter-approved construction projects related to and detailed in the college's Facilities Master Plan.

The Facilities Planning Subcommittee also determines projected space needs, reviews bond projects and related programming, provides solid documentation of funding requests to the state, restructures current facilities to conform with State Utilization Standards, and meets 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 Master Plan is developed using the Strategic Plan and Educational Master Plan as guides. The FPSC works in conjunction with the Educational Planning Subcommittee (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**.

Following the completion of the data review, the FPSC constructs facilities planning objectives using the College Mission, Vision, Educational Master 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 Master Plan is developed in accordance with the goals articulated in the Educational Master Plan. The completed Facilities Master Plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, 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 college-wide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The approved Facilities Master Plan will be posted on the college's Office of Institutional Effectiveness and Advancement (OIEA) website and forwarded to campus community.

Technology Planning Subcommittee

The **Technology Planning Subcommittee** (TPSC) is a subcommittee of the Strategic Planning Committee and functions in an advisory capacity to the ELAC Shared Governance Council (ESGC). 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 Master Plan is developed using the Strategic Plan as a guide and 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. (See Appendix A)

Following the completion of the data review, the TPSC begins to construct technology planning objectives using the College Mission, Vision, Educational Master 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 Master Plan indicates direct alignment with the strategic and educational plans. The completed Technology Master Plan is vetted through the campus community, including but not limited to the Academic Senate, the Associated Student Union, 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 college-wide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The approved Technology Master Plan will be posted on the college's Office of Institutional Effectiveness and Advancement (OIEA) website and forwarded to campus community. The TPSC is responsible for direct oversight of the Technology Master Plan. Yearly formative evaluations are conducted.

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 self-evaluations, annual updates, and program viability. The committee meets on a monthly basis to review and discuss program review self-evaluation, annual updates, and program viability processes. The PRVC is made up of college faculty, administrators, and staff. A majority vote of the committee members shall be necessary for the committee to adopt proposed bylaws amendments. Because of its purview, proposed amendments to the bylaws must be approved by a majority vote of the Academic Senate before taking effect.

The Office of Institutional Effectiveness and Advancement works with the PRVC to develop and refine the structure, process, and documentation of program review. OIEA 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. Thus, the PRVC is responsible for direct oversight of the Program Review Plan. The plan consists of the schedule for the assessment and validation of all campus departments, units, and clusters. Yearly formative evaluations are conducted. Additionally, the committee addresses any issues that arise throughout the year, thereby ensuring that processes are continually reviewed and improved. Then 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. In addition, the PRVC revises the Program Review Self-Evaluation 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.

Planning Alignment

As the college participates in partnerships and funding opportunities, priorities and objectives are developed in alignment with the strategic goals, Educational Master Plan and other college master plans as appropriate.



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 and the roles of the constituent groups and committees involved in those decisions. General timelines are also included to provide the stream of decision-making activities.

Budget Allocation and Prioritization

The Los Angeles Community College District's total budget is based on a yearly allocation distributed by the State Chancellor's Office. California Community Colleges state apportionment largely reflects enrollment (Full-Time Equivalent Student, or FTES), a supplemental allocation based on the number of students receiving a College Promise Grant, Pell Grant and covered by Assembly Bill 540, a student success allocation based on outcomes of the number of students earning associate degrees and credit certificate, the number of students transferring to four year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage. The district has distributed a yearly allocation to the colleges based on minimum administrative staffing; average maintenance and operations costs per square footage; Senate Bill 361 marginal base revenue for large, medium and small colleges; and funded base FTES (credit, non-credit, career development and college preparation non-credit). Supplemental allocation and student success allocation, the newly enacted Student-Centered Funding Formula will take effect FY2025-2026. The district is still under the hold harmless period. The district's new budget allocation model will be implemented after the hold harmless period.

The **Budget Committee** is the central body through which college 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 Budget Committee identifies, through regular evaluation, opportunities for more effective budget processes.

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 Plan, Strategic Plan, 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.

This integration of planning and resource allocation is detailed in the budget and planning timeline and summarized in the LACCD/ELAC Budget Development Process timeline.

ELAC Budget and Planning Timeline

This timeline begins with the preparation of the Annual Update Plan by each unit.

June

- Thirteen months before the start of a fiscal year (July to June), all department chairs and unit managers are provided with the template for the program review Annual Update Plan (AUP). AUP includes an electronic version of the budget worksheet, which serves as the basis for inputting during the budget development process.

August/September

- Department chairs and unit managers submit the AUP, including requests for faculty positions, staff positions, and budget augmentations for the upcoming fiscal year. Department chairs/unit managers are expected to seek advice from their dean/supervising administrator when the department/unit prioritizes their augmentation request(s), if any. During years of comprehensive program review, department chairs and unit managers submit their Program Review Self-Evaluation in lieu of the AUP. By September, department chairs/unit managers should meet with their administrators to receive guidance on completing the budget request forms.

October/November

- During the first week of October to the extent possible, the Office of Institutional Effectiveness and Advancement will post the AUPs online and provide lists of hiring requests to Hiring Prioritization Committee (HPC) and Human Resources Committee (HRC).
- By mid-October to the extent possible, the Office of Institutional Effectiveness and Advancement will provide a complete spreadsheet of all budget requests to the vice presidents.
- Following posting of AUPs and the list of hiring requests, the HPC will commence a four-week process of reviewing the AUPs, considering presentations by department chairs, and, ultimately, developing a prioritized list for hiring new or replacement positions. The HPC forwards the faculty hiring prioritization list to the Academic Senate.
- Following posting of AUPs and the list of hiring requests, the HRC begins its process of reviewing the AUPs as it develops a staff hiring prioritization list. The HRC recommends to ESGC a prioritized list for hiring new staff positions as well as replacement positions not already required by contract or previously deemed critical by the HRC.
- Based on prior allocations, expenditures, and balances, the Budget Committee recommends an initial forecast of the unrestricted and restricted funds of the current fiscal year to assist with integrated planning.
- Based on the need to fulfill the college's share of the full-time Faculty Obligation Number (FON) and estimated costs, the Budget Committee makes a recommendation on the number of full-time faculty hires for the upcoming fiscal year to the ESGC, which then recommends to the President. By mid-November, the Academic Senate reviews the HPC recommendations and submits the final faculty prioritization list to the President.
- Based on the Strategic Plan and AUPs, the vice presidents, in consultation with their deans and managers, begin developing their Cluster Plans, including identifying budget priorities for the upcoming year.
- By the end of November, depending on available budget, data on the FON, and other pertinent information, the President will approve plans to hire a target number of faculty and notify the Senate President and HPC prior to the week of final exams. If the President diverges from the Senate recommendation, the President will provide the rationale for doing so.

December

- The ESGC reviews staff prioritization list and forwards its recommendation to the President.
- Depending on available budget and other pertinent information, the President will approve a plan to hire a target number of staff. If the President diverges from the ESGC recommendation, the President will provide rationale for doing so to the ESGC and the HRC.

January

- The Governor proposes the state budget that serves as the initial blueprint for projecting the allocation for the coming fiscal year.
- The Board of Trustees, Chancellor's Cabinet, and District Budget Committee review Proposed Preliminary Allocation developed by District Budget Office.

February/March/April

- The ELAC Budget Office enters all of the Cabinet-approved budget changes from the budget worksheets into the system.
- The President's Cabinet will provide a list of all tentatively approved budget requests and other changes linked to unrestricted categorical funds. Based on these decisions, administrators will notify deans/managers on whether their augmentation requests were funded or not.
- The ELAC Budget Office submits the Proposed Preliminary Budget for the upcoming fiscal year to the District Budget Office. The district allows an open period for colleges to make adjustments that will result in a Board-approved Tentative Budget.
- If any adjustment to the preliminary budget is needed, the ELAC Budget Committee reviews the college's preliminary allocation and the cabinet approved budget changes, and forwards its recommendations to ESGC. The ESGC reviews the Budget Committee's recommendation on Cabinet-approved budget changes and forwards a recommendation to the college President.
- The vice presidents hold cluster meetings with deans/departments chairs/unit managers to review Cabinet decisions on budget allocations (unrestricted and restricted).
- Cabinet and OIEA work on integrating Cluster Plan priorities into College Budget Priorities.
- Vice presidents review Cluster Update Plans with deans/departments chairs/unit managers.

May

- The Governor reports on revised revenue projections and adjustments to the proposed state budget (May Revise).
- If any budget projections change as a result of the May Revise or other information from the state or district, the college will update the approved budget as required before the open period for making adjustments to Tentative Budget closes.
- College submits Budget Operation Plan.
- The ELAC Budget Committee sponsors the annual State of the College forum, i.e., a Town Hall-style presentation on College Budget Priorities, which incorporate priorities of clusters and units that report directly to the President. The President and vice presidents explain key budget adjustments and college priorities, including priorities that will be funded through the college's unrestricted allocation and balance as well as restricted funds.

June/July

- The Board of Trustees adopts the District Tentative Budget.
- When state fiscal crisis exists, Budget Committee monitors implications for district and college and reports to ESGC.
- Following adoption of state budget, the District Budget Office makes additional revisions to revenue projections and allocations.
- The Budget Committee evaluates the preceding budget development process and identifies opportunities for improvement.

September

- The Board of Trustees adopts the Final District Budget.
- Budget Committee/ESGC reviews year-end actuals, the Final Budget, including redistributed balance, and restricted funds, and discusses implications for achieving the college's budget priorities.
- Department chairs/unit managers will be notified in writing of their full budget for academic year from both unrestricted and restricted funds.

LACCD/ELAC Budget Development Process

As noted in the District Governance Handbook, it is the college's responsibility to link local budget planning priorities to college strategic planning goals and recommendations for improvement that result from department/unit planning and program review. East Los Angeles College uses its established strategic plan and program review priorities to guide budget planning for the approaching academic year. As the following table demonstrates, the college's budget prioritization process is linked to the district's budget development process. Consequently, changes in the district's budget development process may affect college decision-making processes. When there is an unforeseen change in funding necessitating a change in expenditures, consultation will occur at the Budget Committee and between administrators and their departments/units in a timely manner.

District Office Role	East Los Angeles College Role
August/September: Budget Planning Preparation Begins	
<i>AUPs Submitted</i>	
District Budget Committee (DBC) Reviews Budget Development Calendar	- Department chairs/unit managers are expected to seek advice from their dean/supervising administrator when the department/unit prioritizes their augmentation request(s), if any. - Department chairs complete budget worksheets with assistance from budget workshop and deans. Annual Update Plan (AUP) submitted, including request for faculty positions, staff positions, and budget augmentations
October: Development of Budget Preparation Activities	
<i>AUPs Reviewed</i>	
- Board of Trustees (BOT) adopts Budget Development Calendar - DBC reviews college financial plans	- College provides 1st Quarterly Reports - AUPs evaluated and links to planning and program review goals are verified - Hiring Prioritization Committee (HPC) evaluates AUP faculty position requests for alignment with strategic plan and program review priorities - Human Resources Committee (HRC) evaluates AUP staff position requests for alignment with strategic plan and program review priorities - HPC recommends to Senate a prioritized list for hiring faculty positions - By mid-October to the extent possible, the Office of Institutional Effectiveness and Advancement will provide a complete spreadsheet of all budget requests to the vice presidents.
November: Development of Budget Operation Plan	
<i>Priorities Identified based on AUPs and Approval Faculty Positions</i>	
- BOT Budget Comm. reviews/approves the 1st Quarterly Report 1st Quarterly Report due to State - DBC informed of full-time Faculty Obligation Number (FON) and a breakdown by college	- Academic Senate recommends prioritized list for hiring faculty positions - HRC recommends prioritized list for hiring staff positions to ESGC - Based on FON and estimated costs, the Budget Committee recommends to ESGC the number of full-time faculty hires - Vice presidents identify priorities from strategic plan and AUP requests while working on Cluster Plans - College President approves list of faculty positions to hire

District Office Role	East Los Angeles College Role
December: Budget Files and Preparation Workshop Budget Prep files made available; Budget Prep Workshop held	<i>Approval of Staff Positions</i> - ESGC reviews staff prioritization list and recommends to President - College President approves list of staff positions to hire - ELAC Budget Office staff attend a training workshop at the District Office
January: Governor's Proposed Budget; Preliminary Allocations - Budget Office distributes Op Plan prep instructions - BOT Budget Committee, Cabinet & DBC review proposed preliminary allocation - Budget Office reviews college dedicated revenue projections - CFO and Accounting provide initial ending balance projections - Cabinet reviews Budget Update - Budget Office distributes Preliminary Allocation - BOT Budget Committee reviews/approves the 2nd Quarterly Report 2nd Quarterly Report due to State	<i>Tentative Approval of Budget Changes</i> - College provides 2nd Quarterly Reports - Vice presidents review Cluster Update plans with deans/department chairs/unit managers. - The President's Cabinet will review the prioritized augmentations. - Review and turn in the college's annual dedicated revenue projection. - District Budget Office distributes college Operation Plan Instructions
February/March/April: Preliminary Budget Review - Technical review of Budget Prep Files and upload to SAP - CFO and Accounting update ending balance projections - Preliminary Budget available on SAP - CFO and Accounting distribute purchasing and year-end closing schedule - CFO and Accounting update ending balance projections - Budget hearings on preliminary budgets conducted with college administrators	<i>Review of Proposed Priorities for Tentative Budget and Restricted Funds</i> - ELAC Budget Office enters all Cabinet-approved changes from budget worksheets into budget prep system - President's Cabinet produces list of all tentatively approved budget augmentations linked to unrestricted and restricted funds. Based on these decisions, administrators will notify chairs/managers on whether their augmentation requests are tentatively approved pending final budget. - The ELAC Budget Committee will evaluate the rubric for prioritizing budget augmentation requests and make revisions as needed. - ELAC Budget Office submits proposed Preliminary Budget - Budget Committee reviews preliminary allocation, projected restricted funds and Cabinet-approved budget changes and forwards its recommendation to ESGC. - ESGC reviews the Budget Committee's recommendation on preliminary allocation and Cabinet-approved budget changes and forwards its recommendation to the President. - Vice presidents conduct cluster reviews with deans/directors, who in turn meet with department chairs/unit managers to review Cabinet decisions on budget allocations (unrestricted and restricted). - College provides 3rd Quarterly Reports - Open period for Tentative Budget adjustment (First Adjustment) Cabinet and OIEA integrate Cluster Plan priorities into College Budget Priorities

District Office Role	East Los Angeles College Role
May: Revenue Projections Updated • Cabinet briefing on Tentative Budget • Revised revenue projections based on May Revise • BOT Budget Comm. reviews & approves 3rd Quarterly Report • 3rd Quarterly Report due to State	College Budget Forum • Open period for adjustments closes • College submits Budget Operation Plan • Budget Committee and ESGC briefed on implications of May revise • State of the College" Forum held to present College Budget Priorities, including priorities funded through college balance and restricted funds
June/July: Tentative Budget; Revision to Projected Revenues & Allocations • BOT Budget Committee reviews/adopts Proposed Tentative Budget • Tentative Budget Report filed w/ County and State • CFO and Accounting Run 1st closing activities • CFO and Accounting update ending balance projections • CFO and Accounting run 2nd closing activities	Evaluate Budget Development Process • When state fiscal crisis exists, Budget Committee monitors implications for district and college and reports to ESGC • Budget Committee evaluates budget development process and identifies opportunities for improvement • College submits revised dedicated revenue for final budget • College reviews budget status
September: Final Budget/Year-End Analysis • Final Year-End Closing and actual balances established • Publication Budget available for public review • BOT Budget Committee reviews/adopts Final Budget • File Final Budget report with County and State	Review Allocation of Redistributed Balance • Budget Committee/ESGC reviews year-end actuals, the Final Budget, including redistributed balance, and restricted funds, and discusses implications for achieving the college's budget priorities • Department chairs/unit managers will be notified in writing of their full budget for academic year from both unrestricted and restricted funds

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.

Hiring Prioritization Committee Process

In accordance with the hiring policy and policy of the Academic Senate, the application for requesting positions has been incorporated into the Annual Update Plan. The application and review process shall be subject to revision by the Academic Senate (to ensure collegial consultation on instructional programs under Title 5 and compliance with Education Code 87360), the AFT Faculty Guild (to ensure compliance with the AFT bargaining agreement), the administration (to ensure the President's concerns are addressed, including program review), and by the committee (to facilitate the HPC's need to prioritize position requests).

Each year all faculty and administrators will be notified of the relative need for full-time faculty for each department. Departments, through the Annual Update Plan, will identify additional permanent full-time faculty as needed. If it is determined there is a need, the department chairperson is responsible for completing and submitting the Departmental Request for a Probationary Position that is part of the Annual Update Plan, which is due every September 30. The department chair/designee must attend an oral presentation to clarify and support the request.

Each fall, the Hiring Prioritization Committee (HPC) convenes annually to evaluate and rank the Departmental Requests for Probationary Positions and forwards its prioritization list to the Academic Senate. In the spring, the HPC reviews the form, rubric, and process, and proposes revisions as needed.

Membership

The HPC is composed of the following voting members:

- *Academic Senate* – Two full-time regular faculty members: one career/technical and one liberal arts and sciences faculty representative. The Academic Senate President presides over the selection process.
- *Chairs Council* – Two department chairs: one career/technical department chair representative and one liberal arts and sciences department chair representative. The Chair of the Chairs Council presides over the selection process.
- *AFT* – One full-time regular faculty member representing the AFT appointed by the AFT President. These faculty representatives are selected for two year terms.
- *Administration* – Three administrators representing Liberal Arts and Sciences, Continuing Education and Workforce Development, and Student Services clusters serve without term limits.

Responsibilities

- One of the three administrators serves as administrative co-chair.
- One of the faculty representatives serves as faculty co-chair.
- All members are available to meet presumably during the college hour and/or on Fridays (8:00 a.m. – 5:00 p.m.).
- All members will receive completed applications along with supporting documentation from the Office of Institutional Effectiveness and Advancement.
- Prior to the interviews, all members read and evaluate the proposals and supporting data and prepare a preliminary ranking based on a pre-approved rubric.

- After interviews and subsequent discussions, HPC members apply the rubric for each request to be used for the final prioritization list. (Each position request should have scores for each section of the rubric as well as a total score.)

Timeline

February/March: Academic Senate, Chairs Council, AFT, and Administration select the committee representatives. The committee convenes to evaluate the application form and process and forwards any recommendations to the Academic Senate.

May: The Academic Senate, in collaboration with the AFT and Office of Institutional Effectiveness and Advancement, will review the HPC-recommended draft and make revisions as needed. The Academic Senate will deliver the final application forms to the Office of Institutional Effectiveness and Advancement to be included in the Program Review Annual Update Plan. Copies of the requests are made available to the HPC and the departments.

October: Completed applications are made available to the committee.

November: Each committee member scores each application based on a preapproved rubric. The committee considers the presentations, discusses each application, and deliberates various concerns, observations and/or analysis. The committee tabulates the scores and establishes a priority list. In the event that a committee member is also a member of a department requesting a position, the committee member does not vote for the position request. The scores are ranked for the development of the prioritization list, which includes the priority order and identifies growth versus replacement positions. Unless the HPC develops a process to the contrary, replacements will be ranked first according to the AFT Faculty Agreement.

If needed, the committee will also establish a non-recommended list of positions that do not meet a pre-established minimum score on the rubric. The committee's recommendations and rubric tallies are forwarded to the Academic Senate.

Staff Hiring Prioritization

The Human Resources Committee (HRC) serves as the counterpart to the Hiring Prioritization Committee. The HRC will consist of college staff and administrators charged with prioritizing those position requests based on the perceived need.

Staffing Requests

The college has a history of using the Program Review Self-Evaluation and Annual Update Plan process to align resource allocations with the College Mission, Strategic Plan Goals and Educational, Facilities and Technology Master Plan Objectives. Each department and unit completes an Annual Update Plan in September. On a seven-year cycle, a Program Review Self-Evaluation is completed in lieu of the Annual Update Plan. The completion of the Annual Update Plan/Program Review Self-Evaluation is a requisite condition for submitting any resource requests, including the request for staff. Each department is required to link needed resources to its departmental/unit plan and to the College Strategic Plan Goals and Master Plan Objectives. The Annual Update Plan/Program Review Self-Evaluation will include a staffing request form that will allow departments/units to provide a detailed justification for the requested position(s) and explain how the position will assist the college in fulfilling its Mission and Strategic Plan.

Requests for New/Additional Classified Staffing

The committee will meet each October, following the submission of Annual Update Plans/Program Review Self-Evaluations, to review and prioritize the staffing requests. The committee will work with the Office of Institutional Effectiveness and Advancement to develop appropriate data for use in evaluating position requests. The committee will submit the prioritized list to ELAC Shared Governance Council by its December meeting. The ESGC will forward the approved prioritized list to the President for review. The President, in consultation with his/her cabinet, will determine which positions will be included in the budget. The President will review all requests and will provide a written response when he/she chooses to diverge from the recommendations.

Replacements

Positions required by contract or deemed critical, as determined by the committee, will be filled as soon as possible. Positions made available by the departure of an incumbent employee will be reviewed by the Vice President supervising that area. Should the Vice President choose not to fill a non-critical replacement position, that position may be requested through the Annual Update Plan/Program Review Self-Evaluation process. In these cases, the position will be treated as any other staffing request and will go through the standard prioritization process developed by the committee. In all cases, the committee will be notified of the vacancies and the resulting decision of the Vice President.

Categorical

Requests that fall under categorical funding will go through the same prioritization process, but will be noted as categorical. This will allow the prioritization process to take into account funding outside the college's traditional budget.

Sub and Relief

The need for sub and relief will be determined by the department or unit manager. However, the committee will be informed when such actions are taken.

Equipment Prioritization and Allocation

Annual Update

Through the annual program update process, the departments evaluate their equipment needs, which are aligned to ELAC's Educational Master and Strategic Plans. Proposals, presented in the Annual Update Plan, 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.

State Equipment Grants

When funds are available, the State Equipment Grants Committee reviews State Equipment proposals that are used to request funding from ongoing block grant funds. The Academic Senate, Career and Technical Education Chairs, and Chairs Council each select two members with two members appointed from administration, which comprises the eight-member committee. The grant funds, when allocated by the State, 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. When funds are available, the State Equipment Grants Committee should make allocation decisions prior to consideration from other funding sources.

Grants Committee

The Grants Committee is ELAC's official recommending body for submission of specially funded project proposals. Grant proposals are vetted through the Grants Committee. Grant proposals must go through the Grant Pre-Approval Process (GPP) and submit the form to the Grants Committee. The GPP is a framework designed to gain institutional support and pre-approval for competitive grant proposals early in the grant development process, prior to submission to a potential funding agency. The GPP form has been designed to ensure proposed projects are aligned with institutional priorities, are appropriate and feasible based on capacity and resources, and have the institutional support required for success once funded. Only applications that have received pre-approval through this process should be submitted to a funding agency for consideration. In the event of time-sensitive or constrained grant application deadlines, the grants-supervising Dean will apply the vetting process as the Grants Committee, notify the Grants Committee, and complete the GPP form.

The Grants Committee also receives reports on outcomes of grant applications, and informs the Budget Committee and/or other college committees when a grant may have a significant impact on the college's existing resources, ideally before a grant is submitted. The Grants Committee may review implementation and evaluation of grants as needed, and make recommendations as necessary. The Grants Committee meets on an ad hoc basis to review and approve grant ideas.

Resources:

1. [Bylaws](#)

Curriculum Development

The procedures outlined are subject to change when the eLumen system becomes operational. The target date for that is Spring 2022, until such time, we have not received sufficient guidance to how the system will operate to update these procedures.

The Curriculum Committee is a committee of the Academic Senate with the responsibility designated to it by the Academic Senate to review and initially approve all curriculum and program proposals. Such proposals are then forwarded to the Academic Senate for final campus approval. The Academic Senate has empowered the Curriculum Committee to approve, without further senate review, course outline revisions or updates which do not substantially change the course. Senate approval is required for substantial changes including changes to existing hours, units, course title, transcript abbreviations, prerequisite(s), co-requisite(s), advisory(ies), general education classifications, lecture or lab designations, or Taxonomy of Programs (TOP) or System of Award Management (SAM) codes.

The committee meets three times a month, on the 2nd and 4th Thursday, calendar permitting, and 3rd Tuesday, calendar permitting. Supplementary additional meetings may be scheduled to account for emergent situations.

The course management system employed by the LACCD is the Electronic Curriculum Development (ECD) system, which is accessible to all faculty in the LACCD. Course and/or program outlines can be created by any faculty member within their department or discipline, but must be approved through the ECD system by the department chair. After the department chair submits the request via ECD, the Curriculum Chair reviews the item to determine whether it is ready for placement on the curriculum agenda. Curriculum requests submitted through ECD (ECD requests) can be returned to the department chair prior to being placed on a curriculum agenda if required elements are not included with the submission. Required elements include evidence of department-approved Course Learning Outcomes submitted through the SLO Addenda; necessary prerequisite, co-requisite, advisory forms; and Distance Education or Honors

addenda, if applicable. All of these addenda and forms are available to the submitter of the course in Section VIII of the course outline in ECD and must be attached to the course outline through the ECD system.

Please find below more detail as to the procedures regarding different types of curriculum submissions.

Sample ELAC timeline: New Program (Degree and/or Certificate Requests), New Course requests, Addition of District Course requests, Reinstate Archive Course Requests, Course Change Requests, New Distance Education Requests, and/or New Honors Requests:

1. The department/discipline submits request via the ECD system. Requests are submitted by department chairs who approve the submission which forwards the ECD request to the Curriculum Chair.
2. The Curriculum Request is technically reviewed at the Technical Review curriculum meeting on the second Thursday of a given month, calendar permitting, within that semester, time permitting.
3. If approved in technical review, the request is forwarded for consideration by the Curriculum Committee at the Curriculum Committee meeting on the next (third) Tuesday of that month. If such a request also results in an update/revision to an existing course outline, such an update/revision is considered concurrently at that time. If the request is not approved by the committee in technical review, it is returned via ECD to the department to complete the appropriate edits as requested and can then be resubmitted using the process outlined in #1 of this sample timeline above.
4. If approved by the Curriculum Committee, the request is forwarded to the ELAC Academic Senate for final campus-level approval at the next Academic Senate meeting on the fourth Tuesday of that month. This is the final approval step for New Distance Education requests and New Honors requests, which require only campus-level approval in the LACCD.
5. For New Program (Degree and/or Certificate requests), New Course requests, Addition of District Course requests, Reinstate Archive Course requests, and/or Course Change requests, the ECD request is then sent to the District Office for 20-day district-wide vetting after which, it is placed on the next available Board of Trustees' agenda. Following Board approval, the request is submitted to the State Chancellor's Office for final approval.
6. Pursuant to Academic Senate policy, new programs that require State approval, Degrees and Certificates of Achievement, must be approved by the Academic Senate by the completion of its final scheduled meeting in March to be eligible for inclusion in the subsequent ELAC Catalog or Catalog Update. (Catalog/Catalog Update establishes the availability of degrees and certificates for students beginning with the next fall semester.) The exception would be Associate Degrees for Transfer (ADT) and new Skills Certificates. These programs, as well as requests regarding courses, must be approved by the Academic Senate by the completion of its final scheduled meeting of the spring semester of a given year to be eligible for inclusion in the subsequent ELAC Catalog/Catalog Update.

Sample ELAC Timeline: Archive Course Requests

1. A department chair, on behalf of his or her department/discipline, submits requests to archive a course via the ECD system, and this submission automatically forwards the ECD to the curriculum chair. The department chair determines (a) the effective date of the course archival and (b) the impact of the course archival on any programs within the department. If necessitated by the course archival, the chair concurrently submits a Program Change request to the Curriculum Chair to be placed on the next available Curriculum agenda as described in #1-4 of the sample timeline above.

2. A notification of the Archive Course request is then forwarded to the Campus Articulation Officer so that impact(s) on programs can be confirmed and/or ascertained in the case when the archival of a course impacts a program outside the originating department. If the archival of a course is found to have an impact on a program in a department other than the department that originated the Archive Course request, the affected department chair is notified so that he or she can submit a Program Change request, if required, to the Curriculum Chair to be placed on the next available Curriculum agenda as described in #1-4 of the sample timeline above.
3. A notification of the Archive Course request is also forwarded to the Learning Assessment Coordinator so that any adjustments in the data repository can be made by the Learning Assessment staff. In addition, the Campus Librarian is notified via the ECD system.
4. Once confirmation of any impacts to programs and any necessary Program Change requests have been submitted, the Archive Course request is processed through the ECD system to the Curriculum Dean, Articulation Officer, CIO, and Academic Senate President for their approvals and is then transmitted to the District Office by the Curriculum Chair for entry into the district database; this transmittal is not completed in the case of course archival(s) that impact a program until the appropriate Program Change request has been approved as described in #1-4 of the sample timeline above. This is the final approval step in the archival of courses.

Sample ELAC Timeline: Revised Course Outline Requests

1. The department/discipline submits request via the ECD system. Requests are submitted by department chairs, who approve the submission which forwards the ECD request to the Curriculum Chair.
2. The revised course outline is considered for approval at the Revised Course Outline curriculum meeting on the fourth Thursday of a given month in that semester, calendar and time permitting. In certain/emergent situations, extra Revised Course Outline meetings can be scheduled on an ad hoc basis, as needed.
3. Approval of a course outline revision by the Curriculum Committee at the Revised Course Outline curriculum meeting serves as final approval of a course outline revision and/or update request. If the request is not approved by the committee at the Revised Course Outline meeting, it is returned via ECD to the department to complete the appropriate edits as requested and can then be resubmitted using the process outlined in #1 of this sample timeline above.

Sample ELAC Timeline: Program Archival Requests: State-Approved Degree and/or Certificate of Achievement Requests, and Campus-Approved Skills Certificate Requests

1. The department/discipline submits a Notice of Intent to Archive a Program request to the Office of Institutional Effectiveness and Advancement which reviews and must sign off on the request after providing data to the department regarding students currently in the program to be archived so that the department can develop a teach-out plan, if applicable, to assist students in the affected program to complete their educational goal. The Notice of Intent to Archive a Program request will not be submitted to the Curriculum Chair for consideration by the Curriculum Committee without confirmation from OIEA. If a teach-out plan is applicable but not provided, OIEA will not confirm the archival request until a plan is provided to them.
2. The department/discipline submits the Notice of Intent to Archive a Program request to the Campus Articulation Officer who reviews and must sign off on the request after assessing it in terms of Articulation and the ELAC Catalog. The Notice of Intent to Archive a Program request will not be submitted to the Curriculum Chair for consideration by the Curriculum Committee without confirmation of notification and assessment from the Campus Articulation Officer.

3. The department/discipline submits the Notice of Intent to Archive a Program request to the Learning Assessment Coordinator who reviews and must sign off on the request after assessing it in terms of Program Learning Outcomes. The Notice of Intent to Archive a Program request will not be submitted to the Curriculum Chair for consideration by the Curriculum Committee without confirmation of notification and assessment from the Learning Assessment Coordinator.
4. Once submitted to the Curriculum Chair, the Program Archival Request is technically reviewed at the next possible Technical Review curriculum meeting on the second Thursday of a given month, calendar permitting, within that semester, time permitting.
5. If approved in technical review, the request is forwarded for consideration by the Curriculum Committee at the Curriculum Committee meeting on the next (third) Tuesday of that month. If such a request also results in an update/revision to an existing course outline, such an update/revision is considered concurrently at that time. If the request is not approved by the committee in technical review, it is returned to the department to complete the appropriate edits as requested and can then be resubmitted using the process outlined in #1-4 of this sample timeline above.
6. If approved by the Curriculum Committee, the request is forwarded to the ELAC Academic Senate for final campus-level approval at the next Academic Senate meeting on the fourth Tuesday of that month. This is the final approval step for Program Archival Requests all of which require only campus-level approval in the LACCD. If the program to be archived is a State-approved program (i.e. Associates Degree and/or Certificate of Achievement), once its approval is confirmed by the ELAC Academic Senate, the Curriculum Chair shall notify the Program Review and Viability Committee (PRVC) that such a program archival has been approved, taking effect at the beginning of the academic year subsequent to approval of the Program Archival request. Further review of the archived program shall be the province of the PRVC. If the program to be archived is a campus-approved program (i.e. a Skills Certificate), the archival shall take effect at the beginning of the academic year subsequent to the approval of the Program Archival request.
7. Pursuant to Academic Senate policy, archival of State-approved programs, as outlined in step #6 above, must be approved by the Academic Senate by the completion of its final scheduled meeting in March of a given year to be eligible to be noted in the subsequent ELAC Catalog or Catalog Update, published to establish the degrees and certificates available to students beginning with the next fall semester.

Program Definition

The college created a program definition process through the Learning Assessment Committee, the Program Review and Viability Committee and the Academic Senate that states:

- For the purposes of Program Review and program SLOs, **programs of study** will refer to programs with course offerings in academic disciplines/subjects that lead to degree or certificate completion or to a transfer pathway and **programs of service** will refer to academic support, student services, and administrative services programs.
- All departments offering Title 5-defined programs (degrees or certificates) or skills certificates will review their offerings to determine how these offerings should be “grouped” (when appropriate) for purposes of assessment through program-level SLOs and evaluation through Program Review. All Title 5-defined programs must be accounted for, either independently or through groupings.
- The Academic Senate will determine the most appropriate means to group all remaining multi-disciplinary Title 5 programs into programs of study.
- Transfer pathway shall refer to an academic subject that a student may pursue for transfer, i.e., a transfer student’s major. In light of the state mandate to adopt Associate Degrees of Transfer (ADTs), any subject for which there is State-approved template for ADTs shall be deemed a transfer pathway.
- Through consultation with department chairs, disciplines/subjects without a degree/certificate program that offer 12 or more units of transferable courses shall also be identified as programs of study. Within this context, disciplines should take into account the value of declaring a program of study when there are an extensive number of sequential courses leading towards an academic milestone.

Departments shall evaluate programs of study through the Program Review Self-Evaluation and Annual Update Plan process. In addition, for each program of study, departments shall ensure the assessment of program-specific learning outcomes while the Senate will ensure institutional learning outcomes and general education learning outcomes are assessed at the program level.

In this way, all academic disciplines/subjects shall be assessed and evaluated as “programs of study” through program-level SLOs and Program Review.

All programs of study need to submit a Program of Study Declaration Form initiated by discipline faculty. This form requires discipline approval of program of study and Program Learning Outcomes (PLOs). For formal recognition of the program of study, this form requires the signatures of the department chair, Learning Assessment Coordinator, and Academic Senate President.

Assessment of Student Learning

East Los Angeles College is dedicated to providing the highest quality of transfer and career technical education courses and student services. Through the implementation of a unique and innovative assessment program based on measures of Student Learning Outcomes (SLOs), Student Service Outcomes (SSOs), and Administrative Unit Outcomes (AUOs), the college seeks to increase rates of success in student preparation, retention, transfer and graduation for its multicultural community with educationally diverse needs.

The Learning Assessment Committee (LAC) is a committee of the Academic Senate and is made up of the Learning Assessment Facilitators, faculty from each department, student service professionals, and administrators. The LAC works to guide the campus through the learning outcomes assessment process and to create policy to ensure the process is a smooth one. The committee has eight primary goals:

- Supporting efforts to make learning assessment meaningful
- Providing guidelines, including a rubric, for the implementation of the SLO cycle for courses; programs of study; programs of service, including instructional support services; and administrative units
- Fostering intra-departmental as well as campus-wide communication of the SLO process, including dissemination of information as well as promotion of interactive dialogue
- Receiving regular reports on the progress of the SLO process campus-wide and making recommendations for improving the process
- Formulating institutional planning recommendations based on the results of SLO assessments and forwarding recommendations to the Academic Senate and Educational Planning Subcommittee
- Creating and revising General Education Learning Outcomes (GELOs), with Senate approval, and Institutional Learning Outcomes (ILOs) as necessary to maintain alignment with the college mission
- Participating in the ILO and GELO assessment process by receiving and providing feedback on initial assessment reports
- Reviewing and evaluating the outcomes, assessments, and results reported in the Program Review Self-Evaluation and Annual Update Plans

The Learning Assessment Coordinator presents SLO progress and policy recommendations to the Academic Senate, as well as other committees, such as ESGC, as warranted.

Resource:

- I. [Bylaws](#)

Student Equity and Achievement Program Advisory Committee

In 2018, the ELAC Academic Senate established the Student Equity and Achievement Program Advisory Committee (SEA Program Advisory Committee or SEA-PAC to replace the Basic Skills Initiative (BSI), Student Equity and the Student Success and Support Program (SSSP) advisory committees, and the related Integrated Plan Committee.) This reorganization corresponded to legislative action that same year that established the Student Equity and Achievement Program through consolidation of the BSI, Student Equity, and the SSSP funds.

As specified in Education Code (EC) 78222, the SEA Program was enacted with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. To receive the SEA Program funds, the college must maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (Assembly Bill 705) and provide all students with an educational plan.

The ELAC SEA Program Advisory Committee was created for the purpose of advising the college on the implementing CCCC guidance for the SEA Program, identifying opportunities for alignment with Guided Pathways, and advocating for the college's priorities within the context of the district's role. The CCCC guidance was that equity is at the core of the SEA Program and that all colleges had to submit a new Student Equity Plan. The SEA-PAC provides direction for the development of the Student Equity Plan as a guide for advancing institutional priorities and practices in ways that support our students facing inequities on campus.

To fulfill its purpose, the SEA-PAC (a) oversees the implementation of the Student Equity and Achievement Program through designated workgroups, (b) establishes new workgroups as needed, and, based on workgroup recommendations, (c) makes recommendations to the college as needed. SEA-PAC actions related to academic and professional matters are forwarded to the Academic Senate for approval. When SEA-PAC actions pertain to multiple constituencies or institution-wide concerns, the SEA-PAC actions are also submitted to the East Los Angeles College Shared Governance Council for approval. The SEA-PAC reports out on its activities to other committees, such as the Educational Planning Subcommittee, Guided Pathways Steering Committee, Strategic Enrollment Management Planning Committee, and other college stakeholders when requested.

Student Leadership and Involvement

The purpose of the Associated Student Union is to advocate for the general welfare of the students at East Los Angeles College and represent student interests at various campus committees. 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. 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 Associated Student Union (ASU) is composed of these four (4) bodies, each of which meets at least twice per month:

- The Associated Student Union (ASU) has nine (9) executive board members and thirteen (13) senators representing the academic and student services components.
- The Budgetary Affairs Committee (BAC) has six (6) members; Vice President of Finance/Treasurer, ASU President, one elected member of the ASU Board appointed by the ASU President and approved by the ASU governing board, Advisor or designee, one faculty member appointed by the President of the college and Chief Business Officer or designee, serving as ex-officio member with no vote.
- The Inter-Club Council (ICC) consists of the following ASU board members; Executive Vice President, ASU Chief Delegate, two ASU Senators and an ICC Advisor. Voting members of this committee are the delegates representing each of the chartered clubs.
- The Supreme Court consists of the ASU Vice President of Advocacy and two (2) Supreme Justices and shall act as the ultimate authority in matters of the Constitution, proceedings of impeachment and grievance.

In addition the ASU places student representatives on the shared governance committees as voting members of each committee, for example: 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 college has two accreditation committees, the Accreditation Steering Committee (ASC) and the Accreditation Committee of the Whole, which are co-chaired by the Accreditation Liaison Officer (ALO) and the Faculty Chair of Accreditation. The ASC is the primary vehicle for promoting a campus culture that is concerned with accreditation and is focused on cultivating a culture of excellence. The ASC meets at least quarterly and as needed. During the self-study year and midterm report year, or when accreditation issues warrant, ASC meets more frequently. ASC is responsible for:

- Developing timelines for the preparation of reports, including the Institutional Self-Evaluation Report (ISER), midterm reports, substantive change proposals, and annual reports that are required by the Accreditation Commission for Community and Junior Colleges (ACCJC)
- Reviewing and approving the annual reports required by the ACCJC (due each spring)
- Monitoring the progress of the completion of the ISER, and distributing the ISER for approval (begun in spring of the fifth year and completed during the sixth year of the seven-year accreditation cycle)
- Overseeing the preparation and approval of the Midterm Report (due in March of the fourth year of the seven-year accreditation cycle) to the ACCJC
- Overseeing the preparation and approval of any Follow-up Reports to recommendations from the ACCJC

- Overseeing the preparation and approval of any substantive change reports required by the ACCJC
- Coordinating efforts connected to the Quality Focus Essay
- Updating, as needed, relevant sections of the Governance Policy Handbook
- Conducting committee self-evaluations

Work Environment

The **Work Environment Committee** (WEC) is responsible for recommending to the college President conditions for a safe, healthful and sanitary work environment conducive to effective teaching and learning. The recommendations include, but are not limited to, faculty office space, instructional and technical support, health, safety and emergency preparedness.

Guided Pathways Steering Committee

Established in 2017 under the auspices of the Academic Senate, the purpose of the College Guided Pathways Steering Committee (GPSC) shall be to plan and design the implementation of Guided Pathways (GP) at East Los Angeles College based on the GP mission of Redesigning ELAC—Enhancing Learning and Achieving Completion.

Redesigning ELAC is an equity-focused enhancement committed to student learning and advancing degrees, certificates, and skills-building course completion providing clear guidance with active support of faculty and support services. The GP mission incorporates the following priorities:

- Academic mapping
- Identifying meta-majors—Career and Academic Pathways (CAPs)
- Structured and innovative processes for recruiting, enrolling, and retaining students
- Proactive academic and career counseling and academic support services enhanced by persistent support college-wide
- Innovative and transformational professional development for faculty, staff, and administrators
- Enhancing technological systems to clarify pathways, help students select a path, and help students stay on a path
- Institute a redesign where systems can be continually evaluated and enhanced through input from the college community
- Embracing a holistic and integrated approach to student advancement through increased student use of continuous wrap around support services

In addition to this list of priorities, implementation of the GP mission includes other elements, such as increasing regular and systematic connections between career exploration, job market, contextualized learning and curriculum redesign.

The GPSC receives guidance and recommendations from the GPSC Co-Chairs, GP Facilitators, GP Student Advisory Board, GP Work Teams, and GP CAP Teams. GPSC also oversees and receives recommendations from college GP Design Teams, when such teams are established for developing recommendations for the college. The GPSC approves design and planning of GP efforts, while deferring the implementation to GP Facilitators, GP Student Advisory Board, GP Work Teams, GP CAP Teams, GP Design Teams, and other offices recognized as implementing next steps in the college's Guided Pathways Scale of Adoption Assessment.

When GPSC actions relate to academic and professional matters, the decisions are forwarded for approval to the Academic Senate, which exercises oversight on Guided Pathways redesign related to academic and professional matters. When GPSC recommendations pertain to broader institutional redesign, they are also submitted to the East Los Angeles College Shared Governance Council for approval. The GPSC reports out on its activities to other committees, such as the Chairs Council, Educational Planning Subcommittee, Program Review and Viability Committee, Strategic Enrollment Management Planning Committee, Student Equity and Achievement Program Advisory Committee, and other college stakeholders when requested.

Career & Technical Education Committee

Career Technical Education Committee (CTEC) is a committee of the Academic Senate. The purpose of the Career Technical Education Committee (CTEC) shall be to plan and design the implementation of all Career Technical Education Vocational Technical Economic Act funds such as Perkins, Strong Workforce Program, Adult Education and CTE programs at East Los Angeles College. The programs and funding are to enhance services that enable students to reach career goals, achieve economic self-sufficiency and compete in the global marketplace and contribute to California's economic prosperity.

The CTEC membership is comprised of administrators, classified staff, CTE faculty chairs, and program leads. The CTEC receives guidance from the CTE faculty, chairs with input from their Industry Advisories and other stakeholders. The CTEC has subcommittees the provide guidance, oversight, review and approval of proposals for funding; including but not limited to: Perkins, Strong Workforce Program – Local, etc.

Mission

The mission of Career Technical Education is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

Vision

Career Technical Education will engage every student in high quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity, innovation, leadership, community service, and lifelong learning, and allowing students to turn their "passions into paychecks"– their dreams into careers.

Resource:

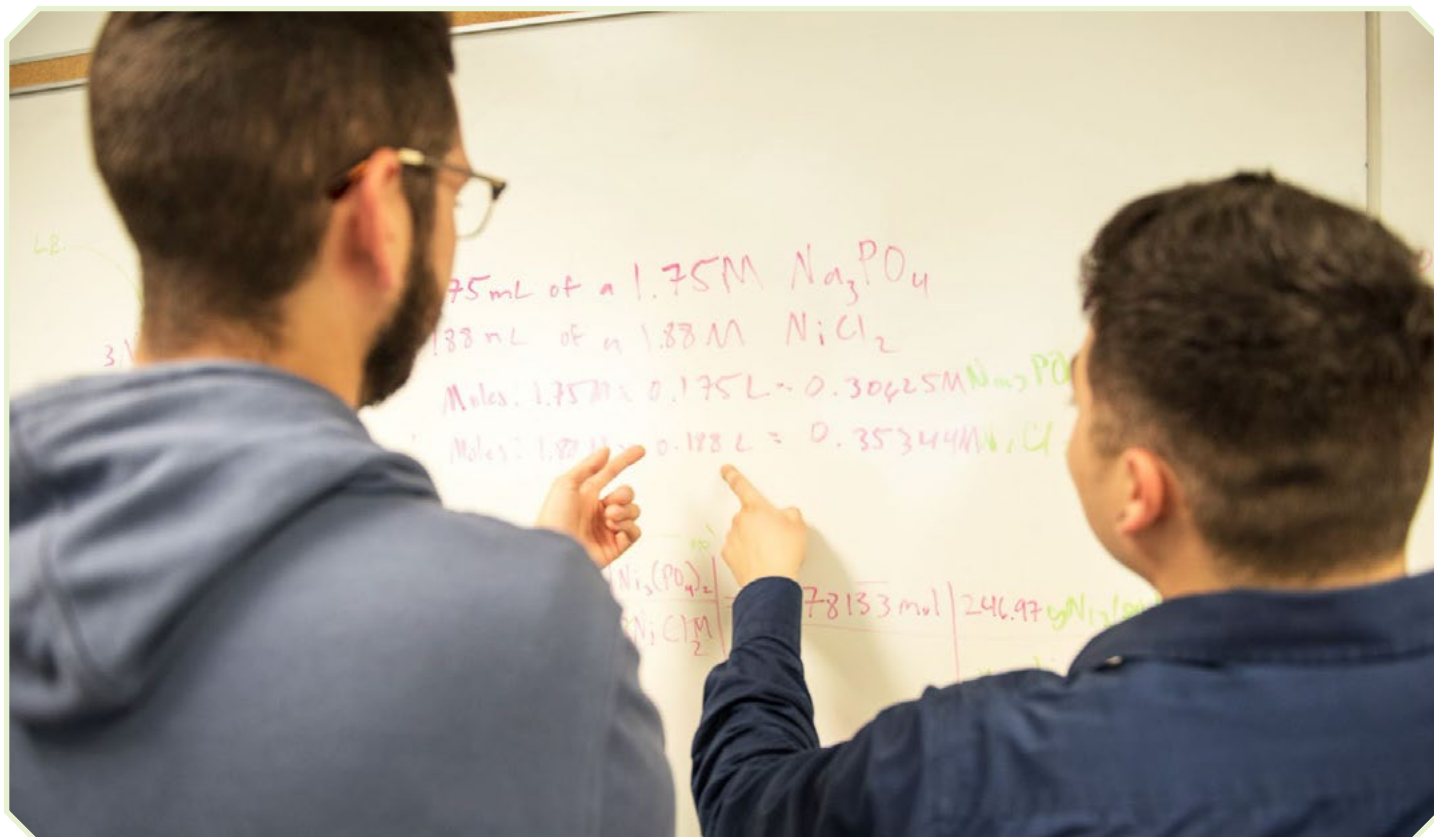
1. [Bylaws](#)

Other Decision-Making Groups

Many committees and other groups directly impact the decisions and direction of the campus. The Academic Senate publishes information on purposes, meeting times, membership, and contact information for active committees on campus.

Resource:

- I. [List of Committees](#)



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 and Advancement (OIEA) 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. The Program Review Self-Evaluations for each department/unit within a cluster serve as the basis for the cluster review self-evaluations.
- **Annual Update Plans:** Annual department/unit and cluster planning includes an evaluation of progress made toward goals, student learning outcomes, and program review recommendations, as well as hiring and resource allocation alignment.
- **Viability Reviews:** The Office of Institutional Effectiveness and Advancement facilitates extensive reviews on programs deemed in need of improvement or archival through the college's viability processes. The goal of this process is to improve student learning and programmatic outcomes and ensure alignment with Chancellor's Office Curriculum Inventory (COCI).
- **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 program review, annual update plans, and planning evaluations.
- **Planning Processes Evaluation:** Assessment 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 dialogue 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 seven 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 the college's program review processes. Each department/unit conducts a Program Review Self-Evaluation every seven years in addition to an Annual Update Plan.

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 self-evaluations, annual updates, and program viability. The committee meets on a monthly basis to review and discuss program review self-evaluation, annual updates, and program viability processes. The PRVC is made up of college faculty, administrators, and staff. A majority vote of the committee members shall be necessary for the committee to adopt proposed bylaws amendments. Because of its purview, proposed amendments to the bylaws must be approved by a majority vote of the Academic Senate before taking effect.

The Office of Institutional Effectiveness and Advancement works with the PRVC to develop and refine the structure, process, and documentation of program review. OIEA 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. Thus, the PRVC is responsible for direct oversight of the Program Review Plan. The plan consists of the schedule for the assessment and validation of all campus departments, units, and clusters. Yearly formative evaluations are conducted. Additionally, the committee addresses any issues that arise throughout the year, thereby ensuring that processes are continually reviewed and improved. Then 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. In addition, the PRVC revises the Program Review Self-Evaluation 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.

Foundation of Program Review

The PRVC follows the guidelines laid out by the Los Angeles Community College District (LACCD) Board Rules in Chapter VI, Article VIII, as well as the recommendations of the Academic Senate for California Community Colleges (ASCCC).

Specifically, LACCD Board Rule 6801 provides that the purposes of educational program review shall include:

- Defining and affirming excellent academic programs
- Providing for a systematic program planning process
- Reviewing the quality of instructional programs and courses
- Fostering self-renewal and self-study of programs

The Board Rule specifies that program review shall link the college's mission with the Educational Master Plan, and department goals and educational objectives, and that review shall consider the following components:

- Mission – the relationship of the program to the mission of the college and the district
- Need – the need for the program
- Quality – the overall quality of the program
- Feasibility – the feasibility of offering the program
- Compliance – the compliance of the program with all applicable statutory and regulatory requirements

The Board Rule also states that each college shall, in consultation with its Academic Senate, develop policies and procedures for the review of all “educational programs”, as defined in Title 5, Section 55000(b).

In keeping with LACCD Board Rule 6801, the college sought further guidance from standards adopted by the Academic Senate for California Community Colleges. In their paper titled, Program Review: Setting a Standard (adopted spring 2009), the Senate describes the purpose of program review as follows:

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.

Purpose of Program Review

Through its shared governance structures, the college has developed a detailed purpose for program review and policies that ensure a thorough review focused on programmatic improvement.

The purpose of program review at East Los Angeles College is to provide a venue through which the college can evaluate its programs in relationship to the College Mission and its strategic goals and priorities.

The program review process:

- Promotes self-reflective evaluation of programs in a manner in which faculty, staff and administrators can identify programmatic successes within their areas
- Identifies areas in need of improvement and establish departmental goals for enhanced programmatic and student success
- Enhances the college's efforts to improve student learning and achievement
- Strengthens programs through faculty led self-evaluation and goal setting
- Fosters inter-departmental cooperation and communication
- Stimulates dialogue on student learning and achievement, and programmatic improvements
- Evaluates each program's unique contribution to the College Mission and strategic goals
- Promotes long-term planning based on the use of data
- Ensures that curriculum and offerings meet student needs and promote student progression
- Provides a venue to justify programmatic augmentation and to connect program needs to resource allocations
- Enhances transparency about college programs to the broader community

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to the evaluation process. The college encourages efforts to include all faculty, staff, administration, and students. The program review process focuses on the identified Programs of Study and Programs of Service provided by each department or unit. Each program is asked to respond to questions describing the manner in which it is contributing to the successful completion of the College Mission and Strategic Plan. The Office of Institutional Effectiveness and Advancement and the Program Review and Viability Committee facilitate the process and assist each program in its efforts to complete the self-evaluation process. Through the college's existing committee structure, each self-evaluation is validated and comprehensive recommendations are created. These recommendations serve as the basis for further improvement of each program.

The program review process is 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.

Program Review Self-Evaluation

The Program Review Self-Evaluation (PRSE) serves as a venue for communicating, discussing, and reviewing information about programs' challenges and opportunities. Acknowledging that activities within disciplines and external to programs may significantly impact the programs and the students they serve, the college uses faculty members' expertise to determine what trends have impacted or will impact programmatic success and student learning. The PRSE is a comprehensive review of departments and units and is intended to set the planning, implementation, and evaluation foundations for the seven-year cycle.

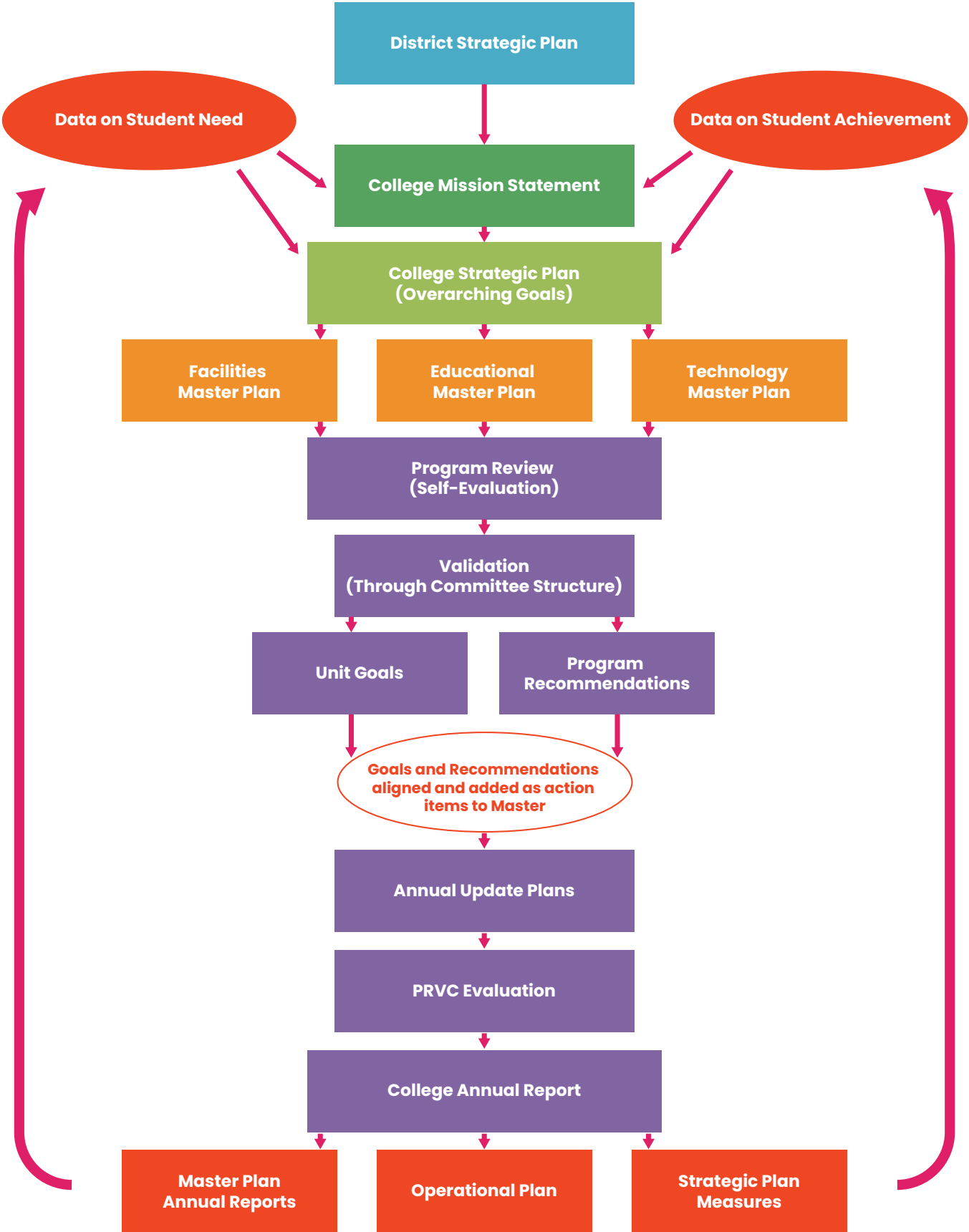
Process

- The Program Review Self-Evaluation process uses the Strategic and Master Plans as guides and seeks to determine the degree to which each department/unit contributes to the college's plans.
- The process also includes assessment results of Program Learning Outcomes (PLO), Student Service Outcomes (SSO), and Administrative Unit Outcomes (AUO). By doing so, the Program Review process maintains a focus on student learning. It allows discipline experts to develop the most appropriate means to assess learning outcomes and plan for programmatic improvement.
- The program review process is also an essential component in integrating planning and the college's budgetary decisions.
- The process includes an evaluation of each department/unit on campus; thus, the validation committees are comprised of campus constituents.

Evaluation

- The Program Review Self-Evaluation is a detailed assessment of the state of specific academic, student services, or administrative services departments, units, and programs.
- The completion of the Program Review Self-Evaluation form guides each department/unit through an examination of internal and external trends and the extent to which the unit is meeting the needs of students.
- The evaluation covers all programs housed within each department/unit.

ELAC Planning Process Map



Validation of Program Review Self-Evaluation: Committee Review

Each Program Review Self-Evaluation (PRSE) is submitted to the Office of Institutional Effectiveness and Advancement, which oversees the validation process. In an effort to ensure appropriate programmatic review and to utilize the expertise found in the college's shared governance structure, existing committees validate different sections of the PRSE. This process ensures faculty, staff, administration, and student constituencies are represented. The Educational Planning Subcommittee, Facilities Planning Subcommittee, and Technology Planning Subcommittee review the PRSE to determine the manner in which each department/unit is working to fulfill the Strategic Plan Goals and Master Plan Objectives. The Learning Assessment Committee reviews the assessment results of Program Learning Outcomes, Student Services Outcomes, and Administrative Units Outcomes and makes recommendations to promote sustainability. The Strategic Enrollment Management Planning Committee (SEMP) reviews programmatic offerings to determine whether offerings accurately reflect student need and to inform college-wide enrollment planning. Additionally, as determined by the PRVC applicable committees review specific items that are based on the current planning cycle. Based on their review of the PRSE and the data provided, each committee provides recommendations for improvement.

Validation of Program Review Self-Evaluation: Final Recommendations

The Program Review and Viability Committee, seeking to provide a more global review and ensure consistency of recommendations, reviews the entire Program Review Self-Evaluation and committee recommendations. The committee recommendations are provided to department chairs/unit managers, and to vice presidents for Cluster Review Self-Evaluation, for review and feedback. The PRVC coordinates the responses from department chairs/unit managers and vice presidents and finalizes recommendations. PRVC recommendations are presented to the East Los Angeles College Shared Governance Council for approval, which then forwards them to the President for final approval. Following this process, the department chair/unit manager, supervising dean, and vice president are provided with the final recommendations that are integrated into the Annual Update Plan (AUP) and Cluster Update Plans, and are used in the budget allocation and resource prioritization process.

Cluster Review Self-Evaluation

In the year following the Program Review Self-Evaluation, the Cluster Review Self-Evaluation provides a venue for the cluster to evaluate its programs in relation to the College Mission and its strategic goals and priorities. The Program Review Self-Evaluation by departments/units provides the basis for self-evaluations for each of the clusters. The Cluster Review Self-Evaluation process promotes the self-reflection of programs in a manner in which faculty, staff and administration can identify programmatic successes within their programs and identify areas in need of improvement. Lastly, the Cluster Review Self-Evaluation process establishes overarching cluster goals for enhanced programmatic and student success.

Annual Update Plan

Departments/units complete an Annual Update Plan, which entails four key tasks:

- Report on their progress on action plans/goals and validation committee recommendations made during the Program Review Self-Evaluation process
- Plan and implement additional changes to improve student learning and achievement and institutional effectiveness
- Document changes within the department and in the discipline, college, state, or surrounding community that will be useful in conducting a department/unit's seven-year Program Review Self-Evaluation
- Request resources, faculty and staff needed to fulfill the department/unit's goals and/or satisfy the Program Review Self-Evaluation recommendations

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

During the spring semester of each year, each department chair or unit manager/director receives an electronic form of the AUP from the Office of Institutional Effectiveness and Advancement, which must be completed by the department/unit in the fall semester. The AUP form focuses on the following planning areas:

- **Program Review Self-Evaluation Recommendations:** Each department/unit responds to the recommendations approved by the college during the Program Review Self-Evaluation. In addition to noting any progress made toward satisfying these recommendations, the departments/units indicate any resources needed to meet Program Review Self-Evaluation recommendations.
- **Curriculum Plan:** Instructional departments identify any upcoming changes in curriculum. The college recognizes the importance of maintaining up-to-date and relevant curriculum and that teaching is a central focus of the college. In this manner, the departments are able to strategically plan the development of new curriculum and identify any potential resources needed toward these efforts.
- **Learning Outcomes:** Each department/unit is asked to identify planned actions that have resulted from the assessment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), Administrative Units Outcomes (AUOs), and Student Services Outcomes (SSOs) and to determine whether any resources are needed to initiate these actions geared toward the improvement of student learning.
- **Program Plan:** The department or unit identifies program goals that are linked to objectives from the college's planning goals. Each department/unit must provide follow-up information annually to describe efforts made to accomplish unit goals and identify any potential resources needed toward these efforts.

Through these four planning areas, the Annual Update Plan allows the department/unit to regularly assess specific needs, and revise plans to best meet the needs of students. In addition, the Annual Update Plan form enables each department/unit to request needed faculty positions, either new (growth) or replacements, new staff positions not already prioritized in the staffing plan, and budget augmentations.

- **Requests for Faculty Positions:** The Office of Institutional Effectiveness and Advancement distributes the Annual Update Plans for those departments requesting faculty positions to the co-chairs of the Hiring Prioritization Committee (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 recommends the number of faculty hires to the ESGC based on the Faculty Obligation Number (FON).
- **Requests for Staff Positions:** The Office of Institutional Effectiveness and Advancement distributes the Annual Update Plans for those departments/units requesting staff positions to the co-chairs of the Human Resources Committee (HRC). The HRC uses the Annual Update Plan to develop a hiring prioritization list for staff positions not already prioritized in the staffing plan. The ESGC reviews the HRC prioritization list and makes a recommendation to the President.

The college President considers both prioritization lists and decides which positions to approve, forwarding the list of approved faculty positions to the Academic Senate and the HPC and the approved staff positions to the HRC. The college President directs the appropriate administrator to prepare the Notice of Intent to hire for submission to the Chancellor. The vice presidents communicate hiring decisions to the department chairs/unit managers and prepare changes to the department/unit base budgets accordingly.

- **Budget Augmentation Requests:** Within the Annual Update Plan, departments/units identify resources needed to implement the strategic goals and their program review recommendations. The Annual Update Plan also includes a section for departments/units to specify the budget augmentation required for the resources identified in the program plan. These additional resources may include unclassified positions, equipment, supplies, or facilities. The Annual Update Plan's budget section provides opportunity for a justification that links a requested resource to a college goal, department/unit goal, or Program Review Self-Evaluation recommendation.

Based on the Annual Update Plans as well as their own Cluster Plans, vice presidents prioritize requests for additional resources and decide which requests to approve given the available budget. The vice presidents inform department chairs and unit managers of their decisions and prepare changes to the department/unit base budgets as needed.

Annual Update Validation

The Program Review and Viability Committee reviews each Annual Update Plan. This review serves three purposes:

- Allows the governance structure to evaluate the efforts made by departments/units to improve student outcomes and further the institution's efforts to fulfill its mission and goals. The committee will provide feedback to each department/unit related to their efforts.
- Develops an Annual Report, summarizing the efforts of programs as a whole and the manner in which the college's resource allocation process has worked to improve student outcomes.
- Evaluates the Program Review Self-Evaluation and Annual Update Plan processes and makes adjustments as needed to continually improve the college's integrated planning and evaluation model.

Cluster Update Plan

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 Program Review Self-Evaluation cycle to set annual cluster goals for the college and provide a list of unfunded priorities for campus review. 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. The vice presidents create a Cluster Update Plan based on the assessment of Annual Update Plans of their departments/units. 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.

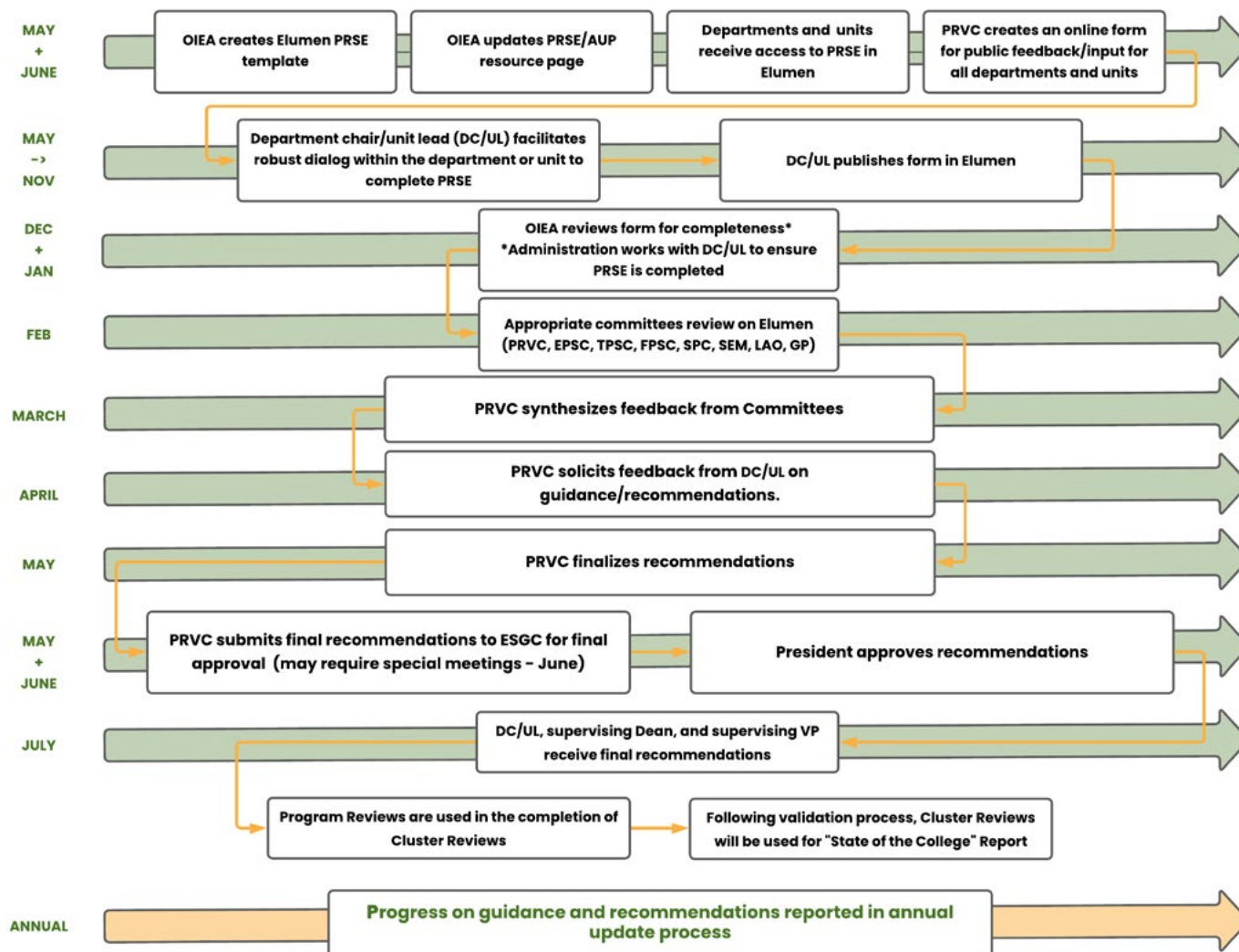
The Cluster Update Plan is completed in the month following the submission of the Annual Update Plans. Each vice president works in consultation with his/her deans and department chairs/unit managers to evaluate the progress that each unit is making towards fulfilling its goals and recommendations as 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 and Advancement to assist clusters in the evaluation process. 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, identify unfunded priorities, and communicate these goals to their departments/units, the Budget Committee, the ESGC, and the college community so that all campus constituencies are informed. 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. The list of unfunded priorities is used 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.

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 cluster goals and priorities serve as a way of communicating planning goals to their constituent groups and serve as the basis for college priorities. This process provides the college an opportunity to engage in dialog surrounding campus planning and resource allocation.

The President and vice presidents host an open forum in spring to discuss the college priorities, cluster goals, and receive feedback from their constituencies. This allows all units a venue to become more aware of the cluster goals and to participate in a collegial review of the goals in a manner that will assist clusters and their units in creating better alignment of goals based on college needs.

ELAC Program Review Self-Evaluation Process



Program Viability Review

The viability review process focuses on ways to improve programming and student learning through formal evaluation and collegial dialogue. 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:

A request for a viability review is made.

- A formal request is written and brought to Program Review and Viability Committee (PRVC). 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 OIEA facilitates appointment of members to the Viability Review Committee from these constituencies: administrators, faculty, and staff (when appropriate).

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.

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 before the formal interview.

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.

Viability Review Public Forum will be held.

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

Program Viability Report is prepared by OIEA 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.
- A list of students impacted by the college recommendation and Board action to Instructional Services. Instructional Services will notify students no later than three weeks after Board action of program status, course and program ending timelines, and student resources.

Expedited Program Viability Review

In instances when a degree or certificate program is no longer feasible because a course required for that program is archived, the program will undergo an Expedited Program Viability Review to determine what actions should be taken, such as program maintenance, modification, improvement, or discontinuance. The procedures for Expedited Program Viability Review ensure it satisfies the standard for Program Review Viability. The process for Expedited Program Viability Review is as follows:

Initiating an Expedited Program Viability Review

- The college President, a college Vice President, or the Academic Senate President on behalf of the Academic Senate, prepares a formal written request and forwards it to the Program Review and Viability Committee (PRVC) for approval and initiation of a viability study.

Program Status at Initiation of Expedited Program Viability Review

- When a program's feasibility is directly impacted by the archival of required courses, the lack/loss of program feasibility will be the determining factor on whether the Program Review Viability Committee (PRVC) decides that the request for an Expedited Program Viability Review should be approved. In this instance, if the required courses will no longer be offered, program discontinuance will be the default outcome.
- If at any time during the Expedited Program Viability Review the department/program heads take sufficient corrective actions, the Viability Review Committee will terminate the Expedited Program Viability Review Process. After cessation of the Expedited Program Viability Review, it is still possible for the standard Program Viability Review to be conducted, if requested and approved under the college policy for such review.

Establishing the Viability Review Committee

- Approval to conduct an Expedited Program Viability Review is granted by the PRVC and it is carried out by the Viability Review Committee (VRC). The Office of Institutional Effectiveness and Advancement facilitates appointment of VRC members from administrators, faculty, and, when appropriate, staff.

Conducting the Expedited Program Viability Review

- Once the VRC is formed, the committee will meet to review the Expedited Program Viability Review process, establish a data collection plan for the study it is about to undertake, and draft and disseminate a Preliminary Notice of Program Discontinuance Pending Response to the department chair, dean, and/or other program head.
- A notice period will be provided for department chair, dean, other program head, and interested parties to forward a response to the VRC. During the notice period, the data collection period will also commence.

- At the start of the notice period, at least one well-publicized announcement of the Expedited Program Viability Review should be provided to members of the campus community, via the college website or Campus News, or the college's Service Area, and written statements about their opinions and concerns shall be welcomed.

Development of Program Viability Review Report and Recommendations

- The committee will produce a Program Viability Report (PVR) specifying the outcome of its deliberations and making specific recommendations for action, complete with timelines. The PVR shall include the following:
 - A summary of the process used by the VRC.
 - A review of all data consulted.
 - Formal committee recommendations.
 - A detailed assessment of the recommendations' impact on the College Mission, Strategic Master Plan, and budget as well as its likely impact on students, faculty, and staff.

Making the Decision

- Once approved by PRVC, the PVR and its accompanying recommendations shall be forwarded to the Academic Senate for approval. The PVR shall also be forwarded to the Educational Planning Subcommittee and the ELAC Shared Governance Council (ESGC) for approval. The approved PVR is then forwarded to the college President for final approval and decision-making of the VRC's recommendations.
- In the case of program discontinuance, the college President and the Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendations shall include a description of the viability review process and the reasons for the recommendation.
- The Office of Institutional Effectiveness and Advancement will provide a list of students impacted by the college recommendation and Board action to Instructional Services. Instructional Services will notify students no later than three weeks after Board action of program status, course and program ending timelines, and student resources.

Expedited Program Award Discontinuance Review

In instances when there are duplicate programs, programs were never fully offered, or programs were previously archived, it may be that conditions are sufficiently addressed to pursue an Expedited Program Award Discontinuance Process.

This expedited program discontinuance process may be initiated when, as a consequence of one of the following conditions, there will be no effect on (a) the comprehensiveness and balance of offerings across the college curriculum and within the district; (b) the college's educational and budget-planning process; (c) students, faculty and staff, or (d) transfer to four-year colleges and universities, local businesses and industries, or the region.

- Faculty in the program discipline/department determine that the program award, its curriculum, or its objectives is/are unnecessarily duplicated in other awards in the same discipline.
- Faculty in the program discipline/department determine that a program that was created but never offered in its entirety to students.
- Faculty in the discipline/department determine that a program that was previously archived will no longer be viable due to evidence of lack of student interest and changes in the discipline/subject field.

Initiating an Expedited Program Discontinuance Review

- Request for expedited program discontinuance is made by discipline/division faculty.
- Upon confirmation of policy conditions being met, the department chair forwards the proposal to the Chair of the Curriculum Committee.

Conducting the Review

- The Chair of the Curriculum Committee requests and assessment from the Office of Institutional Effectiveness and Advancement (OIEA).
- Upon receipt of the information from OIEA, the chair of the Curriculum Committee will notice the proposal for action on the next available committee meeting. If approved, the chair forwards the proposal to the President of the Academic Senate.

Making the Decision

- The President of the Academic Senate will notice the proposal for action on the next available Senate meeting. If approved, the Senate President will inform the Vice President of Instruction and Chair of the Curriculum Committee, who will insure that the program removal from any listing of program awards, including but not limited to the college catalog, Student Information System (SIS), and/or the Chancellor's Office Curriculum Inventory (COCI).
- The Office of Institutional Effectiveness and Advancement will provide a list of students impacted by the college recommendation and Board action to Instructional Services. Instructional Services will notify students no later than three weeks after Board action of program status, course and program ending timelines, and student resources.

Student Learning Outcomes

Student Learning Outcomes (SLOs) are an essential part of the college evaluation process. At all levels of the SLO process, the responsibility for creating authentic assessments, analyzing the results, and developing plans rests with the faculty and staff.

Course Learning Outcomes (CLOs) focus on classroom learning and are developed by discipline faculty with the content expertise required to create authentic assessment measures of student learning. CLO assessment results are integrated into the Program Review Self-Evaluation and Annual Update Plan to broaden the discussion on student learning beyond the department level. CLOs are also mapped to the Institutional Learning Outcomes and General Education Learning Outcomes to determine how well the college is meeting institutional goals and to determine what the college can do to ensure student success. CLOs are to be assessed on a regular basis, including the development of plans that close the loop on all outcomes. The practice has been for assessment and evaluation of CLOs to occur at least once within a three-year period. Reports are submitted on a semester-basis, with reporting deadlines in January and June.

Program Learning Outcomes (PLOs), Student Service Outcomes (SSOs) and Administrative Service Unit Outcomes (AUOs) are also developed and assessed by the appropriate disciplines or units. PLOs, SSOs, and AUOs are reviewed through the Program Review Self-Evaluation and Annual Update Plan process. Faculty and staff incorporate program-level assessment into the comprehensive review of their program and base their long-term planning on the needs identified through these outcomes assessments. The Learning Assessment Committee reviews these learning outcome results and provides input to PRVC to generate commendations and recommendations for each unit.

Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) are mapped to CLOs, PLOs, SSOs, and AUOs. Direct assessments of the ILOs and GELOs are conducted on an as-needed basis to collect additional data. Through a global assessment of ILOs and GELOs, the college seeks to determine trends in student learning and to identify gaps that can be filled through college programming and improved services.

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 dialogue on continuous quality improvement, the planning committees conduct 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 and Advancement \(OIEA\)](#) 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 OIEA 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 and Advancement 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. Current indicators include:

- 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
- Number of first-time students who have not recently graduated from high school
- The total number and percent change of African American and Latino males enrolled during the fall semester
- Success Rates
- Retention Rates
- Persistence Rates
- Transfer numbers and rates (as allowable) using a cohort and six-year completion limit
- Degree completion numbers and rates using a cohort and six-year completion limit
- Certificate completion numbers and rates using a cohort and six-year completion limit
- Percentage of courses and programs with SLOs assessed and evaluated
- Percent of completed Program Review Self-Evaluation and Annual Update Plans
- 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 dialogue of self-evaluation and to stimulate improvements in planning procedures.

The results of formative and summative evaluations are distributed to the campus community using the Office of Institutional Effectiveness and Advancement 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 college adheres to Accreditation Standard IV.B.4 that states, "The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements." The college President relies primarily on recommendations from the Academic Senate on faculty roles in the accreditation process.

To ensure broad-based participation, ELAC has established two committees to ensure ongoing integrity with the accrediting commission: The Accreditation Steering Committee and an Accreditation Committee of the Whole. These committees allow 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 Steering Committee, 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 Accreditation Steering Committee verifies 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 Accreditation Steering Committee meets at least quarterly and as needed 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.

The Accreditation Committee of the Whole is open to all faculty, staff, and administration and assists the Accreditation Steering Committee with its goals.



Glossary of Terms

Academic and Professional Matters – The following identify the areas of responsibility for the Academic Senate:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development, and
- 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 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 – 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 three 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.

Administrative Unit Outcomes – The specific, measurable goals and results that are expected subsequent to a student's interaction with an administrative unit.

Annual Update Plan – Designed to help Departments/Units: 1) monitor progress on action plans/goals and validation committee recommendations made during the program review self-evaluation 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 seven-year Program Review Self-Evaluation.

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 improve 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.

Classified Employee – Non-teaching employee whose jobs is classified through Personnel Commission as part of a merit system.

Cluster – One of three organizational divisions making up East Los Angeles College.

College 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

- Relying primarily upon the advice and judgment of the academic senate, or
- 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.

Course Learning Outcomes – The specific, measurable goals and results that are expected subsequent to a learning experience in a course.

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 Learning Outcomes – The specific, measurable goals and results that are expected subsequent to learning experiences in a program.

Program of Service – Refers to academic support, student services, and administrative services programs.

Program of Study – A program with course offerings in academic disciplines/subjects.

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.

Program Review Self-Evaluation – A detailed seven-year assessment of the state of specific academic, student services, or administrative services departments, units, and programs.

Shared Governance – The Academic Senate and the Administration of East Los Angeles College agree, in the spirit of Assembly Bill 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.

SLOs – Student Learning Outcomes are the specific, measurable goals and results that are expected subsequent to a learning experience.

Student Services Outcomes – The specific, measurable goals and results that are expected subsequent to a student's interaction with a student services unit.

Summative Evaluation – A type of evaluation focusing on the ultimate success of a planning agenda 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. An Expedited Program Viability Review occurs in instances when a degree or certificate program is no longer feasible because a course required for that program is archived.

Abbreviation of Terms

ADT – Associate Degrees for Transfer

AOR – Authorized Organizational Representative

ASC – Accreditation Steering Committee

ASU – Associated Student Union

AUO – Administrative Unit Outcome

BSI – Basic Skills Initiative

CLO – Course Learning Outcome

DBC – District Budget Committee

DPAC – District Planning and
Accreditation Committee

ECD – Electronic Curriculum Development

EPSC – Educational Planning Subcommittee

ESGC – East Los Angeles College
Shared Governance Council

FPSC – Facilities Planning Subcommittee

GELO – General Education Learning Outcomes

HPC – Hiring Prioritization Committee

HRC – Human Resources Committee

ILO – Institutional Learning Outcomes

LAC – Learning Assessment Committee

LACCD – Los Angeles Community College District

OIEA – Office of Institutional
Effectiveness and Advancement

PIE – Planning, Implementation,
and Evaluation Cycle

PLO – Program Learning Outcome

PRVC – Program Review and Viability Committee

PVR – Program Viability Report

SEMPAC – Strategic Enrollment
Management Planning Committee

SLO – Student Learning Outcome

SPC – Strategic Planning Committee

SSC – Student Success Committee

SSO – Student Services Outcome

TPSC – Technology Planning Subcommittee

VRC – Viability Review Committee

WEC – Work Environment Committee

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Appendix A

Data Sources for Master Plans

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, faculty, staff, and administrator 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