

EAST LOS ANGELES COLLEGE



GOVERNANCE POLICY HANDBOOK:

Shared Governance and Decision-Making Processes and Procedures 4th edition

Spring 2015

Update Approved by ESGC July 27, 2015

Approved Senate May 26, 2015

Approved ASU

Approved Accreditation Steering Committee April 13, 2015

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EAST LOS ANGELES COLLEGE

MISSION

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

Goal 1:

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

Goal 2:

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

Goal 3:

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

Goal 4:

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

In collaboration with the District's Mission, ELAC is committed to advancement in student learning and student achievement, including preparing students for transfer, successfully complete workforce education 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.

STRATEGIC DIRECTIONS AND VALUES

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

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

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

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

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

INTRODUCTION

Purpose of 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 AB 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*

<http://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/District-Governance-and-Functions-Handbook.aspx>.

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.

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

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

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

The Classified Staff

Classified staff members include college and district employees in a wide range of positions, including administrative assistants, clerks, custodians, and grounds workers. According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide staff 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 Staff College Guild, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employees Union, and Supervisory Employees Union, conduct elections to appoint classified staff to district and college governing councils.

The Administrators

Administrators 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 Staff 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

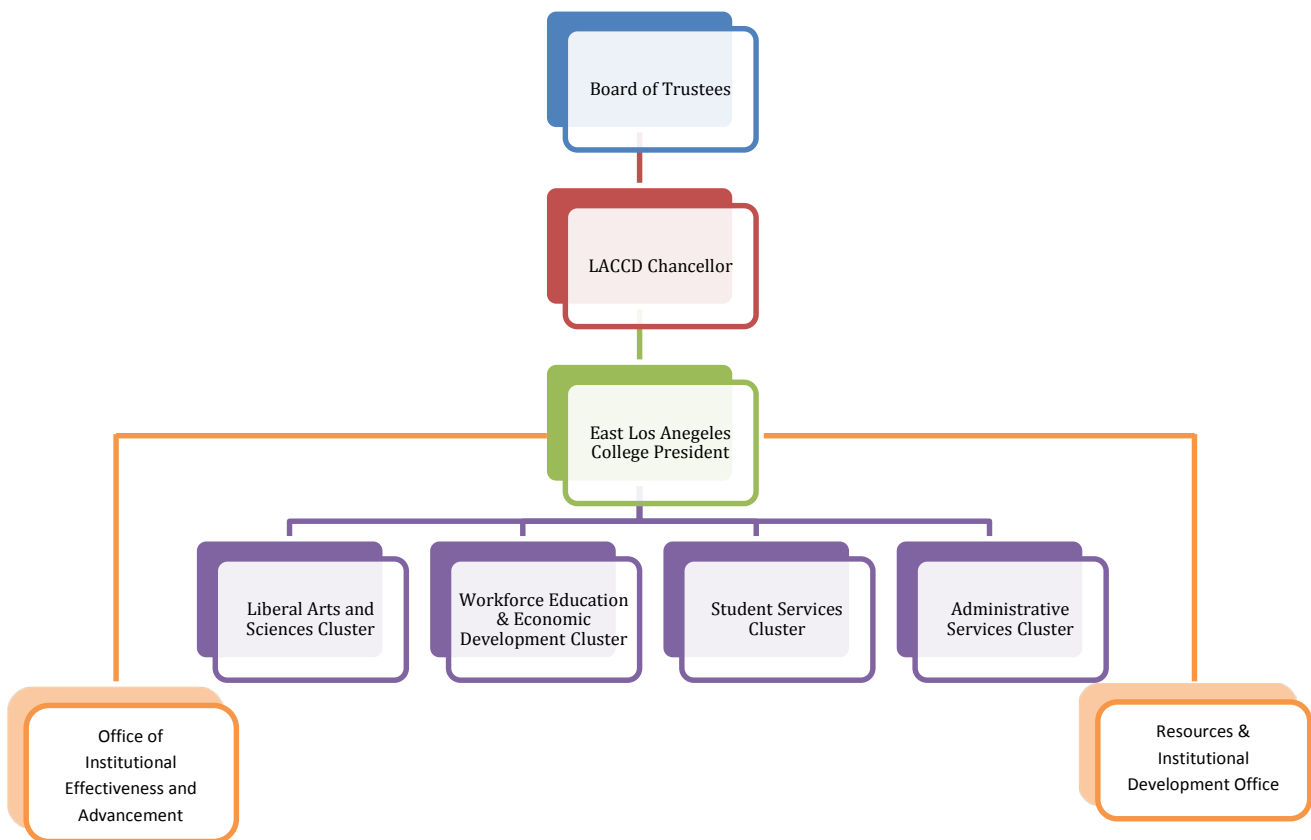
The college encourages employees and students to become knowledgeable and involved with decision-making processes and policies for the college as well as in their own departments and areas. Excellent sources of information are deans, supervisors, department chairs, governance leaders and representatives 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.

11. [Academic Senate](#)
12. [Educational Planning Subcommittee](#)
13. [Facilities Planning Subcommittee](#)
14. [Shared Governance Council](#)
15. [Student Success](#)
16. [Student Learning Outcomes](#)
17. [Technology Planning Subcommittee](#)
18. [Other Committees](#)

ORGANIZATIONAL STRUCTURE

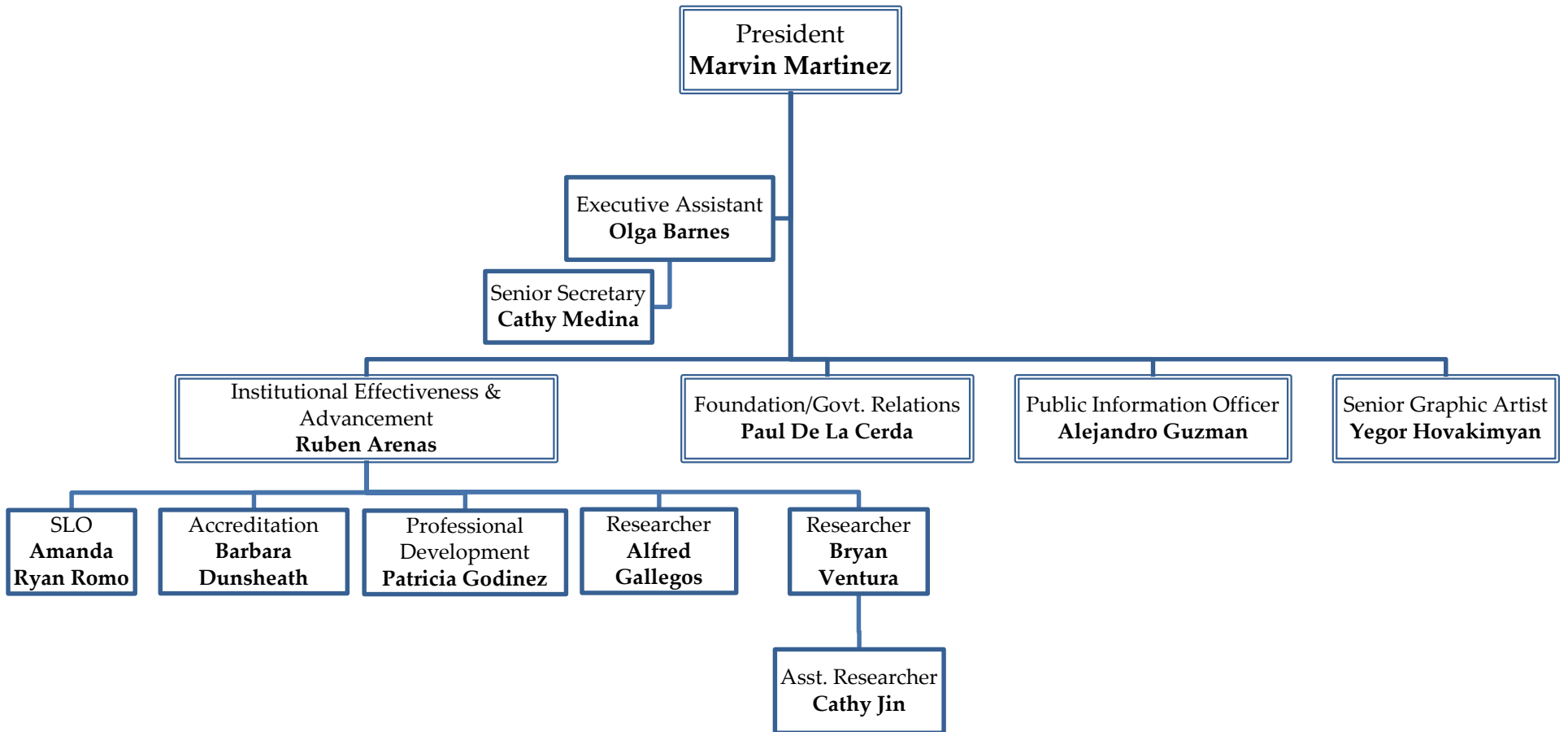
[East Los Angeles College](#) is one of nine colleges in the [Los Angeles Community College District](#). As a member of a multi-college district, the college responds to the directions of the Board of Trustees and the District Chancellor. The college president presides over all decision-making on campus.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

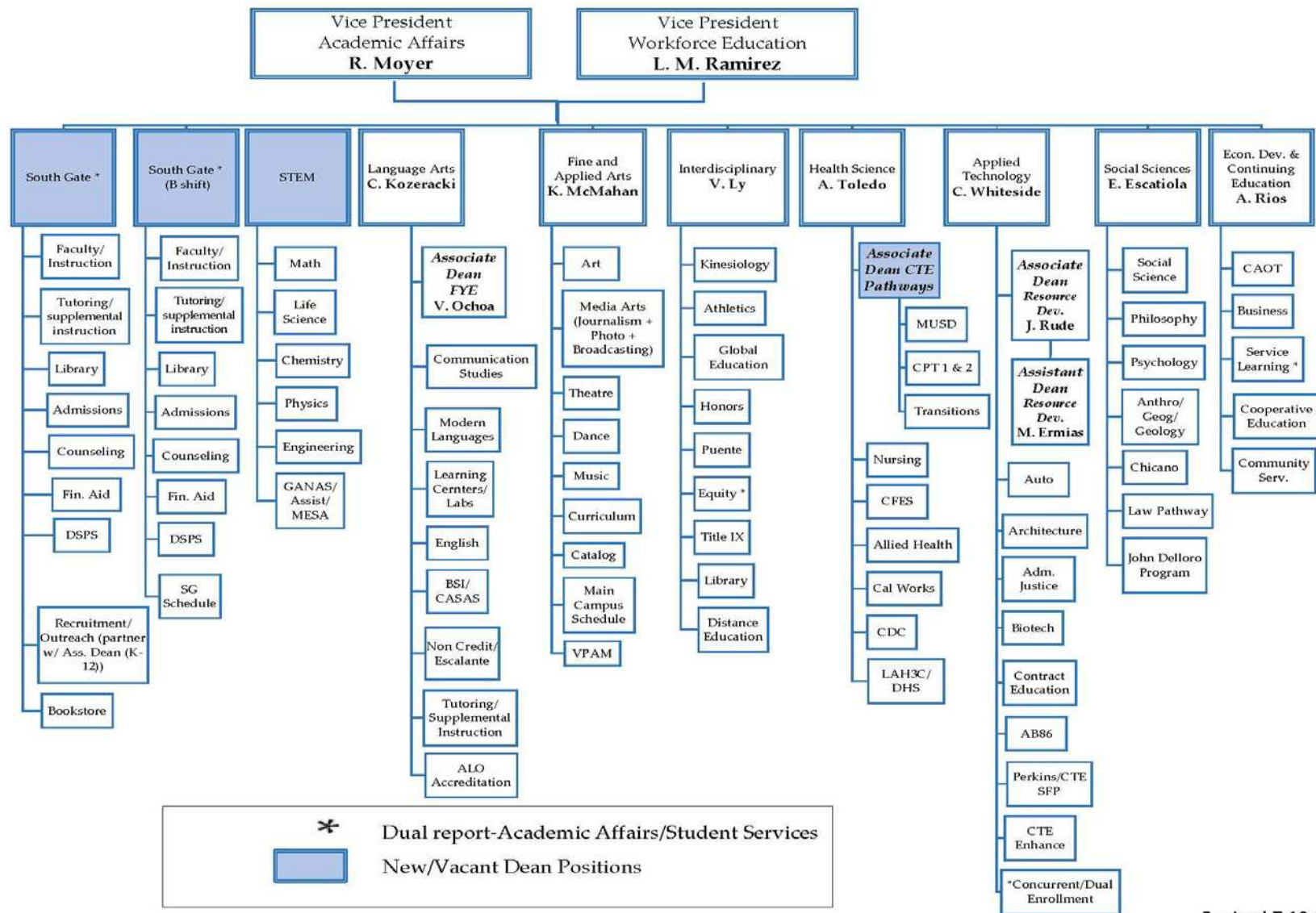
District-College Organizational Structure



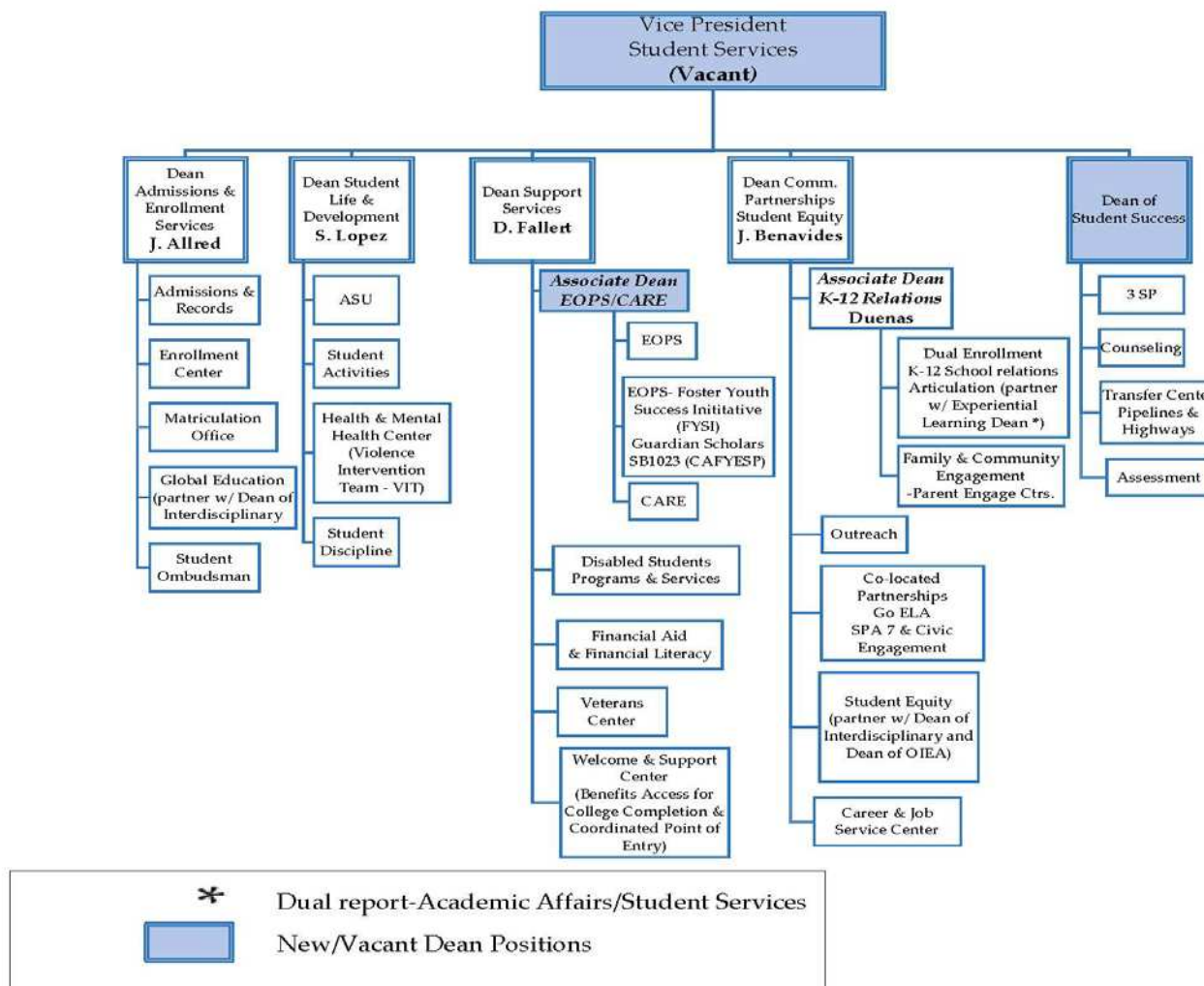
College Organizational Structure

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



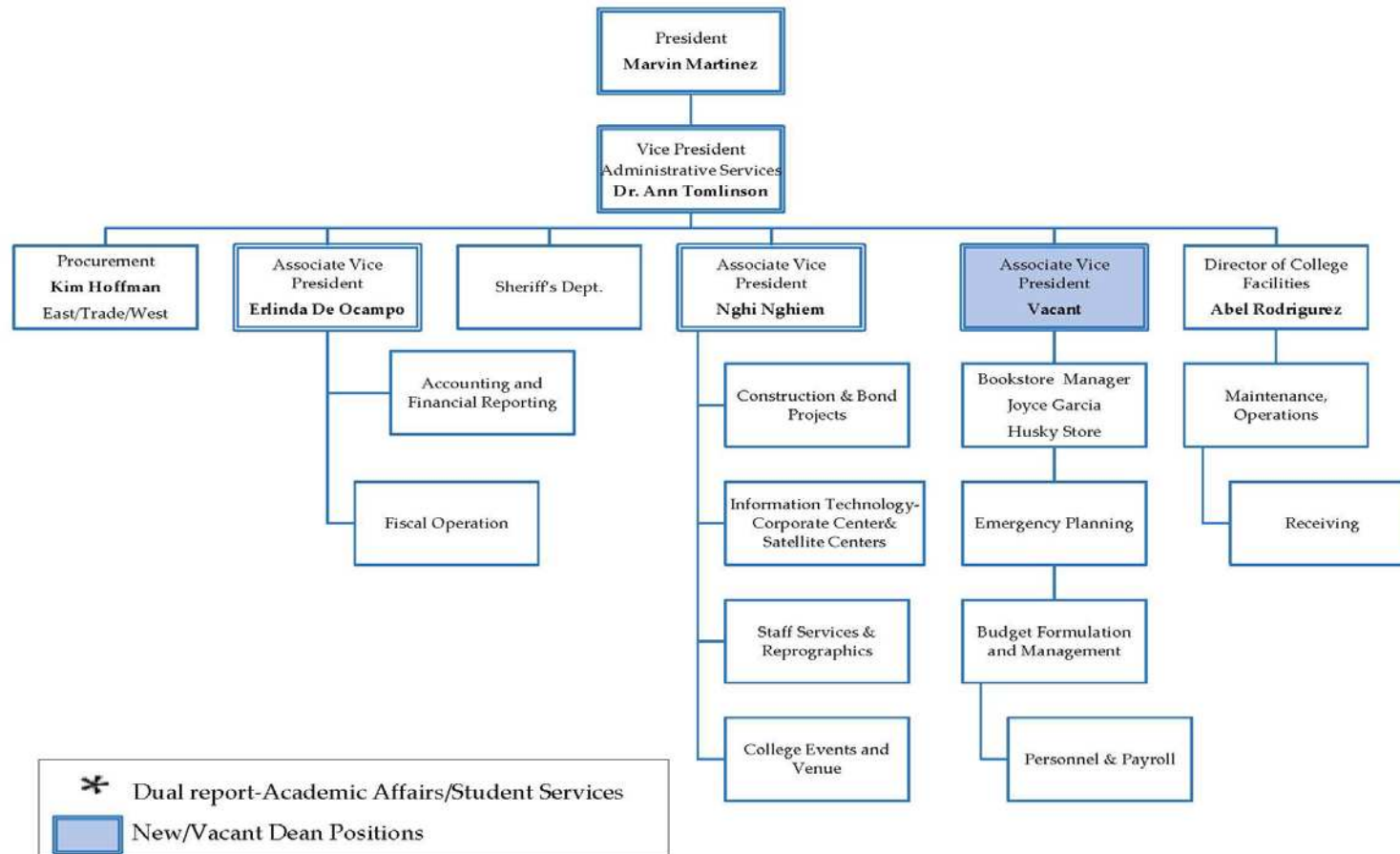


Revised 7.10.15



Revised 7.10.15

EAST LOS ANGELES COLLEGE
ADMINISTRATIVE SERVICES



EAST LOS ANGELES COLLEGE SHARED GOVERNANCE COUNCIL

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

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

Resources:

1. [Bylaws](#)

PLANNING

Overview

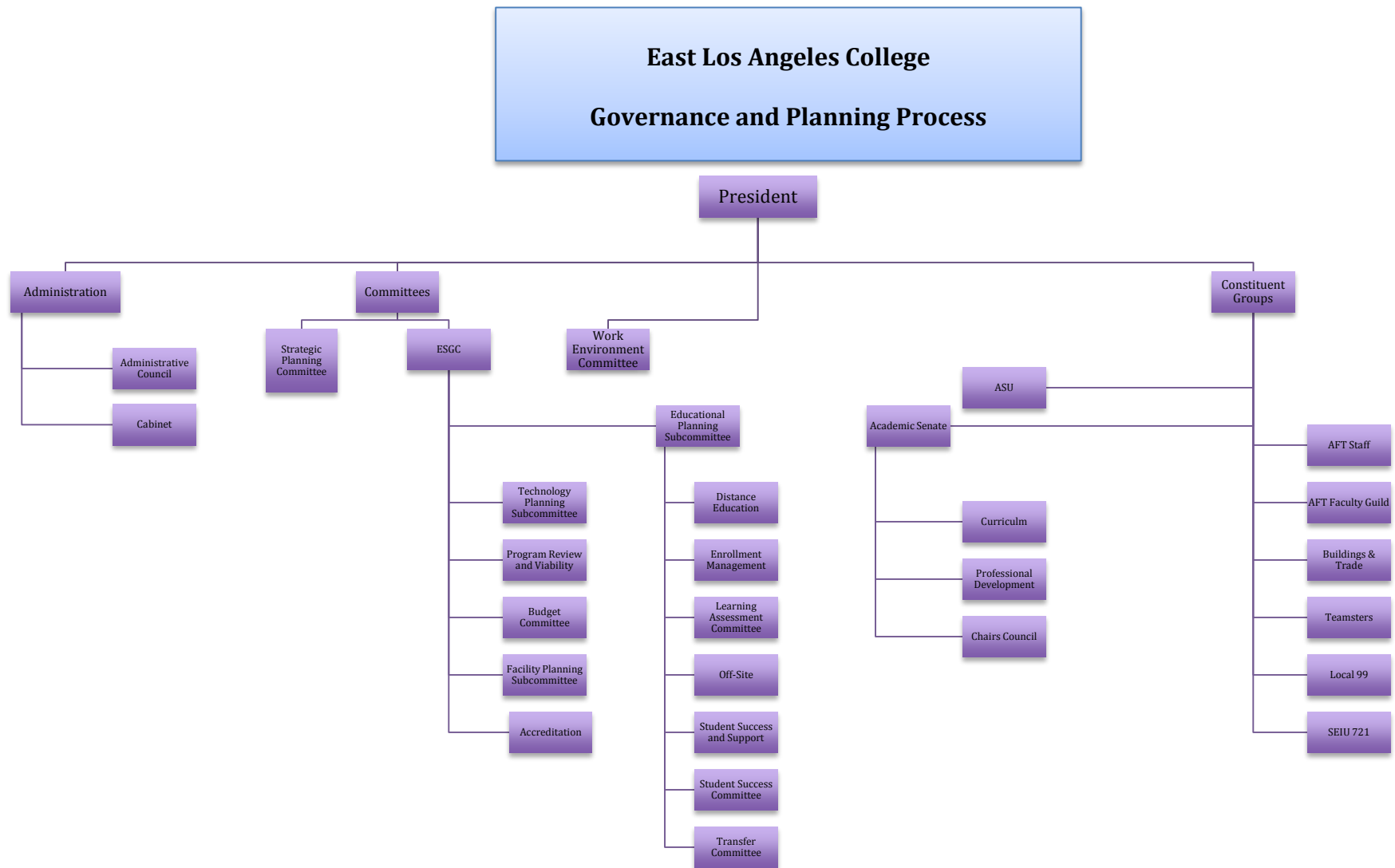
ELAC's Mission Statement guides all planning and decision-making efforts for the college. All programs and services are aligned with its mission statement.

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

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 facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.



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 four 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 four major goals:

- 1. Access and Preparation for Success**
- 2. Teaching and Learning for Success**
- 3. Organizational Effectiveness**
- 4. Resources and Collaboration**

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 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.

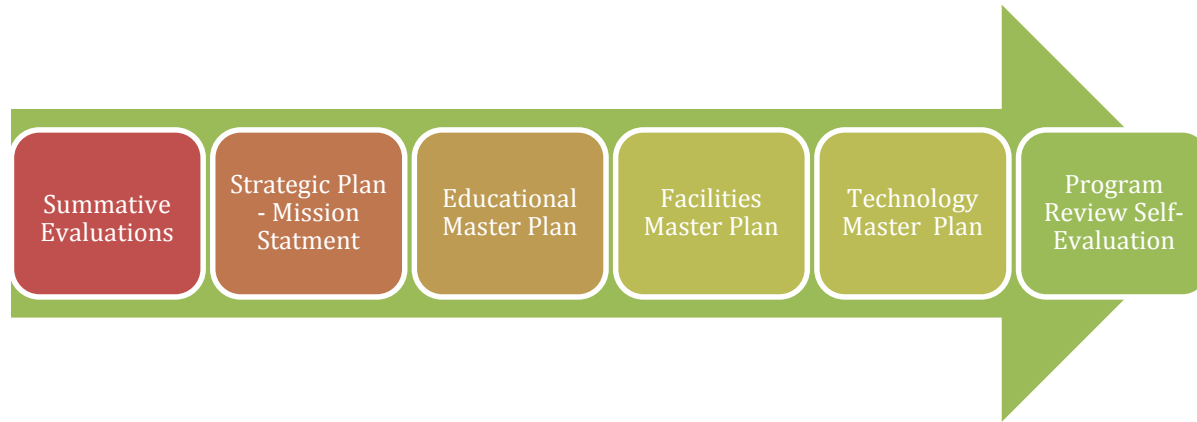
The Program Review and Annual Update processes are essential to summative and formative evaluation cycles. Program Review substantiates the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The Program Review and Viability Committee reviews and updates the college's Program Review Plan every seven years. This plan includes the schedule for conducting program review self-evaluation (formerly the Comprehensive Program Review) and annual update plans. The Program Review Self-Evaluation Questionnaire 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 creating improvements in student outcomes. Annual Update Plans are completed in 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:

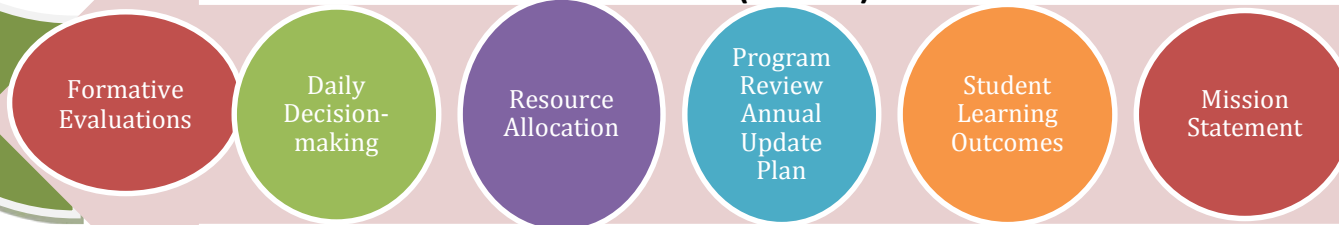
2. [Annual Update Plan](#)
3. [District Strategic Plan](#)
4. [ELAC Strategic Plan](#)
5. [ELAC Educational Master Plan](#)
6. [ELAC Facilities Master Plan](#)
7. [ELAC Technology Master Plan](#)

Planning

(Strategic 7-Year Cycle)



Operational (Annual)



Summative Evaluation

Implementation

The preceding chart (page 17) 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 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.

→ Planning

→ Summative Evaluation

→ Implementation and Formative Evaluations

East Los Angeles College

Planning Calendar

	Cycle	2012		2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		
		Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
Accreditation	7 yr			Steering Committee		Accred Self-Eval				Site Visit										Steering Committee		Accred Self-Eval				Site Visit						
College Strategic Plan	7 yr			Implementation				Evaluation				Implementation				Evaluation				Implementation				Evaluation				Implementation				
Educational Master Plan	7 yr	Implementation		Implementation				Evaluation				Implementation				Evaluation				Implementation				Evaluation				Implementation				
Technology Master Plan	7 yr	Implementation		Implementation				Evaluation				Implementation				Evaluation				Implementation				Evaluation				Implementation				
Facilities Master Plan	7 yr	Implementation		Implementation				Evaluation				Implementation				Evaluation				Implementation				Evaluation				Implementation				
Program Review	7 yr	Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		Program Review Self-Evaluations		
Annual Update	1 yr	Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		Annual Update		
Review of Mission Statement	1 yr	Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		Review of Mission Statement		

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. Membership on this committee is to comprise of those with the requisite knowledge to formulate the college planning agenda. The SPC initiates a review of the Strategic Planning Documents, including the Mission, Vision, and Strategic Directions and Values. Formal reviews are conducted every seven years; however, the committee can initiate a review of the strategic plan at any time that changes in the college environment warrant possible revisions. The Educational Planning Subcommittee, Facilities Planning Subcommittee, 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 and reviewing ongoing formative evaluations.

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

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 mission statement to determine its continued relevance and the manner in which it fits the needs and assets of the current and projected student body. Based on this review, the committee makes recommendations for any needed changes and submits a revised mission statement for approval. Upon completion of revisions to the College Mission Statement, the Strategic Planning Committee vets the mission throughout the campus community, including but not limited to the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised mission with college-wide support. In addition to presentations to the specific groups listed, the Office of Institutional Effectiveness and Advancement distributes the completed draft of the Strategic Plan 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 and vision to the ESGC for approval. The ESGC approves the mission statement or sends the mission statement back to the committee with instructions for further revisions. If the ESGC approves the changes to the college mission statement, the chairpersons of the ESGC will notify the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that all revisions of the college mission statement are formally approved by the college and the Board of Trustees prior to inclusion in any campus publications. The ALO will formally request that the campus-approved mission be placed on the Board agenda for approval for the soonest possible Board meeting date. Following Board approval, the ALO will release the revised mission statement for use in all official college documents, including the college schedule and catalog.

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

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

The complete **Strategic Plan** includes 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, and 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 ESGC for approval. The ESGC-approved draft is forwarded to the president, who upon acceptance forwards it to the Board of Trustees for approval. Board approval will be attained prior to October of the first year of the college strategic plan. The approved strategic plan is posted on the college's Institutional Effectiveness website and forwarded to college planning committees for use in the development of college plans.

Educational Planning Subcommittee. The [Educational Planning Subcommittee](#) (EPSC) reports to the 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 oversight to the following committees: Distance Education Committee, Off-Site Committee, Learning Assessment Committee, Student Success and Support Program (SSSP) Advisory Committee, Student Success Committee, and Transfer Committee. The EPSC also provides oversight to the Off-Site Committee on issues pertaining to educational quality.

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 data¹ 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, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with 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 Institutional Effectiveness 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 address issues regarding college facilities planning, complete the Facilities Master Plan, determine projected space needs, review bond projects and related programming, provide solid documentation of funding requests to the state, restructure current facilities to conform with State Utilization Standards, and meet objectives articulated in the Strategic and Educational Master Plans. The committee serves as the central planning committee for all facilities matters, including those educational, administrative, and student service areas that overlap with or support educational goals. The Facilities Plan is developed using the Strategic Plan as a guide. The FPSC works in conjunction with the EPSC to ensure the primacy of educational planning objectives.

During the summative evaluation cycle of the current facilities plan, the FPSC evaluates and revises the Facilities Master Plan. (See Appendix A)

Following the completion of the data review, the FPSC constructs facilities planning objectives using the college mission, vision, educational plan, and strategic directions and values as a guide. Each objective has accompanying action items that describe the manner in which the objective should be accomplished. Specific measurable outcomes are assigned to responsible entities and collaborators to assist in the implementation process. In addition, the Facilities 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, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with 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 plan will be posted on the college's Institutional Effectiveness website and forwarded to campus community.

The FPSC is responsible for direct oversight of the Facilities Master Plan. Yearly formative evaluations are conducted.

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

During the summative evaluation cycle of the current technology plan, the TPSC begins the process of revising the Technology Master Plan. (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, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with 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 Institutional Effectiveness 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 program review plan and documents are revised in the second year of the strategic plan and the first year of the master plans to reflect the changes in the college's planning agenda. The PRVC is made up of college faculty, administrators, and staff. The committee meets on a monthly basis to review and discuss program review self-evaluation, annual update, and program viability processes. The Office of Institutional Effectiveness and Advancement works with the PRVC to develop and refine the structure, process, and documentation of program review. The office is also the contact liaison for all constituencies involved in the program review process – the units under review, the validation committees, the ESGC, and the college president.

Upon completion of the college's Strategic Plan and Educational, Facilities, and Technology Master Plans, the PRVC creates a Program Review Plan. The plan consists of the schedule for the assessment and validation of all campus department, units, and clusters. In addition, the PRVC revises the 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.

The PRVC is responsible for direct oversight of the Program Review Plan. Yearly formative evaluations are conducted.

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 is primarily driven by the Full-Time Equivalent Student (FTES) workload measure. The District distributes a yearly allocation to the colleges based on minimum administrative staffing; average Maintenance and Operations costs per square footage; SB 361 marginal base revenue for large, medium and small colleges; and funded base FTES (credit, non-credit and career development and college preparation non-credit).

The [ELAC 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 and Strategic Plans and the efforts made to respond to the unit's comprehensive program review recommendations. All requests for staffing, equipment, and additional resources required for those unit activities are identified in the unit's Annual Update Plan. Thus, the Annual Update Plans are an integral part of the college's budgetary processes. 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 will attend Budget Workshop on how to complete the budget worksheets.
- Department chairs and unit managers submit the AUP, including requests for faculty positions, staff positions, and budget augmentations for the upcoming fiscal year. During years of comprehensive program review, department chairs and unit managers submit their Program Review Self-Evaluation in lieu of the

AUP. (Updates to the budget worksheets may be accepted after September 30 with appropriate justifications.)

October-November

- Following the Board's adoption of the District Budget Development Calendar, the ELAC Budget Office, in consultation with the vice presidents and with input from the ELAC Budget Committee, prepares the ELAC Budget Calendar for the fiscal year. The ELAC Budget Calendar is presented and distributed to the ELAC Shared Governance Council (ESGC).
- During the first week of October, the Office of Institutional Effectiveness and Advancement will post the AUPs to the College website and provide lists of hiring requests to HPC and HRC and a complete spreadsheet of all budget requests to the supervising deans.
- Following posting of AUPs and the list of hiring requests, the faculty Hiring Prioritization Committee (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 Human Resources Committee (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.
- Following posting of AUPs and the spreadsheet with budget requests, supervising deans review the requests and provide a recommendation for budget augmentations for each line item.
- Based on prior allocations, expenditures, and balances, the Budget Committee recommends an initial forecast of the unrestricted and restricted funds of the next fiscal year.
- 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, work on 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, he will provide the rationale for doing so.

December

- The ESGC reviews staff prioritization list and forwards its recommendation to the President.
- The District Office provides the nine college presidents with salary projection data, which helps determine salary and benefits.
- 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, he will provide rationale for doing so to the ESGC and the HRC.
- ELAC Budget Office staff attends a training workshop at the District Office for any new methods and processes in the Budget Preparation System.

January/February

- By January 10, 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.

- The President's Cabinet will review the recommendations for augmentations from the deans and all relevant information including state budget projections, previous years' expenditures, and provided justifications. The Cabinet will provide a list of all tentatively approved budget changes.
- The ELAC Budget Office enters all of the cabinet approved budget changes from the budget worksheets into the system.

March/April

- 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.
- The ELAC Budget Committee reviews college's preliminary allocation and the cabinet approved budget changes, including planned budget cuts, if any, and forwards its recommendations to ESGC.
- The ESGC reviews Budget Committee recommendation on cabinet approved budget changes and forwards a recommendation to the College President.
- The vice presidents hold cluster meetings with deans/department chairs/unit managers to review planned allocations and Cluster Plans, including cluster priorities that will be integrated into college budget plan priorities.
- The ELAC Budget Committee reviews and recommends (1) tentative budget, including summary of proposed Budget Operation Plan, and (2) unfunded priorities to ESGC.
- ESGC reviews Budget Committee recommendations and approves tentative budget and unfunded priorities for recommendation to the president.
- Cabinet & OIEA work on integrating Cluster Plan priorities into College Budget Priorities.

May

- The Governor reports on revised revenue projections and adjustments to the proposed state budget (*May Revise*).
- The District Budget Committee reviews the *May Revise* and is briefed on the District Tentative Budget.
- 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 a College Budget Forum for 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 the unfunded priorities that serve as the basis for accessing the college's balance.

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.

August /September

- The Board of Trustees adopts the Final District Budget.
- Budget Committee and ESGC review year-end actuals, including open orders, fund balance and budget implications.
- Budget Committee and ESGC review final budget, including allocation of redistributed balance, in light of college budget priorities.

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.

LACCD/ELAC BUDGET DEVELOPMENT PROCESS	
District Office Role	East Los Angeles College Role
August/September: Budget Planning Preparation Begins/AUPs Submitted	
District Budget Committee (DBC) Reviews Budget Development Calendar	- 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/AUPs Reviewed	
- Board of Trustees (BOT) adopt 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 - Staff Human Resources Committee (HRC) evaluates AUP staff position requests for alignment with strategic plan and program review priorities - Supervising deans evaluate AUP budget requests for alignment with strategic plan and program review priorities - HPC recommend to Senate a prioritized list for hiring faculty positions
November: Development of Budget Operation Plan/Priorities Identified based on AUPs and Approval Faculty Positions	
- 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	- Based on FON and estimated costs, the Budget Committee recommends to ESGC the number of full-time faculty hires - Academic Senate recommends prioritized list for hiring faculty positions - HRC recommends prioritized list for hiring staff positions - Vice presidents identify priorities from strategic plan and AUP requests while working on cluster plans - College president approves list of faculty positions to hire
December: Budget Files and Preparation Workshop/Approval of Staff Position	
Budget Prep files made available; Budget Prep Workshop held	- ESGC reviews staff prioritization list and recommends to President - College president approves list of staff positions to hire - ELAC Budget Office staff attends a training workshop at the District Office
January: Governor's Proposed State Budget; Preliminary Allocations/Approval of Budget Changes; Budget Comm. Review	
- Budget Office distributes Op Plan prep instructions - BOT Budget Committee, Cabinet & DBC review proposed preliminary allocation - Budget Office reviews college ded. rev. projections - CFO & Accounting provide initial ending balance projections	- College provides 2nd Quarterly Reports - President's cabinet produces list of all tentatively approved budget augmentations - Budget Committee reviews preliminary allocation and cabinet-approved budget changes and forwards its recommendation to ESGC - ELAC Budget Office begins budget input
February: Constituencies Review Budget Status/ESGC Review of Budget Changes; Budget Data Inputted	
- Cabinet reviews Budget Update - Budget Office distributes Preliminary Allocation - BOT Budget Comm. reviews/approves the 2nd Quarterly Report 2nd Quarterly Report due to State - DBC reviews 2nd Quarterly Report & College Financial Plans	- ESGC reviews Budget Committee recommendation on preliminary allocation and cabinet-approved budget changes and forwards its recommendation to President - ELAC Budget Office enters all cabinet approved changes from budget worksheets into budget prep system
March: Preparation of Preliminary Budget/Budget Committee Reviews Proposed Tentative Budget and Unfunded Priorities	

LACCD/ELAC BUDGET DEVELOPMENT PROCESS

District Office Role	East Los Angeles College Role
• Tech. review of Budget Prep Files & Upload to SAP • CFO & Accounting update ending balance projections • Preliminary Budget available on SAP	• ELAC Budget Office submits proposed Preliminary Budget • Budget Committee reviews proposed tentative budget and unfunded priorities and recommends approval to ESGC • Vice presidents hold cluster meetings with deans/department chairs/unit managers to review planned allocations and cluster update plans.
April: Review of Preliminary Budget Data/ESGC Reviews Proposed Tentative Budget and Unfunded Priorities	
• CFO & Accounting distribute purchasing & year-end closing schedule • CFO & Accounting update ending balance projections • Budget hearings on preliminary budgets conducted with college administrators	• College provides 3rd Quarterly Reports • Open period for adjustments (results in Tentative Budget) • ESGC reviews Budget Committee recommendation on tentative budget and unfunded priorities, and forwards its recommendation to President • Cabinet & OIE integrate Cluster Plan priorities into College Budget Priorities
May: Revenue Projections Updated/College Budget Forum	
• Cabinet briefing on Tentative Budget • Revised revenue projections based on May Revise • DBC reviews May Revise update/briefed on Tentative Budget • BOT Budget Comm. reviews & approves 3rd Quarterly Report • 3rd Quarterly Report due to State	• Open period for adjustments closes • College submits Budget Operation Plan • Budget Committee and ESGC briefed on implications of May revise • “Town Hall” Forum held to present College Budget Priorities, including unfunded priorities
June/July: Tentative Budget; Revision to Projected Revenues & Allocations/Evaluate Budget Development Process	
• BOT Budget Comm. reviews/adopts Proposed Tentative Budget • Tentative Budget Report filed w/ County & State • CFO & Accounting Run 1st closing activities • CFO & Accounting update ending balance projections • CFO & Accounting run 2nd closing activities	• 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
August/September: Final Budget/Year-End Analysis/Review Allocation of Redistributed Balance	
• Final Year-End Closing & actual balances established • Publication Budget available for public review • BOT Budget Committee reviews/adopts Final Budget • File Final Budget report with County & State	• Budget Committee and ESGC review year-end actuals, including open orders, fund balance and budget implications • Budget Committee and ESGC review Final Budget and allocation of redistributed balance, in light of college budget priorities

Faculty Hiring Prioritization

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

Spring

- The HPC process and current application form are evaluated to ensure that each addresses the evolving needs of the college.
- 1. After evaluation of the HPC process, the HPC makes the appropriate adjustments to the application form and forwards a draft to the Academic Senate for approval.
- 2. The Academic Senate, Chairs Council, and the American Federation of Teachers and Administration select their Committee representatives.

Fall

- The Committee convenes to establish dates for succeeding Committee meetings and departmental presentations
- 3. The Program Review Annual Update and the Departmental Request for a Probationary Position form are due September 30.
- 4. The Annual Update Plans and data are distributed by the Office of Institutional Effectiveness and Advancement and Advancement to HPC members for review.
- 5. The HPC convenes. After oral presentations, members individually score each application using a rubric. The committee then tabulates the scores and calculates an average for each application.
- 6. In the event that a committee member is also a member of a department requesting a position, the committee member does not vote on that position request.
- 7. Based on rankings, the HPC forwards a prioritization list, specifying growth and replacement positions, along with rationale to the Academic Senate. Academic Senate will review HPC prioritization list and send their recommendation to the college president.

Staff Hiring Prioritization

The Human Resource 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 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 comprehensive 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 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 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, CTE 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, State Equipment Grants Committee should make allocation decisions prior to consideration from other funding sources.

External Grants Development

The [Resource and Institutional Development Office](#) (RIDO) has been tasked to provide grant compliance review, audit support, monitoring and preparation of evaluation reports, management software —as well as assistance with proposal-writing and submission. All proposals for external funding must be submitted through RIDO's Authorized Organizational Representative (AOR). Most donor agencies and organizations require application to be submitted by a single office at the college. RIDO's Associate Dean is the only person who has the authority to submit grants on behalf of the college.

Continuous increases in the size and number of ELAC's grants are a result of college faculty who develop innovative ideas into proposals. Through inter-departmental collaboration, all grants are aligned with the college's mission. Grants help improve retention, graduation and transfer rates for thousands of ELAC students, and trained hundreds of faculty members to use effective classroom techniques. High-quality evaluations and successful audits enhance the college's reputation and accountability within the broader community.

Working closely with RIDO and the Grants Committee, faculty members are encouraged to explore new grant opportunities, and—if funded—try new approaches that would not be supported by traditional funding. By managing numerous projects simultaneously, the college is able to leverage resources among funding sources, and to lay the groundwork for future funding.

The grants cycle has four phases: (a) project development; (b) proposal writing; (c) project start-up; and (d) project implementation. Major features of this process include:

- New projects may be initiated by a search for funding sources, an RFP, president's mandate, faculty, unit or department proposal, or a task force seeking a solution to a problem.
- RIDO, Office of Institutional Effectiveness and Advancement and Advancement, the supervising dean or faculty initiator will determine whether the idea is feasible, and decide whether to apply to a specific funding source.
- The project initiator completes an "Intent to Apply" form, which is reviewed by RIDO, the supervising dean, the Grants Committee, and VPs of the affected divisions.
- A project development team is formed, and (with guidance from RIDO) collaboratively develops a project narrative and budget which meets all requirements of the funding agency.
- After the application is complete, the draft is submitted to the president and Grants Committee for signatures signifying their approval.
- When the application narrative is complete, RIDO (acting as Authorized Organizational Representative) submits the proposal and accompanying forms electronically to the funding agency. The president and relevant administrators sign the application. The Grants Committee meets six times per year and monitors grants as they are being developed, and after they have been submitted.
- After a waiting period, the college learns whether the grant was awarded or rejected. When it is awarded, RIDO will assist the project director in setting up accounts, reporting methods and evaluation schedules. The public information officer publicizes the new award, and staff hiring will begin.
- During implementation of the project, RIDO staff will monitor budget allocations, performance reports and sustainability plans. Discrepancies between objectives and performance are brought to the attention of supervising deans, vice-presidents, the Grants Committee, and (if necessary) the president.
- When the project reaches completion, the project director, collaborating with supervising dean and vice-presidents, must prepare and set into motion a plan for continuing project activities with college funds. This sustainability plan should be submitted to the Grants Committee and president for review.

Curriculum Development

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 TOP or 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.

- I. 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.
- II. 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.
- III. 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.
- IV. 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.

- V. 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.
- VI. 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

- I. 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 ELAC Timeline above.
- II. 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 ELAC Timeline above.
- III. A notification of the archive course request is also forwarded to the Learning Assessment Coordinator so that any adjustments in data repository can be made by the Learning Assessment staff. In addition, the Campus Librarian is notified via the ECD system.
- IV. 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 ELAC Sample Timeline above. This is the final approval step in the archival of courses.

Sample ELAC Timeline: Revised Course Outline requests

- I. 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.

- II. 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.
- III. 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

- I. 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.
- II. 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.
- III. 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.
- IV. 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.
- V. 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.

- VI. 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.
- VII. 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 (ADT), 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 process. In addition, for each programs 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 subcommittee of the Educational Planning Subcommittee. LAC operates under the auspices of the Academic Senate and is made up of college faculty, administrators, staff, and students. 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 dialog
- 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 and to the Educational Planning Subcommittee.

Resource:

1. [Bylaws](#)

Student Success and Basic Skills

The [Student Success Committee](#) (SSC) is responsible for investigating issues related to student success and for developing strategies to promote improved student learning and educational outcomes, particularly in the areas of basic and essential skills. The SSC's primary task is to plan and implement the Basic Skills Initiative's (BSI) Action Plans and oversee the expenditure of BSI funds each year.

The Office of Institutional Effectiveness and Advancement supports all planning by providing needed data and assisting in the evaluation components for each area. The Educational Master and Strategic Plans are used as a guide for developing basic skills priorities. Draft action plans and budgets are presented to the Committee as a whole for review and approval and are presented to the Academic Senate for discussion and adoption. The drafts are also discussed at the Educational Planning Subcommittee (EPSC) to ensure appropriate alignment to and inclusion in the Educational Master Plan. Through this process the college ensures that BSI funding is used in a manner that supports the college's goal to improve student access and success.

Student Leadership and Involvement

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

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

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

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

Accreditation

The 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 (January, April, July, and October). 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 Self Evaluation, 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 Self Evaluation, and distributing the Self Evaluation for approval (begun in spring of the fifth year of the seven-year accreditation cycle and completed during the sixth year of the cycle)
- Overseeing and approving the Midterm Report (due in March of the third year of the six-year cycle) to the Accrediting Commission
- Overseeing the preparation of and approving any Follow-up Reports to recommendations from the Accrediting Commission
- Overseeing the preparation of and approving any substantive change reports required by the Accrediting Commission
- Coordinating efforts connected to the Quality Focus Essay
- Updating, as needed, the *Governance Policy Handbook*
- Conducting committee Self-Evaluations

Resource:

[Accreditation Website Link](#)

Work Environment

In accordance with the collective bargaining agreements, the [Work Environment Committee](#) (WEC) exists to ensure a safe, healthful, and sanitary work environment conducive to effective teaching and learning. Whereas the Facilities Planning Subcommittee is responsible for long-term facilities and infrastructure planning, the WEC provides leadership on operational and short-term needs and seeks to ensure that the condition of the campus aligns with the college Educational Master and Strategic Plans. Faculty and classified staff work environment issues are discussed and voted on at these twice-monthly meetings. Examples of specific issues that have arisen in WEC meetings include parking on and off campus, air conditioning, college smoking policy, and safety issues, such as lighting on campus at night. The chair serves as liaison and mediator between the college president or designee and college constituencies on work environment issues, problems, and conflicts. The chair also sits on the Shared Governance Council and the Facilities Planning Subcommittee.

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:

- [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 departmental and cluster planning includes an evaluation of progress made toward unit goals, student learning outcomes, and program review recommendations, as well as resource allocation alignment.
- **Viability Reviews:** The Office of Institutional Effectiveness and Advancement facilitates extensive reviews on programs deemed in need of improvement through the college's viability processes. The goal of this process is to improve student learning and programmatic outcomes.
- **Student Learning Outcomes:** SLOs are used as a measure of student learning on the course, program, degree, and institutional levels. SLO data is incorporated into the comprehensive program review, program review annual update, and planning evaluations.
- **Planning Processes Evaluation:** Assessment at ELAC includes ongoing formative evaluations based on the implementation of the college's planning agendas and summative evaluations using quantitative and qualitative data. These ongoing and periodic assessments ensure that the college is actively engaged in a dialog on how to improve decision-making and governance practices related to improvements in student learning.
- **Accreditation:** Accreditation is viewed as an essential component in the evaluation of the college. The Self Study is part of an ongoing process of self-reflection and includes the data collected from all of the evaluative mechanisms used on campus. As depicted in the college's planning calendar, evaluations are conducted every 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 East Los Angeles College (ELAC) program review processes. Each unit/department conducts a comprehensive 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) develops and oversees the implementation of the program review, annual update, and viability processes for all campus departments/units and programs. The committee addresses any issues that arise throughout the year, thereby ensuring that processes are continually reviewed and improved. The Office of Institutional Effectiveness and Advancement works with the PRVC to develop and refine the structure, process, and documentation of Program Review and to provide necessary data appropriate for program evaluation.

As indicated by the college's planning calendar, the Program Review processes and documents are revised in the second year of the Strategic Plan and the first year of the master plans. This timing allows the college to revise its program review documents to reflect the changes in the college's planning agenda and creates a system for programmatic evaluation within the constructs of the college's goals and priorities. The Office of Institutional Effectiveness and Advancement also serves as the contact liaison for all constituencies involved in the Program Review process—the department/units under review, the committees validating program review, the East Los Angeles Shared Governance Council (ESGC), and the college president.

Purpose 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 the California Community College.

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.

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 a self-reflective evaluation of programs in a manner in which faculty, staff and administrators can identify programmatic successes within their areas, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success. ELAC believes that Program Review enhances the college's efforts to improve student learning and achievement. The Program Review process serves the following values:

- Strengthening of programs through faculty led self-evaluation and goal setting
- Fostering inter-departmental cooperation and communication
- Stimulating dialog on student learning and achievement, and programmatic improvements
- Evaluating each program's unique contribution to the College's Mission and Strategic Goals
- Promoting long-term planning based on the use of data
- Ensuring that curriculum and offerings meet student needs and promote student progression
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations
- Enhancing 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's 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 covers all programs housed within each department/unit. The Program Review Self-Evaluation process (formerly known as the Comprehensive Program Review) uses the Strategic and Master Plans as guides, and seeks to determine the degree to which each department/unit is contributing to the college's plans.

The process includes assessment results of Program Learning Outcomes (PLO), Student Service Outcomes (SSO), and Administrative Unit Outcomes (AUO). In this way, the Program Review process maintains a focus on student learning and allows discipline experts to develop the most appropriate means to assess learning outcomes and plan for programmatic improvement.

The 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 process includes an evaluation of each department/unit on campus through validation committees made up of campus constituents. The program review process is an essential component in the integration of planning and the college's budgetary decisions.

In the year following the Program Review Self-Evaluation, the Cluster Review Self-Evaluation provides a venue through which the cluster can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The self-evaluation by departments/units provides the basis for self-evaluations for each of the four clusters, i.e., Liberal Arts and Sciences, Workforce Education, Student Services, and Administrative Services. This cluster self-evaluation process promotes a self-reflective evaluation of programs in a manner in which faculty, staff and administration can identify programmatic successes within their programs, identify areas in need of improvement, and establish overarching cluster goals for enhanced programmatic and student success.

The Program Review Self-Evaluation and Cluster Review Self-Evaluation consist of program description, program assessment, and program plan and cluster plan, respectively.

1. ***Program Description.*** The first component of the Program Review Self-Evaluation prompts each department/unit to engage in a dialog on the missions of its programs and the manner in which the programs align with the College Mission. Each department or unit describes the current staffing, facilities, budgetary and equipment resources, and the manner in which they support the Programs of Study and service. In addition, the departments/units are asked to describe any unmet resource needs that could enhance student learning and student achievement. This process allows the college to determine whether any resources are required to advance the programmatic missions of each department/unit.

Lastly, each department/unit is asked to describe any trends or recent activities that have impacted the programs. The college understands that activities within disciplines and external to programs may greatly impact the programs and the students they serve. The faculty members within each program have expertise in determining what trends have impacted or will impact programmatic success and student learning. This Program Review Self-Evaluation serves as a venue for sharing information about the challenges and opportunities that programs face.

The program description for the Cluster Self-Evaluation similarly prompts dialog on the alignment of programs to the College Mission. The Cluster describes the organizational structure, committee involvement, trends in expenditures, and projections of future challenges and opportunities. The Cluster reviews how its programs are impacted by equipment needs, facilities, and trends.

2. ***Program Assessment.*** The Program Review Self-Evaluation focuses on the manner in which programs are helping the college achieve its Strategic Goals. These goals focus on Student Success, Equity, Access, and Accountability. The PRVC developed specific questions to address each goal. Data is provided to each program demonstrating student achievement in courses and programs.

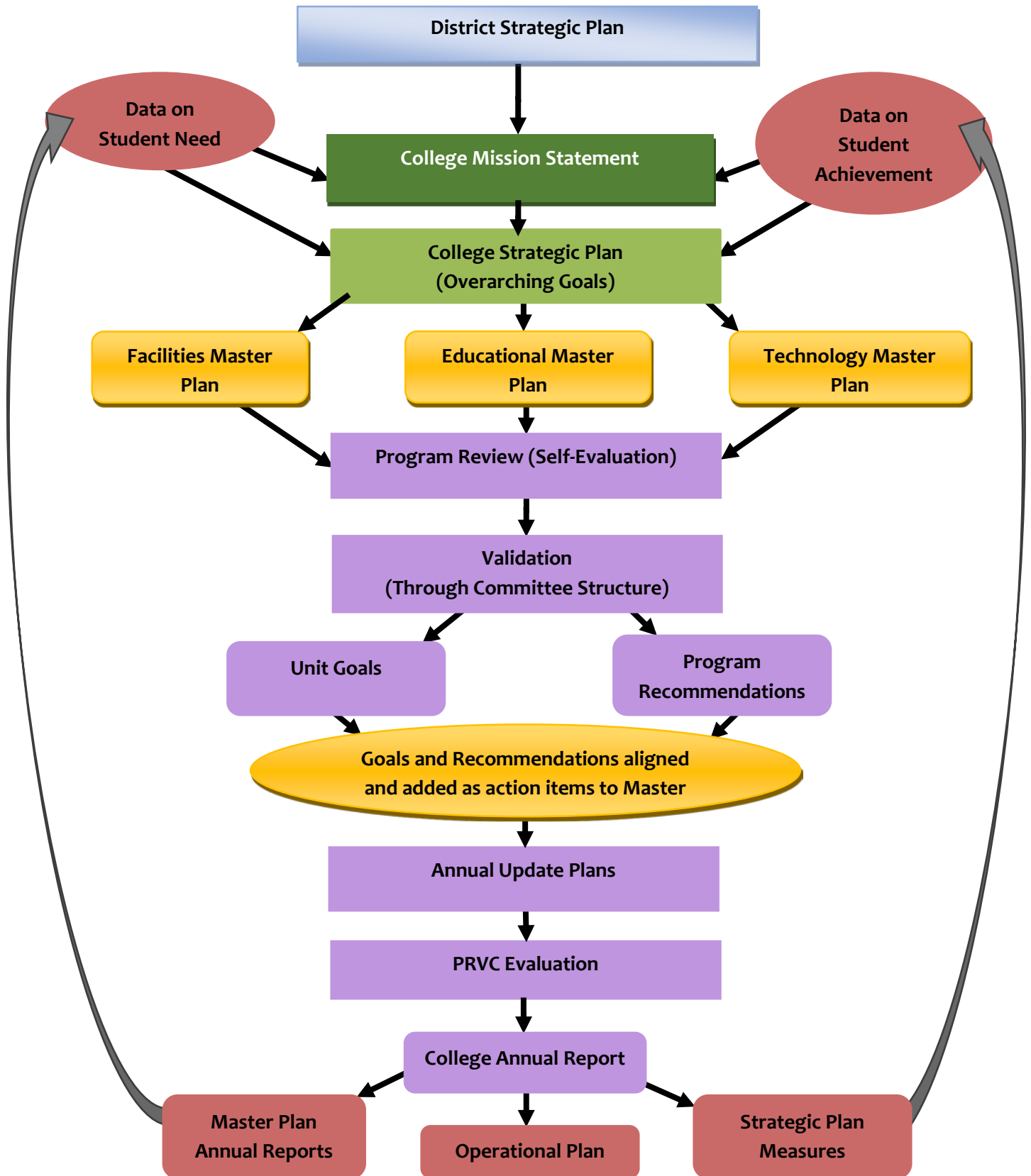
Each success measure is disaggregated to allow a thorough evaluation of equity. In addition, each department is provided with a dataset to conduct further data-supported self-evaluation. These datasets focus on course offerings, student enrollment and course success, degree and certificate completion and three-year longitudinal student tracking. Each program is also asked to use Course and Program Learning Outcomes in its assessment. The program assessment questions guide each department through a self-reflective process that details the manner in which each department contributes to success of the College Mission and Strategic Goals. In addition, the process assists programs in identifying gaps in student learning and achievement, and in describing underlying factors relating to these gaps.

The Cluster Review Self-Evaluation involves an assessment of how programs within the cluster are helping the college advance the college's strategic goals as well. As with the Program Review Self-Evaluation, data on student learning and achievement supports the Cluster Review Self-Evaluation. It also examines systems used by the cluster to ensure required courses are offered, state requirements for vocation program review are met, program viability needs are identified, and student services planning is guided by ongoing point-of-service surveys. The self-evaluation process allows clusters to consider communications with students, within clusters, among clusters, and with the campus community.

3. **Program Plan.** Following the completion of the program assessment, each program creates a program plan that describes the goals that the program has for the current planning cycle. Each goal must be aligned to one of the objectives in the Educational, Facilities, or Technology Master Plan. Each of the program plans serves as an action item to implement the aligned each master plan objectives. Through the Annual Update Plan process and the college's annual review of the Strategic Plan, the program plans will be assessed for progress and resulting impact on the college's Strategic Plan measures. Each program is asked to detail any resources needed to accomplish the stated plans and to provide a narrative to justify its need. This information will serve as long-term planning for the allocation of resources at the programmatic level and will be evaluated annually to determine the feasibility of allocating additional resources and prioritizing those needs.

Similar to the Program Plan, the Cluster Review Self- Evaluation includes a cluster plan following the completion of the cluster assessment. The cluster plan describes the goals that the cluster has for the current planning cycle and each goal must align to one of the objectives in the Educational, Facilities, or Technology Master Plan. The cluster plan's goals are informed by the program plans and provide strategies that are aligned with each master plan objectives.

ELAC Planning Process Map



Validation of Program Review Self-Evaluation: Committee Review

Each Program Review Self-Evaluation 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 Program Review Self-Evaluation. This process ensures faculty, staff, administration, and student constituencies are represented. The Educational Planning Subcommittee, Facilities Planning Subcommittee and Technology Planning Subcommittee review the Program Review Self-Evaluation 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 Enrollment Management Committee reviews programmatic offerings to determine whether offerings accurately reflect student need and to inform college-wide enrollment planning. Based on their review of the Program Review Self-Evaluation 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.

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 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 Annual Update Plan from the Office of Institutional Effectiveness and Advancement, which must be completed by the department in the fall semester. The Annual Update Plan 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: Academic 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 chair 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 Full-Time Faculty Obligation Number.

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 chair 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 Shared Governance Council 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 worksheet 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 worksheet provides for a justification that links a requested resource to a Strategic Plan 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

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

Each cluster completes an annual Cluster Update Plan. The purpose of the Cluster Update Plan is to monitor progress on the cluster recommendations received during the 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 unit managers to evaluate the progress that each unit is making towards fulfilling its goals and recommendations as well as the need for continued

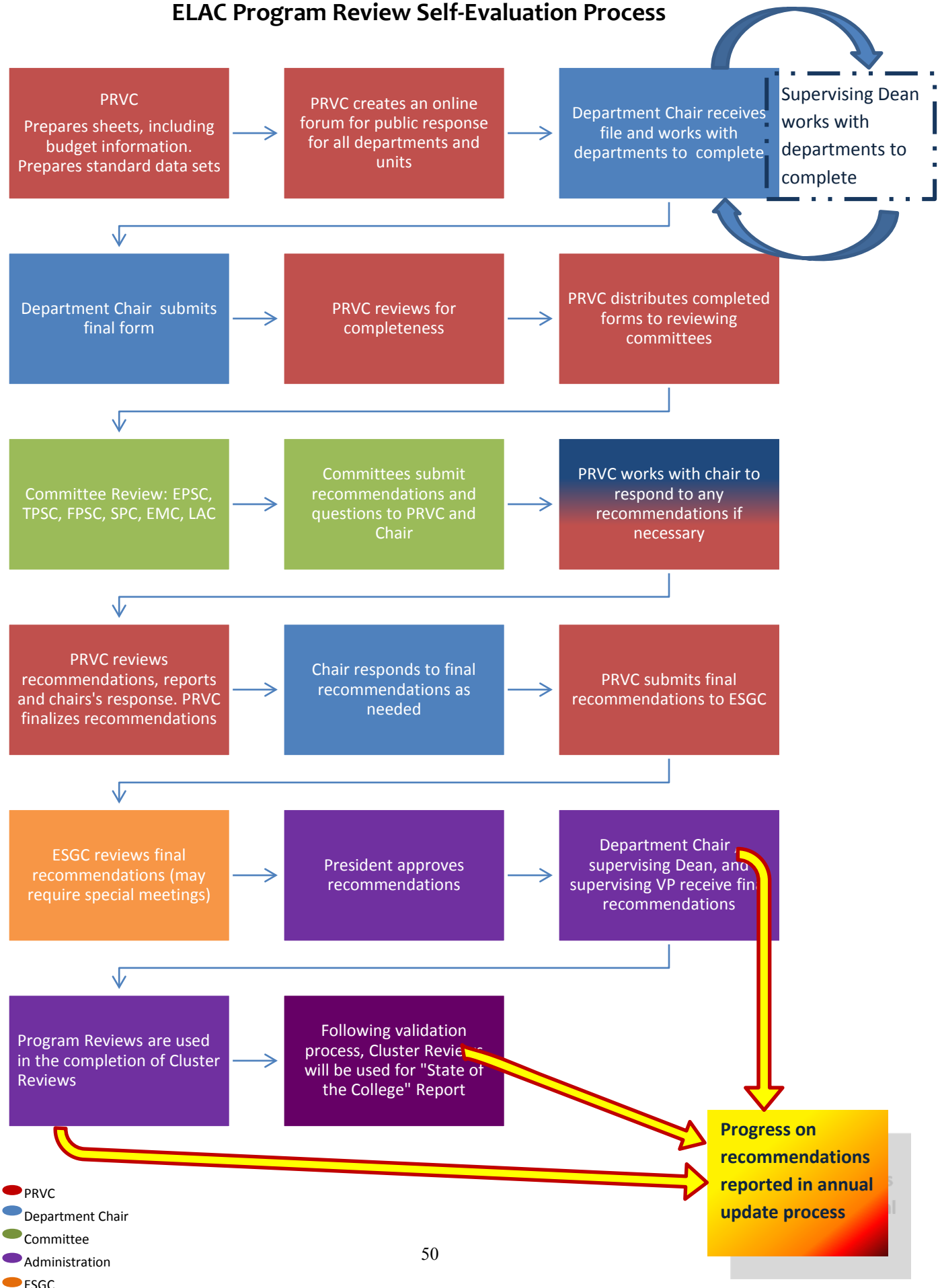
improvement in their respective areas. Cluster leaders seek to assess the broad needs of their clusters by identifying areas of need that cross units. Relevant college- and unit-level data is provided by the Office of Institutional Effectiveness and Advancement to assist clusters in the evaluation process. 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 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 dialog. The viability process can lead to recommendations for programmatic improvements up to the discontinuance of a college program. The review seeks to incorporate program evaluations in the shared governance structure and allow for an evaluation of a program by representative faculty, staff, and administrators focused on whether the program continues to be viable. The process for viability review follows:

- ***A request for a viability review is made.***
 - a. A formal request is written and brought to Program Review and Viability Committee (PRVC) no later than the April PRVC meeting date. Requests can be made by the College President, the Academic Senate President or supervising vice president.
 - b. 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 two weeks 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.

Expedited Program Viability Review: Programs No Longer Feasible Due to Archiving of Required Course(s)

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 of one month 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***
 - Within two months of the VRC's formation, 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's 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 Committee (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.

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 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 dialog 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 dialog of self-evaluation and to stimulate improvements in planning procedures. The planning calendar indicates the periods of summative evaluation represented below:

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

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

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

2015 - Strategic Plan Year 4 – SLO Process

2016 - Strategic Plan Year 5 – Accreditation Site Visit

2017 - Strategic Plan Year 6 – Budget and Hiring Decision-Making Process

2018 – Strategic Play Year 7 - Strategic Plan

The results of formative and summative evaluations are distributed to the campus community using the Office of Institutional Effectiveness and Advancement 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 (January, April, July, and October) to create Commission-required reports or to respond to Commission recommendations. This committee broadens the group of those involved in accreditation activities and ensures that campus constituents are knowledgeable about the accreditation process and associated standards.

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 to establish formal and effective procedures for participation in setting policies on academic and professional matters. The Board of Trustees recognizes such faculty groups as representatives of faculty opinions and as a consulting body on the college campus.
- [ACCJC](#) - The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).
- **Accreditation** - Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies. Accreditation has two fundamental purposes: to assure the quality of the institution and to encourage institutional improvement.
- **Administrators** – Academic Managers and Supervisors (President, Vice President, Dean, Associate Dean, and Assistant Dean).
- **Administrative Unit** – ELAC is divided into four divisions or clusters. Administrative units fall under the administrative services cluster and represent college offices that provide services related to the fiscal, facility, and enterprise needs of the college.
- **Administrative Unit Outcomes** –Administrative Unit Outcomes are the specific, measurable goals and results that are expected subsequent to a student’s interaction with an administrative unit.
- **Annual Update Plan** - The annual update process is designed to help Departments/Units: 1) monitor progress on action plans/goals and validation committee recommendations made during the 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 six-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 improving student access and success. The Strategic Plan guides California Community Colleges as they serve over 2.9 million students annually at 110 colleges. The BSI was a product of Strategic Plan Goal Area 2- Student Success and Readiness.

- **Classified Employee** – Non-teaching employee whose jobs is classified through Personnel Commission as part of a merit system.
- **Cluster** – One of four organizational divisions making up East Los Angeles College.
- **College Catalog** – The catalog contains the course requirements for the given academic year that each student will use to determine whether the students have met graduation or transfer requirements. Course descriptions are provided for each course offered at ELAC.
- 1. **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
 - a. relying primarily upon the advice and judgment of the academic senate, or
 - b. 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.
- 2. **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.
- 3. **Course Learning Outcomes** - Course Learning Outcomes are the specific, measurable goals and results that are expected subsequent to a learning experience in a course.
- 4. **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** - Program Learning Outcomes are the specific, measurable goals and results that are expected subsequent to learning experiences in a Program.
- **Program of Service** – A Program of Service refers to academic support, student services, and administrative services programs.
- **Program of Study**- a Program of Study is 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 (formerly known as Comprehensive Program Review)** – The Program Review Self-Evaluation is 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 AB 1725, pursuant to sections 53200-53206 of the education codes, that the president, serving as the authorized representative of the Los Angeles Community College District's Board of Trustees, will "rely primarily" upon the recommendations of the Academic Senate in formulating, changing, and/or approving of policies in areas as they relate to the instructional program and academic and professional matters.
- **SLOs** –Student Learning Outcomes are the specific, measurable goals and results that are expected subsequent to a learning experience.
- **Student Services Outcomes** - Student Services Outcomes are 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
- **EMC** – Enrollment Management Committee
- **EPSC** – Educational Planning Subcommittee
- **ESGC** – East Los Angeles College Shared Governance Council
- **FPSC** – Facilities Planning Subcommittee
- **GEO** – General Education Outcomes
- **HPC** – Hiring Prioritization Committee
- **HRC** – Human Resource Committee
- **ILO** – Institution 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
- **RIDO** – Resource and Institutional Development Office
- **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

ACKNOWLEDGEMENTS

This updated Handbook was a collaborative effort that represents many hours of discussion by faculty, administrators, and staff. A special thanks to the following members of the Accreditation Steering Committee for their contributions.

Jeremy Allred
Julie Benavides
Selina Chi
Pauletta Daw
Paul De La Cerda
Barbara Dunsheath
Evelyn Escatiola
Danelle Fallert
Alfred Gallegos
Jeff Hernandez
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Sonia Lopez
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Armando Rivera-Figueroa
Amanda Ryan-Romo
Laura E. Ramirez
Laura M. Ramirez
Tim Sneed
Angelica Toledo
Ann Tomlinson
Maria Elena Yepes

Special Thanks to Ruben Arenas and Jay Edwards Stevenson for help in editing.

Appendix A

Data Sources for Master Plans

Data sources for Educational Master Plan include:

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

Data Sources for Facilities Master Plan include:

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous facilities plan
3. Bond Initiatives
4. Reports from the Facilities and Work Environment Committees
5. The college external scan, internal scan, college profile, and core indicators
6. Student surveys
7. Program reviews and annual updates results
8. Program student learning outcomes and college core competencies
9. Any additional information relevant to the revision of the facilities plan.

Data sources for Technology Master Plan include:

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous technology plan
3. Recent literature on technology trends in education
4. The college external scan, internal scan, college profile, and core indicators
5. Student surveys

6. Program reviews and annual updates results
7. Program student learning outcomes and college core competencies
8. Any additional information relevant to the revision of the technology plan