

planning agenda summary



meet **elac** people

David Soh

Engineering

“I came back to college to change careers. I worked for a garment company that owned retail stores. I was responsible for working with the architects and construction crews that built the stores and was fascinated by construction. I love walking by a building and watching how it is built and that led me to civil engineering.”

Start at ELAC...
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PLANNING AGENDA SUMMARY

Standard I

Planning Agenda - I.A.1. *The institution establishes student learning programs and services aligned with its purposes and its student population*

In consultation with the college's Academic Senate, the Research and Planning Office will develop an integrated system of measurement that accounts for Student Learning Outcomes and their connection to achieving established College Core Competencies. Research and Planning will then integrate this data along with the ongoing College Profile Data to assess whether the college is fulfilling its mission to its students and community.

Planning Agenda - I.B.1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and educational processes.*

It is one thing to create action plans, but another to implement them. Part of the college planning agenda for Student Success and Basic Skills must be to implement the four newly created action plan matrices. The Student Success Committee has formed four ad hoc task forces, one for each matrix, which will identify actions to be taken, implement and supervise these actions, and determine how they will be budgeted for the next one to two years. This will depend on the coordinating efforts of the new Associate Dean.

Planning Agenda - I.B.3. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

The PRVC, in collaboration with the Vice Presidents of all divisions, will oversee the development of structures and processes that will formalize the ties between Program Review and budget allocation.

The ELAC Budget Committee will review the effectiveness of the budget development processes for meeting program review goals and explore alternative mechanisms for supporting unfunded program review recommendations through the allocation of discretionary funds.

Standard II

Planning Agenda - II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Student Learning Outcomes (SLO) activities will be implemented in all courses. The college will rely on the program review process to maintain the educational integrity of all programs regardless of delivery method.

Planning Agenda - II.A.1.c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

The SLO coordinator and facilitators will work with departments and administration to complete the SLO cycle in every campus unit.

Planning Agenda - II.A.2.a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

The SLO Committee, which is in the process of developing the SLO Assessment Committee (SLOAC), will validate the assessment tools, review data collected, and ensure the core competencies are addressed.

Planning Agenda - II.A.2.f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

The college will ensure that SLOs and assessments are developed for all courses and programs, and will link them directly into the college's Core Competencies. Results will be aggregated into institutional information with the expansion of activities by the Research and Planning Office to continually assess the effectiveness of all programs. The Office of Research and Planning is also creating a template for a new Internet-based Research and Planning newsletter.

Planning Agenda - II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

The college is in the process of developing Student Learning Outcomes (SLOs) for courses and for degree/certificate programs. Development of SLO assessment tools will enable departments to assess a student's achievement of a programs stated learning outcomes. The college will more effectively link achievement of programs SLOs with the granting of degrees and certificates.

Planning Agenda - II.A.3.a. *General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic*

content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

The college will create programmatic SLOs, including creating specific outcomes for students completing the General Education portion of each program.

Planning Agenda - II.A.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

The District Academic Senate has almost finalized an Academic Freedom policy that is similar to the one used by the California State University system. When approved, the college will print that statement in its Catalog.

Planning Agenda - Standard II. B. Student Support Services. *The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

The Student Services Division will annually review and update its cluster plan and develop strategies to improve student services.

Beginning with the fall 2007 semester and continuing with the spring and fall 2008 semesters, the Student Services Division has continued to reassess the pathways that students must travel from office to office, given the relocations. As a result, all of the Students Services units and programs have created goals for 2008 to accommodate the temporary relocations of their respective units and programs.

Planning Agenda - II.B.1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

The college needs to hire regular staff who can be trained in all aspects of student services programs to provide direct information and service in the morning and evening at the Rosemead Center.

The college also needs to hire a Student Services Specialist and cross-train him or her in the diverse student services programs and services provided to students for the Rosemead Center by the spring 2009 semester.

The college needs to work with off campus vendors to investigate the feasibility of increasing web-based student services in the areas of Admissions, Counseling and Financial Aid. The college will also investigate the feasibility of an online counseling system to increase access to services for online and general student populations.

Planning Agenda - II.B.3.a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or deliver method.*

By the end of 2008, with the development of Student Service Outcomes (SSOs) and the collection of assessment data, there will be a systematic approach of assessing how the student service units and programs are meeting the needs of the students.

The college recognizes the need to provide greater access to student services through improved technology. The Student Services Division is in the process of determining the feasibility of implementing online student services. Specifically, the Student Services Division plans to provide a means through which counseling services can be provided to students over the internet.

Planning Agenda - II.B.3.c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

The Counseling Department will develop and implement online counseling by the end of 2008.

The Counseling Department will seek to increase the number of counseling faculty members to meet the increased demand of the growing student population.

By the end of spring 2009, the Counseling Department plans to have established Student Service Outcomes (SSOs) for implementation, and to start the collection of data for review by the fall 2009 semester. This process will include the deployment of a survey system capable of creating Point of Service surveys for all Student Service units including Counseling.

Planning Agenda - II.B.3.e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

The Office of Research and Planning and the Chemistry, Mathematics and English Departments have committed to conducting regular evaluations of the assessment placement instruments in coordination with the Assessment Office and the State Chancellor's guidelines in accordance with "Standards, Policies, and Procedures for Evaluation of Assessment Instruments Used in the California Community Colleges"

The college plans to conduct validation studies on newly selected instruments during winter and spring of 2009. Newly validated Mathematics and English assessment tests will be deployed thereafter. These efforts have been integrated into the Basic Skills Planning Matrix for the 2008- 2009 academic year. Regular evaluations will be conducted on each instrument on a continual basis.

Planning Agenda - II.B.3.f. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

The college's Admissions Office will seek the additional staffing resources to dedicate to directly scanning or contract scanning of all admission documents to an outside company. The admission forms will be redesigned for the ease of indexing and scanning into the computer database.

Planning Agenda - II.C.1.b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

To assess the quantitative impact of workshops provided by the Learning Assistance Center that promote information competency, the Learning Center will determine the following: 1) total class orientations and workshops for the past three years as noted on the Appointment Calendar; 2) The number of repeat class orientations and workshops requested by particular instructors; 3) total number of orientations and workshops for special populations for the past three years; 4) the number of repeat orientations and workshops for special populations for the same time period; 5) Total number of LAC workshops for online applications to UC and CSU for the past three years as noted in the Appointment Calendar and at the Transfer Center; and, 6) total number of FABSAs workshops conducted for the past three years.

To assess the qualitative impact of workshops that promote information competency, the Learning Center will develop evaluation tools for the following: 1) class orientations and workshops; 2) online college application workshops; and, 3) individual tutoring sessions on word processing, Internet and email access.

Standard III

Planning Agenda - III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

The responsibilities and purpose of the newly created District Human Resource Council should be communicated to all college leadership, including the faculty, to ensure their input, suggestions, and recommendations.

The college leadership will examine the possibility of establishing a Human Resource Office on campus.

Planning Agenda - III.A.1.b.*The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

The college faculty leadership will study the evaluation process for possible flaws and forward recommendations to the faculty. Recommendations may include trainings and workshops for potential evaluators.

The senate leadership will encourage the District Academic Senate to review AFT faculty evaluation forms and process, formulating recommendations to be considered for the next contract ratification.

The college president and the academic senate will continue to work together to create a means of addressing the completion of the current vice presidents' evaluation process. While still maintaining confidentiality, the college shall adopt a process for providing feedback to the faculty to ensure integrity and transparency in the vice presidents' evaluation process.

Planning Agenda - III.A.1.c.*Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

The use of added evaluation components will help SLOs become a greater part of the college culture. The use of SLOs as component of the unit's Program Review and Program review Annual Update will also assist in the development of interdisciplinary discussions on student learning and the effective use of SLOs.

Planning Agenda - III.A.1.d.*The institution upholds a written code of professional ethics for all of its personnel.*

The Academic Senate will work toward reviving its inactive Ethics Committee.

Planning Agenda - III.A.6.*Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

The college will work to improve the link between college planning, Program Review and budget decisions to ensure that the funds are distributed in a manner that enhances the institution's ability to fulfill its mission.

Planning Agenda - III.C.1.*The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

Budget conditions permitting, the IT Department will hire more staff to assist in supporting the current technology as well as developing and deploying future projects.

Planning Agenda - III.C.1.a.*Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

The IT Department will develop and administer Point of Service surveys for students. These surveys will be administered during the fall 2008 semester.

Planning Agenda - III.D.1.a.*Financial planning is integrated with and supports all institutional planning.*

The college will revise and improve the integration of financial and institutional planning. The ESGC will receive reports from the strategic planning subcommittees that will identify unfunded and under-funded projects to ensure those needs are accounted for in preparing the annual budget or identified for funding from the college's positive balance.

The college will also ensure the successful implementation and assessment of the annual update process to ensure decisions about the annual budget are based on the strategic goals.

Planning Agenda - III.D 1.d.*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

The college will implement the program review annual update process for non-academic units.

Planning Agenda - III.D.2.a.*Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

The college will communicate audit findings beyond the ESGC.

Standard IV

Planning Agenda - IV.A.1.*Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and*

students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

The Budget Committee will develop a narrative of the process and structure of the budget allocation process at all levels and will provide a graphic that assists the college at-large in understanding this process. It will be incorporated in the college's decision-making handbook when it is completed.

The Research and Prioritization Committee will establish a college-wide research agenda and post this agenda on the college's Research and Planning website. Additionally, through consultation with the Research and Planning Office, the Research Prioritization Committee will develop a structure and process for the dissemination and use of data and research findings by faculty, staff, committees, the President and his Cabinet for use in decision making.

The Budget Committee will report to ESGC recommendations on spending any discretionary monies derived from the college's yearly fund balance.

Planning Agenda - IV.A.2.a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

In light of the recent increase in the hiring of new faculty, great opportunity exists for recruiting new committee participants. The importance of participation on committees should be stressed during new faculty orientation, at department meetings, and during opening day activities. The college, led by the faculty leadership, classified leadership, and administrators, will collaborate via a workshop or retreat to determine methods of promoting of the involvement of all constituents in the governing process.

The Academic Senate will reexamine professional development guidelines to develop a specific policy that supports faculty participation on committees.

Planning Agenda - IV.A.3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

The Academic Senate and college president will work to iron out areas of disagreement in the faculty hiring policy, with the goal of formalizing an official policy.

The Academic Senate and college president will work toward improving transparency and timeliness of communication between the President and Joint Hires Committee regarding final hiring decisions and explanation of any deviations from Joint Hires recommendations.

Planning Agenda - IV.A.4. *The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

The college will be more responsive to the preparation of substantive change reports as required by guidelines and policies of the Accrediting Commission.

Planning Agenda - IV.A.5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis of improvement.*

The Research and Planning Office will present the District Core Indicator measures and the measures for monitoring the strategic, educational, facility, and technology plans to the ESGC. Additionally, it will determine the exact timeline it will use to report the progress on these measures to the college-at-large over and above posting results on the Research and Planning website.

Planning Agenda - IV.B.1.b *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

The board should consider appointing a district representative(s) to oversee the construction progress within the district.

Planning Agenda - IV.B.1.c *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

The board should develop a planning policy to allow a college the use of contingency funds during a budget crisis if the college can demonstrate a significant growth in technical or academic programs.

Planning Agenda - IV.B.1.g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Feedback on the board's performance should also include input from the Student Affairs Committee.

Planning Agenda - IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

The board should reconsider whether a consultant-led process is in fact the best way to evaluate key administrative personnel and the chancellor. In an effort to promote transparency from the district, the board should clarify the components/rating system to include the relevance of a consultant-led process in the overall evaluation of key administrative personnel and the chancellor.

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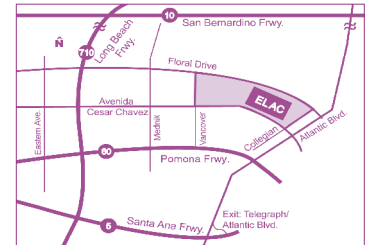
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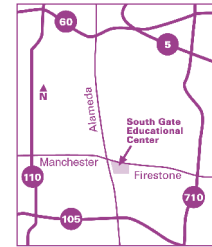
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