

East Los Angeles College Educational Master Plan

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

Goal #1- Expand Educational Opportunity and Access

Goal #2- Student Success

Goal #3- Planning, Accountability and Service

East Los Angeles College Educational Master Plan

GOAL #1 – Expand Educational Opportunity and Access

East Los Angeles College will increase awareness of the educational opportunities available and expand access to vocational, transfer, basic skills and lifelong learning programs among all populations in the service area, including those that have been traditionally under-served by institutions of higher education.

1.1) Expand outreach to new potential target populations within the service area

- A. Reach untapped students in 6th-12th grade at new “feeder” schools
- B. Promote ELAC to college-bound high school students as their first choice among community colleges
- C. Establish offsite courses for individuals employed with companies
- D. Recruit under-represented students, such as males and members of ethnic groups with low enrollment at the College

Responsible College Entity
Associate Dean of Outreach and Recruitment.
Collaborators: CalWORKS, EOPS/CARE, Escalante, Offsite Education Coordinator, PACE, RCAT, Million Dollar Scholar Initiative, Dean of Career Technical Education, Dean of Economic Development

1.2) Align potential target population needs with academic programs and student services

- A. Develop an evaluation of high school offerings to determine program and partnership feasibility
- B. Expand current program offerings for middle and high school students to address basic skills and developmental education needs
- C. Encourage future ELAC enrollment by developing methods to link middle and high school students with Matriculation, Counseling and Financial Aid services
- D. Expand weekend course offerings according to student needs

Vice President of Workforce Education and Economic Development, Vice President of Academic Affairs, Vice President of Student Services
Collaborators: Matriculation, Associate Dean of Outreach and Recruitment, Student Success Committee

- E. Create certificates on a fast-track schedule to appeal to incumbent workers and other student markets that are normally drawn to private colleges, vocational schools and online programs

1.3) Create a cyclical calendar of activities designed to provide potential students with basic college information

Vice President of Student Services
Collaborators: Vice President of Workforce Education and Economic Development, Vice President of Academic Affairs

- A. Expand regular college-planning and financial aid workshops for potential students and their parents
- B. Expand collaboration with local high schools, city agencies, local businesses, unions, and other community organizations to offer annual special college/school events
- C. Develop partnerships with high school counselors, teachers and administrators
- D. Create an annual “ELAC-High School Honor Students Day” and invite appropriate high school staff to participate

1.4) Further develop strategies to encourage students to apply for financial aid and to demystify the financial aid process

Financial Aid Committee

- A. Develop informational materials in multiple languages that include assistance in filling out forms and that describe succeeding steps in the application process
- B. Offer financial aid information and assistance as part of the admissions and assessment process near admissions registration and assessment sites
- C. Develop methods to more efficiently and securely notify students of financial aid awards and how they can accept their awards

1.5) Strengthen existing offsite centers and satellite campuses

Offsite Committee,
Collaborators: Academic Senate, Vice President of Workforce Education and Economic Development, Vice President of Academic Affairs

- A. Develop procedures to identify optimal offsite course offerings through partnerships between the Offsite Committee, Academic Affairs/Workforce Education, and the Academic Senate
- B. Develop an evaluation process to assess and review educational support services offered to students at offsite centers to ensure that the quality, quantity and accessibility of offsite services equal the same services provided on the main campus

1.6) Analyze process and procedural barriers to facilitate student access to programs and services

- A.** Conduct a longitudinal analysis of student demographics over the last 5 years to determine which populations may have decreased enrollment numbers and use the results to develop outreach and recruitment strategies
- B.** Effectively utilize environmental scan data to identify populations within our service area who attend other community colleges and develop strategies to attract these potential students
- C.** Ensure that all student service offices offer customer service surveys as recommended by Program Review Validation Committees
- D.** Based on analyses of A-C, implement action plans that mitigate or eliminate process or procedural barriers to student access to programs and services

Vice President of Student Services
Collaborators: Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development, Research and Planning Office

GOAL #2 – **STUDENT SUCCESS**

East Los Angeles College will place student learning at the center of all endeavors by creating a vibrant learning community that offers challenging, student-centered courses and programs taught in a variety of “state-of-the-art” modes and means of delivery. Engaged, professional faculty and staff, who expect the best from themselves and from their students, will work together to identify and eliminate barriers to student success and enhance critical thinking, student engagement, persistence, and goal attainment—including transfer to four-year institutions, job and career preparation and placement, basic skills improvement, and lifelong learning.

2.1) Strengthen basic skills instruction, particularly in the areas of mathematics and English language arts, to assist learners in acquiring the knowledge to function effectively as citizens, workers and lifelong learners

Responsible College Entity

A. Align organizational and administrative practices with research and effective practices for student success in basic skills instruction to achieve transition of more students to college-level courses and to meet the training and educational needs of the college student population.

Refer to Basic Skills Self-Assessment Tool Matrix Section A for specific collaborators (Appendix A)

B. Increase marketing efforts to promote student awareness and participation in the matriculation process; Increase access to assessment services including computerized testing and extended year round hours (days, evening, and Saturdays); Create a seamless process and transition for developmental students through matriculation, courses and progression into college-level coursework.

Refer to Basic Skills Self-Assessment Tool Matrix Section B for specific collaborators (Appendix B)

C. Define an institutional vision that incorporates *basic skills faculty and staff development* into the college mission statement for the express purpose of increasing teaching and student services excellence; Formalize a Professional Development Plan based on the Student Success agenda, utilizing a faculty-driven needs assessment and emphasizing pedagogies and best practices for underprepared students; Measure said rates through verified strategies and published research studies.

Refer to Basic Skills Self-Assessment Tool Matrix Section C for specific collaborators (Appendix C)

D. Create and support instructional practices that best align with research and effective practices for student success in basic skills instruction to achieve transition of more students to college-level courses and to meet the training and educational needs of the college student population.

Refer to Basic Skills Self-Assessment Tool Matrix Section D for specific collaborators (Appendix D)

2.2) Make student learning the top priority by actively involving all faculty and staff in the definition and assessment of Student Learning Outcomes for all courses, programs, degrees, and support units

Vice President of Academic Affairs,
Vice President of Workforce
Education and Economic Development
Collaborators: Academic Senate,
Research and Planning Office, Student
Learning Outcomes Committee

- A. Acquire and use a computerized assessment management program to aid in the further development and assessment of SLOs, and make measurable improvements in all instructional, support and administrative services and units
- B. Disseminate expected learning outcomes widely to all students so that they can take an active role in shaping their own educational futures
- C. Disseminate SLO findings among campus members and the community
- D. Share successful practices through the college's SLO newsletter, website, and outside organizations

Collaborator: Information Technology
Manager

Collaborator: Information Technology
Manager

2.3) Deliver diversified and innovative modes of instruction to meet student needs and reflect current pedagogical and technological trends, including offering Distance Learning, alternative scheduling and intensive educational programs

- A. Strengthen and expand Distance Learning offerings by strengthening support for Distance Learning instructors and students
 - 1. Develop methods to ensure that the educational quality of Distance Learning is comparable to that offered on the main campus through collaboration between the Distance Learning program and Academic Affairs
 - 2. Develop methods to ensure that online students receive services of comparable scope and quality to those received by main campus students through collaboration between the Distance Learning program and Student Services
- B. Expand the use of technology in instruction through the Academic Computing Environment (ACE), by facilitating the use of video conferencing and the internet, by educating faculty about tools provided by the California Educational Technology Collaborative (CETC), and by expanding and improving technology support for innovative teaching and learning opportunities
- C. Establish and institutionalize a summer bridge program offering instruction in writing, English, mathematics, library and basic research, and personal development with partnerships across ELAC departments and disciplines
- D. Establish additional grant-funded, alternative strategies that may include learning communities and

Distance Learning Committee

Technology Planning Sub-committee

Vice President of Academic Affairs

Vice President of Academic Affairs

supplemental instruction for incoming and transfer-focused students

- E. Expand and strengthen the PACE Program by increasing the number of course offerings, creating tracks and/or themes to link course offerings, establishing an advisory committee and conducting a student needs analysis to ensure that student academic and service needs are being met Vice President of Academic Affairs
- F. Develop and distribute information about the Honors program to efficiently target and recruit students throughout the campus, especially in advanced mathematics, physics, chemistry, biology, and microbiology courses, and distribute Honors Program information on an on-going basis to the Academic Senate, Department Chairs, the ESGC, the ASU, the Counseling Department, and new faculty hires Vice President of Academic Affairs
- G. Expand international education and study abroad opportunities Vice President of Student Services
- H. Further explore first-year experience programs that have proven to facilitate student success for ELAC students and integrate the first-year experience with retention services Student Success Committee

2.4) Implement strategies to consistently enforce prerequisites and corequisites

Matriculation Advisory Committee

- A. Electronically enforce all prerequisite and corequisites
- B. Improve course prerequisite/corequisite challenge procedures through communication and coordination between Academic Affairs/Workforce Education and the Office of Admissions

2.5) Improve outcomes for all students—regardless of background, prior educational experiences, or physical condition—through the assessment, re-examination, and elimination of inequities in educational outcomes—including transfer rate, degree and certificate completion, persistence, and basic skills improvement

- A. Identify and implement effective practices for increasing non-traditional student involvement (e.g., single parents, students with children, part-time students etc.) Student Services, CalWORKS, EOPS/CARE
- B. Review courses that can be restructured from traditional to alternative formats to accommodate non-traditional students' schedules, need for childcare, and life demands Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development
- C. Improve student utilization of specialized resources such as EOPS and DSPS by providing appropriate staff and adequate services to meet student needs Vice President of Student Services
- D. Develop a customer service procedure for serving students with special needs and/or disabilities and publicize this procedure widely throughout the campus Vice President of Student Services

- E. Establish differentiated work schedules for administrators and student service personnel to ensure that evening and weekend students have access to student services **Vice President of Student Services**

- F. Evaluate the quantity, quality and accessibility of student services offered in the evening, including transfer services, counseling, matriculation, financial aid, and course offerings to ensure that students have adequate services to support the achievement of their educational and career/technical goals **Vice President of Student Services**

- G. Continue to implement the five-year Title V grant awarded in 2006 to improve academic literacy for all students **Title V Coordinator**
Collaborators: Academic Senate, Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development
 - 1. Identify effective practices for the instruction and support of language minority students and use this information to develop and implement strategies to improve the academic literacy of all students
 - 2. Develop and implement learning communities for multilingual students based on student learning styles
 - 3. Identify “gateway” courses in which students tend to fail due to limited academic literacy and offer supplemental instruction for those courses to improve student success
 - 4. Enhance the Writing Center by adding resources, tutors, and technology to increase services and assist students in the improvement of reading and writing skills Collaborator: Technology Planning Subcommittee
 - 5. Acquire additional Smart Classroom technology for use in developmental courses Information Technology Manager
 - 6. Support the development of SLOs and language-based assessments for all developmental courses

- H. Continue to improve efforts to comply with the requirements of Title IX by increasing the number of female participants in athletic programs, providing comparable facilities and equality in team/program budgets, and improving the ratio of male to female coaching staff **Athletic Director**
Collaborator: Vice President of Administrative Services

- I. Identify and investigate the impact of class size on student success in gateway courses. **Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development, Academic Senate**
Collaborator: Research and Planning Office

2.6) Improve tutoring and other such instructional services for all students

- A. Conduct regular meetings with the directors of all tutoring centers on campus (including the Learning Assistance Center, DSPS, EOPS, the Writing Center, the MEnTe Laboratory/Math Tutorial, and the Noncredit Resource Center) to discuss delineation of tutoring services and **Vice President of Academic Affairs**
Collaborators: Vice President of Student Services, Vice President of Workforce Education and Economic Development

responsibilities and to explore possible collaborative and complementary tutoring efforts

- B.** Explore methods to better assist Distance Learning students, such as training tutors in the use of software that supports online/hybrid courses
- C.** Explore means to fund and train tutors in office productivity, programs, research skills, and e-portfolios
- D.** Increase the availability of tutoring and supplemental instruction services for students at offsite centers

Distance Learning Coordinator

**Vice President of Academic Affairs,
Vice President of Workforce
Education and Economic Development**

**Vice President of Academic Affairs,
Vice President of Workforce
Education and Economic Development**

2.7) Develop strategies to ensure that support services are highly visible from the moment students first arrive on campus to the time they attain their educational goals

- A.** Conduct an annual Student Services Fair for new and continuing students to ensure they have access to information on all available services
- B.** Establish a “culture of referring” by providing faculty and staff with information on student services and training on how to best share this information with students
- C.** Develop a Comprehensive Student Support Center containing easy to use information on all campus programs, campus services and community support services
- D.** Develop a comprehensive student services college website

Vice President of Student Services
Collaborator: Matriculation Advisory Committee

Collaborator: Information Technology Manager

2.8) Develop and implement innovative approaches to student orientation

- A.** Expand orientation delivery modes to include videotape, web posting/online, web conferencing and other alternative formats
- B.** Hold a separate orientation for students’ parents

Matriculation Advisory Committee

Collaborator: Technology Planning Subcommittee

2.9) Develop strategies to continually improve counseling and advisement services that help students identify and monitor their progress toward educational and career objectives

- A.** Increase counseling services on the main campus and at satellite locations to comply with Title 5 and Academic Senate recommendations
- B.** Review student demand data available from SARS and adjust counseling accessibility to match student demand

Counseling Department Chair
Collaborators: Vice President of Academic Affairs, Vice President of Student Services, Vice President of Workforce Education and Economic Development

- C. Develop and implement strategies to improve communication and collaboration between the Counseling Department and each academic department
- D. Develop strategies to increase the number of student/counselor contacts to create student Educational Plans and to discuss progress toward meeting student Educational Plan goals, CSU-GE and IGETC requirements
- E. Implement a degree-audit system with electronic Student Educational Plans
- F. Expand Personal Development courses to:
 1. Teach students study skills, time management, and the college culture
 2. Provide up-to-date information on financial aid and transfer requirements
 3. Develop methods to support students' ability to assess and identify their own individual academic strengths
 4. Permit students to become more familiar with their own learning styles
- G. Develop methods to provide counseling and advisement services via email or other technology

Collaborator: Information Technology Manager

Collaborator: Information Technology Manager

2.10) Promote and support student transfer by developing methods to strengthen the Transfer Center

- A. Develop a peer mentor system
- B. Explore the feasibility of hiring a communications specialist who would focus on graphics, logo, flyers, announcements, newsletters, student email blasts, faculty email blasts, etc.
- C. Strengthen and develop faculty awareness of “The Transfer Process, Requirements and Deadlines” for public and private institutions
- D. Establish bridge and partnership summer programs with universities that encourage our students to enroll in transferable courses at the university
- E. Investigate possible unique transfer issues among subpopulations, such as students in Career/Technical Education Departments and/or from specific ethnic groups, and develop strategies to ensure the transfer success of these students
- F. Explore the feasibility of hiring a transfer specialist to track student progress after they graduate from East and have made the transfer to a university
- G. Explore the feasibility of hiring a part-time hourly counselor to focus on classroom “Transfer” presentations

Transfer Center Coordinator
 Collaborators: Transfer Committee Co-chairs, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Workforce Education and Economic Development

2.11) Improve and expand Library Services

- A. Increase the number of librarians to comply with Title 5 and Academic Senate recommendations
- B. Expand library hours and technical staff to support expanding services
- C. Develop additional methods to increase communication and collaboration between discipline faculty and library staff to continually enhance resources utilized for research by faculty and students
- D. Increase coordination between faculty and librarians in the development of research skills training methods
- E. Foster collaborative efforts by faculty and librarians in developing information-competency SLOs for courses and programs
- F. Promote greater consultation between faculty and librarians so when instructors are developing new courses or revising existing courses Library resources are updated appropriately to reflect the course outlines of record

Library Chair, Vice President of Workforce Education and Economic Development
Collaborator: Academic Senate

Collaborator: Curriculum Chair

2.12) Expand job placement, internship opportunities, and career services for students through increased collaboration with local businesses, corporations, unions, public agencies, and private organizations

- A. Develop a clear mission and plan for the Career/Job Placement Center
- B. Hold cyclical career/job fairs
- C. Offer a variety of work experience, career counseling and assessment, internship, and mentorship opportunities
- D. Advertise career center services to new and continuing students and increase efforts to raise awareness of services
- E. Hold an annual “Open House” with all academic departments to offer students information on academic disciplines and related careers
- F. Offer job listing information on the ELAC website

Vice President of Student Services
Collaborators: CalWORKS, Career Center Coordinator, Counseling Department Chair, Vice President of Workforce Education and Economic Development

Career/Job Placement Center Coordinator

2.13) Implement a range of state-of-the-art technological innovations to improve educational quality, access, and delivery of services to the college and community

Information Technology Manager, Vice President of Administrative Services
Collaborators: Technology Plan Sub-Committee, Information Technology

A. Fully implement the Academic Computing Environment (ACE) to support a student internet portal system that integrates the following to help students access essential information, monitor progress towards their educational goals, and connect more effectively with faculty and support services on campus

Manager

1. Student and faculty email
2. Course and faculty web pages
3. Student Learning Outcomes information
4. An interactive schedule of classes
5. College Catalog
6. A personalized student handbook
7. Bulletin boards, club websites and chat rooms
8. Support services access, information and updates
9. Hybrid courses, Pod-casting, and e-portfolios
10. Interactive calendars

Collaborator: SLO Coordinator

B. Offer training and assistance, including providing technology mentors for faculty through an innovative technology center to help students, administrators, faculty and staff adapt to and use cutting-edge technology in instructional, student and administrative services

Collaborators: Professional Development Coordinator, Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development, Title V Directors/Coordinators, Information Technology Manager
Collaborators: Professional Development Coordinator, Vice President of Workforce Education and Economic Development, Technology Planning Subcommittee

C. Promote the use of educational technology

1. To solicit a broad review by affected constituencies and to encourage use after purchase, any department/unit planning to seek bids on an individual software program or platform that could be licensed for college use will contact the Technology Planning Subcommittee (TPSC) to publicize their plan to faculty or classified staff. With the assistance of the Professional Development Coordinator, the TPSC will organize a Town Hall meeting or similar forum and post the information to the college portal to give any interested persons an opportunity to review the proposal and to provide feedback. If brought to their attention, the Senate or a Shared Governance Committee may request the TPSC and Professional Development Coordinator to communicate a planned bid as stated above.
2. All departments deploying educational technologies extensively (such as IT, Library, Learning Assistance Center and other labs, CTE Departments as well as Professional Development) shall publish their mission statement, strategic goals, and each semester's operational priorities on their web sites. If needed, the Senate or a Shared Governance Committee may request that said units publish or otherwise publicize their strategic goals,

etc. In collaboration with Professional Development, the Technology Planning Subcommittee will support publicity efforts as requested by a unit or authorized committee.

3. In conjunction with the Learning Assistance Center, Library, Senate, CTE Departments or other appropriate campus agency such as Specially Funded Projects (e.g., PAL), IT and Professional Development will hold seminars on developing trends in educational technology at least once per semester.
4. In conjunction with the Computer Applications and Office Technology, Computer Science, Graphic Arts or other technology disciplines, Professional Development and appropriate Specially Funded Projects will cross train faculty on equipment and software available at ELAC.
5. In collaboration with the Learning Assistance Center, Library, Senate, CTE Departments or other appropriate campus entities such as Specially Funded Projects (e.g., STEM-HSI), the Resource Development Office will seek grants that support the deployment of educational technologies and innovative training programs to facilitate the use of those technologies.

2.14) Offer a variety of Faculty and Staff Professional Development Activities that focus on personal and institutional advancement and promote a culture of professional excellence

- A.** Encourage faculty to explore emerging trends in their disciplines and to experiment with new “student-centered” pedagogies through the college’s “Teaching/Learning Center” and other related resources
- B.** Develop electronic bulletin boards and discussion forums focusing on pedagogy and curricular issues
- C.** Implement faculty-wide colloquia on a variety of educational issues, including but not limited to
 1. Strategies to increase critical thinking, reading, writing and research skills across the curriculum
 2. Effective practices for the implementation of learning communities
 3. Effective practices for teaching under-prepared and immigrant populations
 4. Cultural awareness and sensitivity
 5. Developing course and program SLO approaches
- D.** Orient new probationary and hourly faculty to college resources and practices to include accreditation, program review, curriculum development, educational planning, SLOs, college budget allocation, shared governance, collective bargaining and the AFT Contract, and information

Academic Senate, Vice President of Academic Affairs, Vice President of Workforce Education and Economic Development
Collaborators: Professional Development Coordinator, Technology Planning Subcommittee, Information Technology Manager

technology standards

- E.** Establish procedure to request individual achievements and services to the community by administrators, faculty, and staff to be publicized
- F.** Offer Staff Institutes that address classified staff issues such as leadership skills, shared governance, and employee recognition
- G.** Ensure that faculty and staff at offsite centers are provided with equitable professional development opportunities

GOAL #3 – PLANNING, ACCOUNTABILITY AND SERVICE

East Los Angeles College will foster a culture of planning and accountability by establishing clear strategic goals, assessing the effectiveness of efforts to meet these goals and reporting of results to internal constituencies, the District, the Board of Trustees and to the community on a regular basis. The college will provide high quality, reliable and relevant college data to use as a basis for informed program, department, division, and college-level decision making. The college will improve administrative systems and customer service through the establishment of more streamlined procedures and through improved access to information.

3.1) Institute a Research Prioritization Task Force to assist in developing the college-wide research agenda in support of Strategic and Educational Master Planning, accreditation efforts, enrollment management, Program Review, Student Learning Outcomes assessment, Viability Review, student assessment, and other emerging research needs

- A.** Establish and use clear benchmarks of institutional success, based on reliable research, to assess college performance and to make improvements on an ongoing basis
- B.** Make success measures and learning outcomes the central focus of all institutional, educational, departmental, and student services planning processes
- C.** Develop and publish regular reports providing institutional effectiveness data to support college-wide and departmental planning efforts, including annual College Profiles, Department/division data scans and Service area data scans
- D.** Publish an electronic Research and Planning Newsletter
- E.** Provide high-quality, reliable, relevant and easily usable data to support informed decision making
- F.** Promote more efficient use of existing data resources (BW, SAP, Protocol) by administrators and faculty
- G.** Develop procedures to continually validate and evaluate the effectiveness of established assessment instruments and established prerequisites and corequisites
- H.** Develop and implement methods to track the use of all campus services, to regularly gauge the quality of services to students and staff in each service department and to use this information to continually improve services
- I.** Develop methods to regularly evaluate teaching effectiveness

Responsible College Entity: Research and Planning Office

Collaborators: Academic Senate, Vice President of Academic Affairs, Vice President of Administrative Services, Vice President of Student Services, Vice President of Workforce Education and Economic Development

Collaborator: Information Technology Manager

J. Develop strategies to meet the needs of all students served by the institution through regular assessment of student outcomes

K. Develop systematic methods to track ELAC student transfer and job placement

3.2) Evaluate the effectiveness of and identify successful practices for existing programs, services, and policies. Communicate the outcomes of these efforts to the campus community and use the results to inform educational and strategic planning to improve programs and services

Research and Planning Office
Collaborators: Academic Senate, Vice President of Academic Affairs, Vice President of Administrative Services, Vice President of Student Services, Vice President of Workforce Education and Economic Development

A. Identify and evaluate effective practices as defined by the college's Research Prioritization Committee for programs which may include

1. Learning Communities, such as the summer BRIDGE program, Puente Project, and Adelante
2. Writing Across the Curriculum
3. Information competency across the curriculum
4. Modular Hour
5. Supplemental Instruction
6. Honors, PACE and MESA programs
7. Learning Center, Writing Center, MEnTe Laboratory, DSPS, EOPS, and Noncredit Resource Center services on campus and at offsite centers
8. English advisories to transfer-level courses
9. Basic Skills instruction in Math/English
10. New Math and English requirements for Associate Degree
11. Use of technology in instruction
12. Use of student computer laboratories
13. Distance Learning
14. Online registration and matriculation services
15. Escalante
16. Established assessment instruments

B. Evaluate the impact of counselor-student ratios and the utilization of student support services on transfer rates

3.3) Based on up-to-date, reliable data, educational master planning and program review goals, develop a long-term enrollment management strategy to meet the needs of the community served and attracts them to the institution

**Vice President of Academic Affairs,
Vice President of Workforce
Education and Economic Development**

A. Ensure that class offerings meet student demand by utilizing effective enrollment management

strategies

- B. Plan course offerings to ensure that all students, including evening and weekend students, can complete degree and certificate programs in a timely manner
- C. Integrate the use of state-of-the-art technologies with Enrollment Management processes
- D. Improve procedures for enforcing appropriate attendance accounting

Collaborators: Enrollment Management Team, Information Technology Manager

3.4) Strengthen Educational Planning, Program Development, Program Review, and Viability Review processes so that college programs continue to meet the career/technical, technological, and educational needs of students and local communities

**Vice President of Academic Affairs,
Vice President of Workforce
Education and Economic Development**
Collaborator: Academic Senate

- A. Assure the vigorous development of new course and program offerings, especially in high priority growth areas, such as allied health care, public service, environmental technologies, and public utilities
 - 1. Grow and expand programs and curriculum in the areas of Nursing, Electron Microscopy, Emergency Department Assistance and Medical Assisting
 - 2. Grow and expand programs and curriculum in the areas of Life Sciences, Health Information Technology, Respiratory Therapy, as well as curriculum that supports these programs such as Chemistry and Mathematics
 - 3. Develop an environmental and earth science program that will provide an interdisciplinary approach to the study of environmental systems. This program will include Earth Sciences, Physics, Anthropology and other disciplines that support this field
 - 4. Grow and expand programs and curriculum in the areas of Humanities, Administration of Justice, fire technology, emergency medical technician (EMT), law enforcement, public service, continuing and contract education
 - 5. Develop interdisciplinary Logistics and Transportation certificate, degree and transfer programs and enhance the International Trade program through grant-seeking activities, curriculum development and collaboration among campus departments that may include Architecture, Anthropology, Geology, Geography, Computer Applications and Office Technology, Automotive Technology, Business and Administration of Justice, Non-credit, English and Mathematics
- B. Develop and utilize an online Planning and Program Review interface to support the continual self-review and refinement of all college programs
- C. Implement the newly approved Viability Review procedures

Research and Planning Office
Collaborator: Information Technology Manager

**Program Review and Viability
Committee**

D. Establish a clear, and formal process linking college planning and budget

Research and Planning Office
Collaborators: Budget Sub-committee of the ELAC Shared Governance Council, Educational Planning Sub-committee, Facilities Planning Sub-committee, Technology Planning Sub-committee

3.5) Improve communication among departments, offices, and centers within the college and improve communication between the college, the District office, the Board of Trustees and other district colleges

- A.** Develop a systematic reporting method to inform college stakeholders, department chairpersons, the Academic Senate, staff, and the President about college, department and staff activities and achievements **President's Office**
- B.** Issue regular "State of the College" reports and timely updates on issues of broad concern to all members of the campus community **President's Office**
- C.** Ensure that facilities planning and implementation efforts are effectively communicated to all members of the campus community through **Vice President of Administrative Services**

 - 1. College Internet and Intranet
 - 2. College Citizen's Committee
 - 3. Facilities Planning Sub-committee
 - 4. Research and Planning Newsletter
 - 5. One-page notices in mailboxes
 - 6. Campus publications
 - 7. Student newspaper
 - 8. Public relations news releases
 - 9. An annual public meeting
- D.** Redesign and promote the use of the college website and develop regularly updated web pages for each campus department and service office **Information Technology Manager**
- E.** Support and increase participation in the conversion to "paperless" operations district-wide **Vice President of Administrative Services**
Collaborator: Technology Planning Sub-committee **President's Office**
- F.** Establish and provide access to college-wide master calendars for student activities, faculty deadlines, administrator deadlines, and standing committee meeting dates and times **President's Office**
- G.** Continually update and distribute official organizational charts for each campus office **President's Office**
- H.** Increase access to college information through official, regularly updated handbooks and documents **President's Office**

that establish clear guidelines and standardized policies and procedures for administrators, faculty, and staff. Provide online access and distribute handbooks to all relevant faculty and staff, including

1. Budget Handbook describing updated budgeting processes and purchasing procedures
2. Governance/Decision-Making Handbook
3. Annual Communication Handbook/Functional Directory
4. Curriculum Handbook
5. Administration/Staff Handbook, including human resource and equipment/facilities usage policies

I. Improve and foster the communication of faculty, staff and departmental issues through effective meeting structures

1. Hold regular meetings among the cluster of Career/Technical development departments and among the cluster of Letters, Arts, and Sciences departments
2. Hold regular meetings between faculty within department clusters and Counselors, Librarians, and Directors of tutoring centers
3. Hold an annual town hall meeting for all staff

J. Enhance college communication and effective shared governance through

1. Developing bylaws and formal descriptions of the function, goals and objectives of all reporting college committees
2. Updating and distributing membership lists and meeting times each year
3. Establishing and distributing guidelines for appropriate committee member conduct (Robert's Rules)
4. Establishing and distributing guidelines for meeting minutes and record keeping

K. Increase social activities that also improve the morale of faculty, administrators and staff

Collaborators: Academic Senate, Research and Planning Office

**Vice President of Administrative Services
Professional Development Coordinator**
Collaborator: Research and Planning Office
**Vice President of Administrative Services
Curriculum Dean and Curriculum Chair**
Vice President of Administrative Services

**Vice President of Academic Affairs,
Vice President of Workforce Education and Economic Development**
**Vice President of Academic Affairs,
Vice President of Workforce Education and Economic Development**
President's Office

President's Office
Collaborators: Academic Senate, Research and Planning Office and Committee Chairs

Vice President of Administrative Services

Appendices for Educational Master Plan items 2.1A – 2.1D

Appendix A:

Section A – Organizational/Administrative Practices

(Due on or before October 15, 2008)

District: Los Angeles Community College District

College: East Los Angeles College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Persons/Dept
1. Create a budgetary focus on basic skills programs and services to accurately identify the costs and staffing levels associated with basic skills to determine whether they are adequately funded and staffed.	A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution	Spring 2010	Vice-Presidents of Student Services and Academic Affairs (2), Planning and Research Office
2. Identify those students who assess into basic skills and actually take basic skills courses, and then, using this data, determine whether the college is providing enough sections and at the appropriate times.	A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution	Fall 2009	Planning and Research Office Academic Affairs Appropriate department chairs
3. Hire a full time administrator for student success to coordinate college wide basic skills efforts. Among other duties, the administrator would be responsible for including developmental educators in the planning process.	A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibly for college-wide coordination of basic skills program (s). A.1.3. Developmental educators are systemically included in broader college planning activities.	Spring 2009	VP of Workforce, Senate President, and Student Success Co-chairs
4. Using the Academic Senate, Shared Governance and Student Success Committee faculty as a base, hold a one-day retreat for team building with a mission to identify and implement ongoing plans to hold meetings that effectively	A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A1.2 Institutional leadership demonstrates a commitment to developmental education.	Fall 2009	Student Success Administrator in coordination with Shared Governance, Professional Development Coordinator

communicate interests, ideas, and issues within and across instructional and student services divisions.			
5. Establish extrinsic rewards for faculty willing to be involved in basic skills collaborations, including campus inquiry groups, curriculum restructuring and alignment, and professional development activities. Monetary rewards will be tied to measureable goals and outcomes.	A.1.2 Institutional leadership demonstrates a commitment to development education. C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate.	Fall 2009	Student Success Administrator in coordination with the Student Success Committee, appropriate vice presidents, Academic Senate, and Professional Development Coordinator
6. Embed Basic Skills effectiveness into Program Review.	A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	Fall 2009	Program Review and Viability Committee and Research Planning Office
7. Enhance the research capacity, including the hiring of appropriate staffing, to conduct studies of students in BS courses and their transition into degree and transfer level courses.	Develop queries, provide training & designate staff hours	Spring 2009	Planning and Research Office
8. Recommend that developmental education language be included into the hiring process.	A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.	Spring 2009	All Vice-Presidents & Academic Senate
9. Develop a detailed statement of the mission for developmental education at East Los Angeles College and communicate its goals and objectives across the institution.	A.2.1 A detailed statement of the mission for developmental education is clearly articulated. A.2.4 Developmental education goals and objectives are clearly communicated across the institution.	Fall 2009	Vice-President for Academic Services, Vice-President for Student Services, and Student Success Committee

<p>10. Create a campus wide plan regarding comprehensive student learning systems (CLSs), including benchmarks for effectiveness and cost-efficiency. Consider whether current programs on campus meet these criteria as a basis for continuing support.</p>	<p>A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</p>	<p>Spring 2009</p>	<p>Appropriate Administrators, Director of Research and Planning, Student Success Committee Task Force, Appropriate Faculty assigned to current CLSs, an Program Review and Viability Committee</p>
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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Appendix B:

Section B – Program Components

(Due on or before October 15, 2008)

District: Los Angeles Community College District

College: East Los Angeles College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/Department(s)
1. Resolve issue of assessment tools, cut scores, logistical issues and placement. Appropriately validate assessment measures to ensure proper placement into Basic Skills courses.	B.1 Orientation, assessment, and placement are mandatory for all new students	Fall 2009	Vice President of Student Services & VP of Academic Affairs, Dept Chairs for Math English and Matriculation Coordinator and Research & Planning.
2. Follow up on the referral process/mechanism for students who assess below entry level by hiring additional counselors to serve the basic skills students.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/program.	Spring 2009	Vice President of Student Services and Counseling Department
3. Counselors and instructors coordinate their efforts to encourage students to participate in the Assessments Process.	B.3. 2 Counseling and instruction are integrated into the developmental education program.	Fall 2009	& VP of Academic Affairs, Dept Chairs and Matriculation Coordinator and Research & Planning.
4. When appropriate, counselors advise students to take basic skills courses first before they enroll in college level courses. College examines course offerings to meet the students' basic skills needs.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/program.	Fall 2009	Vice President of Student Services & VP of Academic Affairs, Dept Chairs for Math English and Matriculation Coordinator and Research & Planning.
5. District is incorporating the Early Alert software into the Faculty Information System for faculty utilization. When implemented, faculty will need to be trained to use it.	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	Spring 2009	District IT, Professional Development, Academic Senate, Student Services, Faculty

6. Explore alternate counseling delivery methods, including use of faculty academic monitors and online advising. Create in-service training by counseling faculty in preparing faculty to be monitors.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/program.	Spring 2009	Vice Presidents, Student Services, Academic Affairs, Work Force, Department Chairs, Staff Development, and Academic Senate.
7. Increase the number of off-campus matriculation services (Admissions, Assessment, and counseling), at the high school level to prepare students successfully for transition to college. Includes increased articulation meetings with high school counselors.	A.4.1 Students are required to receive early assessment and advisement for sound educational planning. A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	Fall 2009	Vice-President for Student Services, Counseling division chair , Director for Planning and Research, Outreach and Recruitment, Admissions, and Matriculation
8. Create a campus inquiry group to include administrators, faculty, and staff to clarify the unique issues of developmental students. The group will work toward consensus about academic placement, student support and instruction. The group will agree to pilot programs around this consensus and/or develop recommendations for institutional, program, or academic policy changes.	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve results The Research and Planning office will facilitate the use of a data driven decision model in the area of basic skills to assist administrators and faculty in selecting effective practices that fit the ELAC student body	Fall 2010	Vice Presidents of Academic Affairs, Career and Technical Education, and Student Services; Dean of Research and Planning, Associate Dean of Research, Academic Senate President, Student Success Committee, Matriculation Advisory Committee, Ed Plan Subcommittee.
9. Collaborate with Academic Affairs, Workforce Education, Information Technology and Non-Credit Departments to devise a campus-wide strategy for marketing, orientations, and faculty training on Financial Aid referrals.	B.4 Financial Aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	Fall 2009	Vice Presidents of Academic Affairs, Career and Technical Education, and Student Services; Dean of Research and Planning, Associate Dean of Research, Academic Senate President, Student Success Committee,

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Signature, Academic Senate President Date

Appendix C:

Section C – Faculty and Staff Development

(Due on or before October 15, 2008)

District: Los Angeles Community College District

College: East Los Angeles College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Persons/Dept
1. Designate an administrator to work collaboratively with the Professional Development Coordinator on campus-wide staff development training.	(3.1.1, 3.1.2) C.1.2 Establish staff development goals linked to the institutional mission that balance the need for extensive administrative as well as faculty involvement in planning, implementation, development, and evaluation of staff development activities.	Jan. 2009	VP of Workforce, Senate President, and Student Success Co-chairs, Professional Development Coordinator
2. Design and plan faculty development programs which include educational theory and practice and thorough evaluation. Coordinate with faculty and staff related to Basic Skills to offer workshops addressing developmental education theory and practice for ongoing professional development series.	(3.2.1, 3.2.2, 3.2.4) C2.2 Thorough assessment and analysis of all existing staff development programs. Create programs which utilize successful research strategies and theoretical frameworks that support the enrichment of teaching and training. Evaluate programs by employing current research strategies and published research studies.	Feb. 2009 on-going thereafter each semester	English, Math, CAOT, Library, Noncredit, Adelante, Title V Project for Academic Literacy, Counseling, Learning Assistance Center, Writing Center, Professional Development Coordinator, Academic Senate, Academic Affairs, Workforce Education & Economic Development, Research & Planning.
3. Conduct ongoing, rather than one-shot, faculty and staff development activities.	(3.3.3) C.3.2 Establish a Teaching & Learning Center that provides systematic, diverse and continually reinforced staff development activities on institutional, departmental, and program levels	Feb. 2009 On-going thereafter	Professional Development Coordinator, Academic Affairs, Workforce Education & Economic Development, Student Services, Administrative Services.

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Persons/Dept
4. Establish "Teaching Communities," "Best Practices Forums," and peer mentoring programs. Institutionally identify faculty to attend strategic conferences and training programs.	(3.4) C.1.2 Identify faculty to share ideas via teaching communities, formulate strategies across disciplines, identify mentors or "master teachers" who can work with new and/or inexperienced faculty and send representatives to the California Teacher's Seminar. Emphasize the scholarship of teaching theory and practices.	Feb 2010	Professional Development Coordinator, Title V Project for Academic Literacy, Academic Senate, Administrative Services.
5. Publicize staff development programs through a variety of media (email, mailboxes, newsletter, website) for maximization of outreach efforts for attendance.	C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	Current-September 2008 and thereafter.	Academic Affairs, Workforce Education & Economic Development, Professional Development Coordinator, IT Manager
6. Conduct basic skills needs assessment surveys to target the "needs" of faculty and staff on campus, including off-site locations and noncredit programs.	C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	Spring 2009	Professional Development Coordinator, Academic Senate, Student Success Committee
7. Provide new full-time faculty members (teaching and non-teaching) with an orientation series that will include workshops on developmental education, campus services, teaching and learning techniques.	C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	On-going. Begins fall 2008.	Academic Affairs Workforce Education & Economic Development, Professional Development Coordinator, Academic Senate President, Student Services Division, Student Success committee, Title 5 (PAL & Technology)
8. Coordinate with the Conference & Tuition Reimbursement Committee on contacting faculty who have attended conferences to share their knowledge with colleagues by providing a workshop with the emphasis on teaching and learning.	C2.6 Staff development activities promote interactions among instructors.	Spring 2009 & on-going	Conference & Tuition Reimbursement committee, Professional Development Coordinator
9. Train faculty to incorporate ePortfolios into courses and create an electronic showcase of profiles, knowledge, achievements of faculty as well as students.	C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching" which in turn develops a "community of scholars."	On-going Begin in Spring 2009	Professional Development Coordinator, Title 5 Technology Activities Director, Instructional Technology department,

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Signature, Academic Senate President Date

Appendix D:

Section D – Instructional Practices

(Due on or before October 15, 2008)

District: Los Angeles Community College District

College: East Los Angeles College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)* <small>*EACH box includes the Basic Skills Associate Dean</small>
1. Within Basic Skills disciplines and within learning centers, consider hiring instructors with basic skills education and/or teaching experience that reflects effective use of basic skills teaching methodology and culturally mediated instruction.	D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	Spring 2009	Personnel Commission, Screening committees, Academic Affairs
2. If warranted, create clear sequencing of developmental English, ESL, and math classes from noncredit through transfer. Designate responsibility for the task and assure that the designee(s) are assigned these duties by shared governance as administrative or chair duties, or that these duties are assigned to teaching faculty.	D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate students progression through sequential levels.	Fall 2009	Chairs, Deans, & selected teaching faculty in English, ESL, math, Noncredit
3. Form various campus inquiry groups to review research and data provided through the Basic Skills Initiative, the USC Center for Urban Education, and other evidence of effective practices in basic skills education. Develop and propose curricular changes to improve student outcomes for basic skills based on findings. Share findings and proposals with ELAC faculty, staff, students and administration to create consensus for implementation of these curricular changes. Specific inquiry groups should focus on: reading, ESL, Generation 1.5 academic literacy needs, math, college readiness skills, library resources and information competency, and academic and student support services.	D.2. Curricula and practices that have proven to be effective in specific disciplines are employed. D.8.1 & D.8.2 Formal processes exist that facilitate and promote the exchange effective instructional strategies among faculty within disciplines (8.1)/across disciplines (8.2) D.8.3 Formal processes exist that facilitate and promote the exchange effective instructional strategies between faculty in general and developmental education programs.	Begin Fall 2008, complete Summer 2009	Academic Affairs, Student Services, Student Success Committee, Curriculum Committee, teaching faculty, research & planning

<p>4. Through a campus inquiry group as described in 3, followed by campus dialog, come to a consensus about the need to address concerns about reading levels in courses throughout the College. Recommend means to address the problem, which may include new or modified reading courses, but must include instituting a reading center or lab as soon as possible.</p>	<p>D.2. Curricula and practices that have proven to be effective in specific disciplines are employed. A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.</p>	<p>Begin Fall 2008</p>	<p>Credit disciplines, English, ESL, Reading, Noncredit chairs & Deans, and designated teaching faculty, research & planning</p>
<p>5. Through an inquiry group procedure as described in 3, examine the use of a variety of peer-to-peer learning assistance methods and the variety of venues throughout the campus including the Learning Assistance Center, Mente Lab, Noncredit Lab and the Writing Center and programs for first-time students. Define the problems and come to recommendations regarding the following issues:</p> <ul style="list-style-type: none"> A. Roles of different entities which offer tutoring and changes to maximize student academic success, efficiency and cost-effectiveness B. Current and future physical space issues crucial for achieving optimal student academic success C. Student academic support needs not met by existing entities D. Integration and buy-in for coordinated efforts between the entities and classroom instructors E. Referral procedures F. Creation of a tracking system to evaluate tutor/learning center effectiveness and a procedure for regular evaluations through Research and Planning 	<p>D 10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups). A.5. A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services. D.10.1 Learning Support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.)</p>	<p>Spring 2009</p>	<p>Faculty/ Division Chairs Program heads Learning Assistance Center directors Research & planning, appropriate faculty or administrators involved with peer-to-peer learning assistance</p>
<p>6. Improve academic support services in English, ESL, and Math as described in 6. A. through 6. D.</p>	<p>D.10 Programs provide comprehensive academic support mechanisms, including use of trained tutors.</p>	<p>Spring 2009</p>	<p>Academic Affairs, Writing, Mente and Learning Assistance Center Directors, English and Math Department Chairs</p>

<p>6. A. Assure that new tutors receive both general and discipline-specific tutor training, through tutor courses, workshops, or other means. Allow for a procedure whereby successful completion of training can be a factor in advancing a pay-level, thereby encouraging retention and higher quality of tutors.</p>	<p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline. D.10.5 Tutoring is available and accessible in response to student needs/desires</p>	<p>See 6.</p>	<p>See 6.</p>
<p>6.B. Require ongoing Writing, Reading, ESL and Math tutor training through regularly scheduled meetings. Meetings to be conducted by a faculty member trained in the discipline content.</p>	<p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline</p>	<p>See 6.</p>	<p>See 6.</p>
<p>6 C. Consider the creation of four Faculty Support Specialist positions, one for Writing, one for written ESL, one for Reading, and one for Math, as full-time faculty positions. The Writing Faculty Support Specialist to be assigned to the Writing Center, under the supervision of the Writing Center Director. The Math Faculty Support Specialist to be assigned to the Mente Center, under the supervision of the Mente Director. The Reading and written ESL Faculty Specialists to be under the supervision of the English Department Chair. In addition, hire on an hourly basis additional qualified full-time or adjunct faculty, as needed, to bring the Mente, Writing, Noncredit and Learning Assistance Centers 100% faculty supervised.</p>		<p>See 6.</p>	<p>Shared governance, Academic Affairs, CTE, Writing, Mente and Learning Assistance Center Directors, Department Chairs, Student Services</p>
<p>6 D. Consider how to adequately staff the learning centers, including the satellite centers, to meet demand for writing, reading, ESL and math services during peak times and also to allow expansion of hours. Build in a mechanism to facilitate increases in tutoring budgets if demand increases due to implementation of new effective practices by the centers.</p>	<p>D.10.5 Tutoring is available and accessible in response to student needs/desires</p>	<p>See 6.</p>	<p>See 6.</p>

7. Provide regularly scheduled meetings to share instructional strategies within departments and across disciplines. Include adjunct faculty to the greatest extent possible.	D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	Spring 2009	Faculty/Division chairs. Teaching Faculty to design strategy presentations.
8. Consider expanding and modifying classes with a study skills focus. Consider a 5-year goal to offer for all incoming students. Begin by comparing the curriculum of existing study skills courses to models from colleges where such courses are linked to basic skills or content courses, Modify existing ELAC study skills courses to consider these models. Consider at least one model that may be taught by classroom instructors. By Fall 2009, create pilots; at least one pilot should be a model taught by regular classroom faculty. Link all such pilots to a basic skills or content course, or incorporate into the course. Evaluate pilots to determine how to create the most effective courses for student academic success.	D.3.The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of students, as well as to their cognitive growth D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills	Fall 2009	Student Services and Academic Services faculty and staff. Academic Affairs
9. Identify departments and individual ELAC faculty who effectively employ Culturally Responsive Teaching theory to developmental instructional programs and services and develop professional development opportunities for basic skills faculty to attend presentations and collaborate and learn.	D.4. Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructions programs and services	Fall 2009	Professional Development Coordinator, Academic deans, English and Math and Noncredit department chairs

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Date

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Date