

ACCREDITATION EVALUATION REPORT

East Los Angeles College

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A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
East Los Angeles College on March 23-26, 2009

Dr. Helen Benjamin, Chair

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EAST LOS ANGELES COLLEGE COMPREHENSIVE VISITING TEAM ROSTER

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SUMMARY OF THE EVALUATION REPORT

Institution: East Los Angeles College

Date of Visit: March 23-26, 2009

Team Chair: Dr. Helen Benjamin
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An eleven-member accreditation team and two assistants visited East Los Angeles College (ELAC) from March 23–26, 2009, for the purposes of determining whether and how well the institution continues to meet accreditation standards, evaluating how well the college is achieving its stated purposes, and providing recommendations for quality assurance and institutional improvement.

Established in 1945, ELAC is one of nine colleges in the Los Angeles Community College District and one of three colleges participating in accreditation visits in the 2009 cycle, Los Angeles Trade and Technical College and Los Angeles City College being the other two. Since the last accreditation visit in 2001, the college has changed considerably. The service area has grown from 1.1 million in population to more than 1.5 million; the number of full-time equivalent students has grown from 17,000 to 22,250. Enrollment continues to grow dramatically and is expected to grow at a rate faster than the district, county, state, and the country. Community service and other classes are being offered at the Rosemead Educational Center, which serves approximately 1,500 students. The college and the district are in the process of trying to secure a permanent location for the South Gate Educational Center. The college is in the midst of a huge transformation of its physical facilities as a result of the passage of three capital improvement bonds beginning in 2001. Many buildings, originally intended for temporary use, are being demolished and replaced while others are being renovated to provide an environment that is conducive to student learning and subscribes to sustainability practices that support the environment. East Los Angeles College is a dynamic, well-managed, and vibrant college with a genuine focus on meeting the needs of its diverse student population.

Members of the college community cooperated with the team in the completion of its work prior to and during the visit. College staff members were extremely professional, courteous and helpful in meeting the variety of requests and needs of the team. As a result, team members had numerous interactions and opportunities to observe the college in action through one-on-one and group interviews, including attendance at regular college meetings, conducting two public forums, a review of the distance education program, a tour of the main campus, and visits to the South Gate and Rosemead Educational Centers. In addition, team members had the opportunity to visit the district office; interact with the trustees, chancellor, and district administrators; and attend a meeting of the LACCD board of trustees.

The visiting team began its work long before the visit to the campus, carefully reviewing and responding to the college self study document individually and collectively. College publications, including the college catalogue, course schedules, and the college institutional

effectiveness document, received considerable attention from the team. Information contained on the college website was used in verifying information contained in the self study as well. The team was well prepared for the visit.

The team found ELAC to be a college engaged in doing many things simultaneously and doing them well. The college is in the midst of transforming to meet the needs of the future while continuing to meet the needs of the present and shifting from a college with an emphasis on teaching to one with an emphasis on learning. The college is also in the midst of a huge enrollment increase while more than half the campus is under construction. College staff members are meeting requirements from the accrediting commission, the state, their district office and others. As a result, they are examining what they do in and out of the classroom to ensure success and retention of students. Their work is concomitantly challenging and inspiring. It is against this backdrop that the following commendations and recommendations are made.

College Commendations

Employees at the college are engaged in a variety of activities that bring distinction to the college and contribute to student success. The following listing represents only a few of those activities.

- The college community has demonstrated resilience and a steadfast commitment to meeting the needs of students through exemplary and innovative instructional and career technical education programs.
- The college has continued to pursue and be awarded for its efforts in seeking external sources of revenue as evidenced by the acquisition of grants in areas such as nursing and engineering, the formation of partnerships, and an increase in contributions to the college foundation.
- The college's enrollment of first-time students has increased by 21.4 percent from 2006 to 2008, and the outreach to high schools has resulted in a 198.4 percent rise in enrollment for the same period with 1,868 high school students concurrently enrolled in 2008.
- The college researches and identifies its student population and uses the results to develop programs and services appropriate for its diverse student body.
- The college president has provided consistent leadership resulting in stability for the college.
- Members of the college community demonstrate adaptability and flexibility in meeting the needs of students in the midst of several major construction projects.
- The college revised core planning documents (Educational Master Plan, Facilities Master Plan, and Technology Master Plan) so that they will align with the District Strategic Plan and with one another.
- The college has a strong commitment to meeting the needs of economically and educationally challenged students. This commitment is demonstrated by the breadth, depth, and diversity of innovative instructional and student service programs such as Adelante, Escalante, Mathematics Engineering Science Achievement (MESA), Program for Accelerated College Education (PACE), and Math Enrichment through

Technology (MEnTe). Further evidence is seen in the state and federal grants sought and secured by the college in meeting the needs of its diverse population.

- The college is engaged in its community and responds to its needs. The college has expanded its presence in the community through its South Gate Educational Center, which serves over 4,600 students and includes a one-stop center of student support services, a growing array of instructional offerings, and shuttle service to the main campus. In addition, community service courses as well as college courses are offered to more than 1,000 students at the Rosemead Educational Center.
- The college has dedicated, committed, and responsive faculty and staff. Students consistently reported the positive interactions they had with faculty and the willingness of faculty to assist them and to meet their needs. The staff are friendly and welcoming and, according to students, have made them feel that ELAC is their second home.
- The students at ELAC demonstrate a commitment to pursuing their educational goals with positive attitudes while navigating a campus that is in the midst of a major physical transformation.
- The college and its leadership are to be commended for judicious and prudent management of financial resources.

College Recommendations

Recommendation 1: Mission

The team recommends that in order to meet standards, the college ensure that the revised mission statement receives board approval. (Eligibility Requirement 2, Standard I.A.2)

Recommendation 2: Improving Institutional Effectiveness

The team reasserts the previous recommendation given to the college in 2003 that in order to meet standards, the college should integrate planning with decision making and budgeting processes to ensure that the decisions to allocate staff, equipment, resources, and facilities throughout the college are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (Eligibility Requirement 10, Standards I.B.2; I.B.3; I.B.6; IV.B.2.b)

Recommendation 3: Instructional Programs

In order to achieve the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012, the team recommends the college accelerate its completion of Student Learning Outcomes for courses and programs and complete the assessment cycle by using assessment results to improve instruction and student services. (II.A.1.b-c; II.A.2.a-b; II.A.2.e.-i; II.A.3; II.A.6; II.A.6.a)

Recommendation 4: Instructional Programs

In order to improve, the team recommends the college ensure that the current program review process is transparent and clearly communicated to the college constituencies. (II.A.2.f)

Recommendation 5: Student Support Services

In order to meet standards, the college should regularly evaluate and augment, if necessary, staffing, services and programs in the student services division to ensure student needs are being met. (II.B; II.B.3.c)

Recommendation 6: Decision-Making Roles and Processes

In order to meet standards and improve communication and continuity, the team recommends the college fully develop a formal written policy describing its governance and decision-making structures and processes. The policy should define the roles and responsibilities of the constituent groups in governance and then develop methods for the regular assessment of governance and decision making structures, widely distributing the results and using the results for continuous improvement. (IV.A.2; IV.A.5)

District Commendations and Recommendations

(Shared in Los Angeles City College and Los Angeles Trade Technical College reports)

The Commission accredits only institutions which award degrees (colleges). Many individual colleges are part of larger systems as is the case in the LACCD. ELAC is one of nine colleges in the district. The Commission recognizes the important role a district plays in the ability of the college to meet the accreditation standards and has established guidelines for visits to districts/systems. In meeting the requirements set forth in the Commission Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, members of three teams visited Los Angeles City College, Los Angeles Trade and Technical College, and East Los Angeles College. Team members spent a half day at the LACCD district office in individual and group meetings with the chancellor, members of the LACCD board of trustees, and key administrators. Team members gleaned information and materials pertinent in verifying the statements made in the three institutional self studies. Throughout the visit, district personnel were available to all team members as needed. In addition, representatives from each team attended a meeting of the board of trustees held during the visit.

The LACCD is the largest multi-college community college district in the nation, serving more than 120,000 students from a wide variety of ethnic, cultural, linguistic and socioeconomic backgrounds. The feeder high schools in the Los Angeles Unified School District have over 700,000 students; 210,000 of whom are undocumented. According to the chancellor, the major challenges for the district are to keep relevant, functional Career and Technical Education (CTE) programs viable, provide quality education through transfer programs, and plan adequately to meet the various needs of the incoming students.

Since the last visit in 2003 for the three colleges seeking reaffirmation in this cycle, the district has made great strides in many areas, including developing a functional map which delineates college and district roles, decentralizing some district functions to the colleges such as faculty hiring and purchasing, providing coordination in accreditation and other areas, and developing a plan for the “greening” of the district. The district has also developed a mechanism for resolving employee issues by establishing a single point of contact (SPOC) at each location with the authority to meet emergency needs of employees.

LACCD faces many challenges and opportunities as the largest and most diverse community college system in the country. The following commendations highlight only a few of the innovative and relevant actions taken by the district in improving the effectiveness of the colleges.

District Commendations

- The district has dedicated considerable resources to planning and applying sustainability principles and practices throughout the district. (IV.B.3.b)
- The district has focused attention on enhancing the skills and abilities of its employees by developing formal staff development programs and activities, e.g., Faculty Teaching and Learning Academy, Administrative Leadership Program, and Project Match. (IV.B.3.b)
- Since 2001, the district has initiated three successful capital facilities bond measures totaling \$5.7B, enhancing the learning environment for students throughout the district service area. (IV.B.3)

District Recommendations

District Recommendation 1: Financial Resources and Board Administrative Organization

In order to improve, the post-retirement health liability should be carefully monitored for the potential fiscal ramifications that could arise over the next few years. (III.D.1.c)

District Recommendation 2: Board and Administrative Organization

In order to improve, both the district and the college need to evaluate the consistent adherence in practice to the recently developed delineation of operational responsibilities and functions. (IV.B.3.a)

District Recommendation 3: Board and Administrative Organization

To meet standards, develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district. Widely communicate the results of the evaluation and use those results as the basis for improvement. (IV.B.3.g)

**ACCREDITATION EVALUATION FOR
EAST LOS ANGELES COLLEGE
March 23–26, 2009**

Introduction

East Los Angeles College (ELAC) was established in June of 1945 with classes beginning the following fall semester. The college was separated from the Los Angeles Unified School District in 1969 by the state legislature and became one of the colleges in the Los Angeles Community College District. Communities served by the college include Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Monterey Park, Rosemead, San Gabriel, South San Gabriel, South Gate and Vernon.

The main campus covers 84 acres and currently serves more than 30,000 students at its main campus in Monterey Park and at its two centers in South Gate and Rosemead. The college offers a variety of courses for certificate, degree, transfer, career technical, basic skills and community service programs. The college is in an urban setting and serves a student population that is 75 percent Latino, more female than male, and more than half of whom are under the age of 24. More than 50 percent of households in the college service area are below the poverty level; the top ten feeder high schools to the college have a majority of students who are socioeconomically disadvantaged. Over 85 percent of students assessed by the college test into English and math courses below the college transfer level. The college demonstrates success in meeting the needs of its students by addressing their needs in its educational master planning. Data show significant gains have been made in a number of student outcomes.

In the years since the 2003 college comprehensive accreditation visit, the district has passed two local bond elections and one at the state level. Coupled with other state funding, ELAC is in the midst of a major remodeling and construction boom. Currently under construction are the performing and fine arts complex, administrative services building, and the student services center. A parking structure with 1800 spaces will open this spring. In 2008, renovation of the college library, refurbishing of the college stadium, installation of a baseball facility, and other upgrades were completed. At the same time, the college is experiencing a dramatic increase in its enrollment and considerable increases in its financial resources which continue to be well managed. Among the nine colleges in the LACCD, ELAC is rated highest in institutional efficiency as measured by institutional effectiveness data developed by the district. Since the last self study, the Rosemead Educational Center has been opened and is serving approximately 1,500 students.

Recent Accreditation History

The last comprehensive accreditation visit to the college was conducted in the spring of 2003. As a result of that visit, the accreditation of the college was reaffirmed, and the college was required to submit a midterm report in 2006 addressing the five recommendations made by the visiting team and the self-identified areas for improvement contained in the 2003 self study. The college submitted the midterm report on time and received a letter from the

Commission in June 2006 indicating that the report had been accepted. A comprehensive visit was scheduled for the spring of 2009.

The 2009 Self Study

The self study document was generally well organized and contained all the elements required by the Commission. Some portions of the responses to the four standards were poorly written, underdeveloped, repetitive, and lacked cohesion. Throughout the study, there was a disconnection between the descriptive summary, the self evaluation and the subsequent planning agenda. Many of the self evaluation components are more descriptive than evaluative and contain restatements from the descriptive summaries. For example, even when the description and/or self evaluation indicate that the college has not fully addressed the standard, nearly every reference to the standards reads, "This standard is met." Occasionally, a need for a plan is contained in the self evaluation or description section, but not included as a specific planning agenda item. In several places in the study, the self evaluation and planning agenda components are omitted. The descriptive summary, self evaluation and planning agendas should be more focused and precisely supported with appropriate evidence and documentation. More analysis, more student participation and more use and integration of the accreditation themes would have improved the overall quality of the self study report. In addition, evidence was not appropriately cited in the printed edition. As a result, it was difficult to evaluate the appropriateness of the evidence referenced when reading. The document appeared to have been developed without the opportunity for dialogue that would have allowed for self reflection and yielded a more cohesive and thoughtful self study. Despite the weaknesses in the self study and the accompanying evidence, the team was able to verify the degree to which the college met the requirements for accreditation required by the Commission. College staff members eagerly accommodated the needs of the team in completing its work.

**RESPONSE TO RECOMMENDATIONS OF THE
PREVIOUS VISITING TEAM
March 18-20, 2003**

Evaluating the college under the former ten standards, the previous visiting team gave seven areas in which the college and the district needed to respond in the intervening six years.

College Recommendations

2003 Visiting Team Recommendation 3.1

The college should integrate planning with decision making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the college are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data (Standards 1.3, 3A.3, 3B.2, 3B.3, 9A.1).

The March 2006 Midterm Report presented a thorough response to the recommendation. The unit-level program review process was reviewed and revised. The Program Review Committee, a shared governance committee, developed a six-year review cycle (four years for review and two years for preparation of the accreditation self study). The revised process included a unit-level assessment of progress in meeting the seven strategic priorities identified in the 2003-2006 Strategic and Educational Master Plan. Requiring an annual update of program reviews ensures that units continue to work toward achieving the strategic goals. Program validation committees promote continuous improvement through the inclusion of commendations and recommendations.

While the midterm response to the recommendation focused on the program review process, the response presented in the self study emphasized broader institutional planning documents. Upon visiting the college, involvement in a rigorous, albeit recent, revision of several critical planning processes, including program review, educational master planning, technology master planning, facilities master planning and strategic planning, is evident.

The explanation of these documents and how they influence the allocation of resources is neither fully explained in the midterm response or the self study, nor was evidence of that influence presented during the visit. The planning documents themselves, however, reveal a direct connection to the three current college strategic goals: Expand Educational Opportunity and Access; Student Success; Planning, Accountability and Service.

A combination of both the midterm response and the self study response demonstrates that the institution has made progress in meeting the previous recommendation. However, while the relationship among the three core planning documents is evident, the college has not fully integrated these planning processes with decision making and resource allocation.

This recommendation is only partially met. See Recommendation 2: Improving Institutional Effectiveness.

2003 Visiting Team Recommendation 3.2

The college should develop a model to systematically gather and report evidence of Student Learning Outcomes (SLO) at the course, program, certificate, and degree levels in order to assess institutional effectiveness at multiple levels of operation (Standards 3A.3, 3A.4, 3C.1, 4B.3).

The institution has demonstrated its commitment to completion of the SLO/assessment cycle through the appointment of an SLO coordinator, a full-time faculty member who has a .6 full-time equivalent (FTE) reassigned time devoted to this effort, and two recently appointed faculty SLO Facilitators (one full-time and one adjunct), who each receive a .4 FTE assignment to facilitate the process. The SLO Committee (SLOC) is composed primarily of faculty representing most departments and an administrative presence. The SLOC meets regularly to develop SLO guidelines and rubrics and is working with the Academic Senate to determine the best placement of SLOs, for example, in the syllabus or in the official course outline of record (COR). Recently, an SLO Assessment Committee (SLOAC) composed of the SLO coordinator and facilitators, a research and planning representative, an Academic Senate representative, a student, and an administrator has been formed and has held two meetings. When fully operational, the group will review SLO reports.

To date, SLOs have been identified for 52 percent of the course inventory. Of those, assessment measures have been identified for 35 percent, but only 9 percent of the courses with SLOs have been assessed and 7 percent of those have used the assessment information to improve learning. As a result, more work is needed to complete the full cycle of SLO assessment and to fully address this recommendation.

In order to achieve the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012, the college must accelerate its completion of Student Learning Outcomes for courses and programs and complete the assessment cycle by using assessment results to improve instruction and student services.

This recommendation is only partially met. See Recommendation 2: Improving Institutional Effectiveness.

2003 Visiting Team Recommendation 5.1

Based on the priorities and objectives in the strategic plan, the college should complete a master plan for coordinated student services that creates a clear direction for future development in programs, services, priorities, positions, and leadership for the future (Standards 5.3, 5.6, 5.10)

The college has not responded to Recommendation 5.1 by developing a master plan specifically for the Student Services Division. Since the last visit by the accreditation team in 2003, the institution has undergone a reorganization of the Student Services Division including the addition of a vice president of student services and the filling of a vacant dean position. The college's Educational Master Plan integrates student service programs in the educational mission of the institution. The student services division recently completed a program review that was approved by the institution's Shared Governance Council (October,

2008). The student services division is currently developing Student Learning Outcomes (SLOs) (Fall Report, 2008). Thirteen of the units within the student services division have identified SLO activities. The student services division SLO report identifies core competencies and/or college goals, unit activities related to the SLO, and evaluation and assessments for each of the related activities. However, the SLO process is incomplete since it has not gone through the full cycle of collecting evaluative data, evaluating results, and using the results for continuous quality improvement.

This recommendation has not been met, and in the view of the visiting team, there is no need for a separate student services master plan to be completed in light of the integrated process the college is beginning to implement.

2003 Visiting Team Recommendation 7.1

The college should ensure that faculty and staff evaluation is consistent and timely, as well as tied to the opportunity for staff development. Individuals who are responsible for evaluations should be trained and the evaluation process should be consistently implemented and monitored (Standards 7B.1, 7B.2, 7C.1, 7D1).

The college now ensures that faculty and staff evaluations are consistent and timely. Systems and processes are in place for tenured and nontenured faculty, as well as staff, to be evaluated on a regular cycle. Processes are also in place to train the vice presidents on the evaluation process. In addition to managers who evaluate staff, the college may want to consider providing more formalized training to other members on the faculty evaluation team.

The college also has well-established staff development opportunities with a fully staffed Teaching and Learning Center, various workshops, web-based training, and opening day activities. Additionally, funds are available for off-campus professional development activities. The self study response does not identify the tie between the evaluations and staff development opportunities.

This recommendation has been met.

District Recommendations

2003 Visiting Team Recommendation 7.2

The college and district should work together to clearly delineate the functions of each in the faculty hiring process (Standards 7A.2, 7A.3).

The faculty hiring process has been decentralized. The faculty hiring process is clearly delineated on page 105 of the District-College Functional Map.

This recommendation has been met.

2003 Visiting Team Recommendation 9.1

The district should strengthen budget accountability and expenditure controls to ensure that each site exhibits fiscal integrity and sound management and accounting

practices. Moreover, the district should ensure that the allocation model is fair, consistently implemented and well understood (Standards 9A.4, 9B.1, 9B.2, 10C.6).

The district has implemented functions that have improved accountability. The district has reviewed the allocation model and does believe that it ensures fairness, consistency and is easily understood. As is frequently the case, not all colleges at LACCD would agree with the outcomes. The further decentralization of functions, such as purchasing, has assisted with such improvements.

This recommendation has been met.

2003 Visiting Team Recommendation 10.1

Based upon the work begun in developing a functional map, the district and college should more specifically delineate operational responsibilities and functions, giving particular attention to shared and overlapping areas. The district and college should also establish a method and time frame for regular evaluation and revision of the delineation based upon changing circumstances (Standards 10C.3, 10C.4, 10C.5).

Overall, the district and the college are responding to this recommendation. The decentralization of the district “remains a work in progress,” and this is evidenced by the district’s chancellor directing senior staff to engage the nine colleges in an ongoing dialogue to further clarify district/college relationships. However, in 2008, the board of trustees made the issue of decentralization and the creation of a functional map that more clearly delineates operational responsibilities and functions a priority. This functional map includes a set of “functional flow charts/visual maps” of the district and college roles in 30 critical administrative processes, ranging from curricular approvals to the establishment of specially funded programs. The draft of the LACCD/College Functional Map is currently being discussed by the district’s academic senates and shared governance councils. According to information provided in the 2009 self study, sections of the revised functional map will be added as links to the district’s website in spring 2009. On a local institution basis, the college has developed a campuswide organizational chart that delineates administrative and supervisory oversight as well as oversight for each campus division and department. Furthermore, a decision-making handbook and a shared governance handbook are being developed.

Although the district and college have made substantial progress in response to the recommendation of the previous visiting team, it is not apparent that the district or the college has established a method and time frame for a regular evaluation and revision of the LACCD District/College Functional Map and for completing and assessing a decision-making and a shared governance handbook based upon changing circumstances. In summary, this ongoing decentralization is a work in progress that requires periodic reviews and updates.

Although the end results have yet to be evaluated, the college and district are meeting this recommendation. See Recommendation 2: Improving Institutional Effectiveness.

ELIGIBILITY REQUIREMENTS

As a result of the visit, the team found the college to be in compliance with all of the eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges except requirements 2, 8, 10, 11, and 19.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by the body. If incorporated, the institution shall submit a copy of its articles of incorporation.

East Los Angeles College is authorized to operate as a fully accredited educational institution and to award degrees by ACCJC, the California State Chancellor's Office and the Board of Trustees of the Los Angeles Community College District.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The visiting team finds that the college meets this requirement with a qualification. The college mission statement approved by the board in 2002 is published in the college catalog; however, the college revised the mission statement in 2007 and has published the revised version of the mission statement in many college publications including the institutional self study. Unfortunately, the revised mission statement has not yet been approved by the board of trustees. Currently, the institution is promoting two different mission statements to its internal and external stakeholders. However, the college will be in compliance if it follows its plan to submit the new mission statement along with the strategic plan to the board in April 2009.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those

interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

East Los Angeles College is one of nine colleges of the Los Angeles Community College District. The district has an eight member board, one of whom is a student (non-voting). The seven members are elected for four year staggered terms by citizens of Los Angeles and neighboring communities served by the district. The board established policies and procedures that ensure the operation of the district and adherence to conflicts of interest regulations by its members.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The college has a very able chief executive officer who has served as president of the college since 1995. His full-time responsibility is to the college; he possesses the requisite skills and authority to provide leadership for the college.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administrative capacity for the college is adequate with all managers possessing the skills required to enable the college to support its students as required by the mission and purpose of the college.

6. Operation Status

The institution is operational, with students actively pursuing its degree programs.

The college is fully functional, serving more than 30,000 students with a variety of skills, abilities, goals, and backgrounds.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

East Los Angeles College offers a broad range of certificates and degrees. The majority of the courses offered by the college are required for completion of those degrees and certificates.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are

conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The visiting team finds that the college meets this requirement with a qualification. ELAC's degree programs align with its mission of providing transfer, career technical, basic skills, and community service courses and programs while serving a diverse community at its main campus and off-campus sites. The degree programs are of sufficient length, breadth, and rigor. Currently, 52 percent of ELAC's courses have SLOs; however, in January 2007, the Academic Senate adopted institutional-level Core Competencies.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The college awards credit in a manner consistent with generally accepted practice.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

The visiting team finds that the college does not meet the requirement. Currently, ELAC does not have SLOs and achievement outcomes available at the program level. Thirty-five percent of ELAC's courses have defined assessment measures, yet there is no evidence that formal assessment is in place at the program level. For the career technical programs, ELAC is attempting to obtain feedback from students who have completed programs on their preparation and readiness for the workplace. See 2009 Recommendation 3.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

The visiting team finds that the college meets this requirement with a qualification. Each degree program incorporates a component of general education. Demonstrating

competence in writing and math are requirements for completion of all degree programs. Although SLOs do not exist for every course, the college's core competencies (institutional-level SLOs) have been adopted.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The college abides by the policy on academic freedom established in the district board rules.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The college has a strong group of full- and part-time faculty to teach in the variety of programs and provide services to its large student population. They all meet or exceed the requirements of their individual assignments. As indicated in the *Faculty Handbook* and the *Adjunct Faculty Handbook*, faculty responsibilities include development and review of curriculum and assessment of learning.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The college provides a variety of student support services to meet the diverse needs of its student body consistent with its institutional mission.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college maintains and adheres to admission policies that are consistent with its mission.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The college provides information and learning resources in a variety of forms and supports the needs of its diverse student population.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The college plans for and has financial resources to support student learning programs and services in assuring financial stability.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letter prepared by an outside certified public account or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide 'Audits of Colleges and Universities,' published by the American Institute of Certified Public Accounts. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility, application process.

The college and the district have policies and procedures in place to assure financial accountability.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of Student Learning Outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The visiting team confirmed that the college has structures and processes in place to meet this requirement. However, the system for evaluation, integrated planning, resource allocation, implementation, and re-evaluation has yet to be developed and applied. See Recommendation 2: Improving Institutional Effectiveness.

20. **Public Information**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or publications where other policies may be found.

East Los Angeles College meets this requirement by publishing the required information in print and through electronic media.

21. **Relations with the Accrediting Commission**

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

As found by the team, East Los Angeles College adheres to the Commission's eligibility requirements and standards.

STANDARD I

Institutional Mission and Effectiveness

A. Mission

General Observations

East Los Angeles College has updated its mission statement and published it in the three new main planning documents: the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan. However, this mission statement has not been approved by the board. This delay in the approval process was at least partly intentional, based on the decision to bring it forward with the strategic plan that is due to go to the board April 29, 2009. This incomplete effort is emblematic of the planning process at the college where the necessary elements are being developed or have recently been developed, but the elements are coming together in an order that is not entirely standard. The process is being driven in major part by staffing and time limitations and necessary deadlines for bonds which required completion of the Educational Master Plan and Facilities Plan. Turnover in staff within the Research and Planning Office, as well as a shortage of staff to accomplish all of the duties of the office, have had an impact in the delivery of services, in spite of readily apparent hard work and competence of the staff.

Findings and Supporting Evidence

East Los Angeles College has a board-approved mission statement that defines the broad purposes of the institution and its intended student population. The statement, which was approved in 2002, reflects a student population interested in transfer, career technical employment opportunities, basic skills development, and life-long learning through community service courses and programs. The demographic information provided in the 2007-2008 College Profile and Data Book, as well as the student satisfaction surveys conducted as a component of accreditation, supports the college's definition of its intended population. (I.A.1; I.A.2)

The college has established student learning programs and services aligned with its purposes, its character, and its student population. For example, the college has developed the Regional Contract Academy of Training for incumbent workers to meet the needs of local business and industry, the Adelante First-Year Experience Program for recent high school transfers, the Program for Adult Education (PACE), and more. Moreover, the college offers a broad selection of educational programs for transfer, basic skills and community service. Additionally, the college's Educational Master Plan illustrates the relationship between student services and the intended student population by including goals and objectives for outreach efforts, financial aid workshops, transfer services, job placement, and more. (I.A.1; I.A.2)

While the board-approved mission statement appears in the catalog, the college has moved prematurely to include the newly revised and college-approved mission statement in several college publications, including the institutional self study and the college web page. According to evidence supplied in the study and interviews, the review and revision of the mission statement began as an element of a regular six-year strategic planning cycle, which

has not yet been completed; however, the revised version of the mission statement was approved through college governance structures in November 2007, and is scheduled for board approval in spring 2009. (I.A.2; I.A.3)

The revisions to the mission statement were intended to reflect an emphasis on student learning as a collaborative, rather than unidirectional, process moving away from the “providing” as opposed to “facilitating” learning. In addition to revealing the institution’s commitment to learning, the mission statement also provides focus for the newly developed planning documents: the Educational Master Plan, the Facilities Master Plan, and the Technology Plan. Each of the core planning documents is structured around three core college goals: Expand Educational Opportunity and Access; Student Success; and Planning, Accountability and Service. These goals align with the core indicators of institutional effectiveness that provide the framework for the district strategic plan. (I.A.4.)

The college has utilized its governance structures to review and revise the mission statement; however, the process by which a college decision is forwarded to the district for approval by the board is not clear. A decision was made to submit the revised mission statement to the board for approval when the new college strategic plan was also ready for approval; unfortunately, the college processes for developing and approving a new strategic plan were focused on developing the core planning documents that were required for implementing existing facilities and technology projects.

Conclusions

The college is moving ahead to a new and promising future in physical structures and in institutional processes to continuously improve learning and service delivery to a changing student body. A great deal of work has gone into creating the new annual update for program reviews to augment the six-year review process. The Research and Planning Office has made solid progress in delivering the research necessary for program reviews as well as the mandatory reporting and other necessary data for managing a modern community college. Hiring of staff, training, changes to the college committee structure, and hard work by the faculty have resulted in the writing of SLOs for a majority of the courses and in the necessary initiation of the assessment process by early adopters. The revised mission statement has been approved through the college’s internal processes and published in various print documents; however, it has not yet received board approval.

This standard is not fully met.

Recommendation 1: Mission

The team recommends that in order to meet standards, the college ensure that the revised mission statement receives board approval. (Eligibility Requirement 2, Standard I.A.2)

B. Improving Institutional Effectiveness

General Observations

The Research and Planning Office is successfully fulfilling the basic data reporting needs of the college. Data are provided for the production of the Fact Book, program reviews, and survey support for student services. Data reporting for Integrated Postsecondary Education Data System (IPEDS) and Accountability Reporting for Community Colleges (ARCC), both mandated, are being met as well. The office provides quantitative data for program review, as well as serving as the organizing office for setting up Program Review Validation Committees, preparation of the annual update forms, distribution and collection of the forms, and integration of the planning process into the campus culture. The six-year cycle of program review has been completed by more than 80 percent of the required departments/units. Of those that have completed the cycle, nearly 30 percent have completed the annual update using the new process. This review effort has been accomplished simultaneously with the roll-out of the new annual program review update cycle and related forms with corresponding training and committee organization to oversee the process. Bringing all these elements together is an accomplishment, but there is a price to be paid in inconsistent adoption and understanding of the process and forms. The overall planning processes lack continuity and connection to critical decision making and resource allocation structures, such as the budget and joint hiring committees.

Interviews with faculty indicate that department chairs have found the new annual update to be a good method for integrating Student Learning Outcomes (SLOs) into the process and for bringing the program review recommendations into the budget process, even though the budget process has not yet been modified to allow for prioritization of requests emerging from the program reviews. In spite of the positive attitude toward the program review process in supporting the inclusion of SLOs, the collegewide adoption of SLOs in academic programs is inconsistent. The interviews also indicate that the hiring of a new SLO coordinator and facilitators has improved the adoption rate and the faculty view of SLOs. Unfortunately, the inconsistent adoption of SLOs combined with the slow adoption of the new annual update process make this part of the planning process far more of a work-in-progress than a complete process.

Problems exist in the longer-term planning process where the Strategic Plan is in the process of being completed to tie together the Educational Master Plan, the Technology Master Plan, and the Facilities Master Plan with the new goals that align with district strategic goals and Core Indicators of Institutional Effectiveness. When completely implemented, these goals should reconcile the campus planning with district planning. However, the disjointed revision and implementation of the planning processes has resulted in the current dilemma where the six-year program reviews and annual updates are targeted on the old goals and mission while the strategic and related plans are tied to the new goals, thus creating a bifurcated planning process.

Campus participation in the development of the Educational Master Plan was widespread, though the outsourcing of the Facilities Master Plan and the Technology Master Plan has led to less 'buy in' according to some anecdotal information. The revision of the Strategic Plan

is being done using the 2003-2006 Strategic Plan with little direct campus input on a large scale. The 2003-2006 Strategic Plan was not extended officially, but serves as the template for the new Strategic Plan. This process is again time and staffing driven, and while probably acceptable, because of the successful efforts to bring the campus community into the Educational Master Plan, is not optimal. However, the conclusion of the Strategic Plan along with an update in the annual review forms to align with the new goals will complete the integration of the process into the new goals and mission.

Findings and Supporting Evidence

The dialogue about student learning and continuous improvement is reflected in two critical processes: the development of Student Learning Outcomes and the systematic review of programs and services through the program review process.

Although there is evidence of initial efforts by the college to encourage dialogue, development and assessment of student learning in a variety of departments and programs, including student services, a broad collegewide understanding of or dialogue about Student Learning Outcomes (SLOs) is not apparent. In spite of the apparently limited dialogue regarding the establishment of SLOs across the institution, the college has made some progress by establishing a Student Learning Outcomes Committee that promotes information through college meetings, publications, and professional development activities. Moreover the SLO Committee has verified there are 1,216 courses in ELAC's course inventory of which 634 now have SLOs, and 221 have assessment tools developed. The Student Learning Outcomes Assessment Committee (SLOAC) is responsible for encouraging a collegewide dialogue on assessment as a tool for improving existing courses, programs and services. Unfortunately, the task of the SLOAC is hindered by an ongoing debate within faculty ranks about the concept of "continuous improvement." (I.B.1)

Through a comprehensive and recently revised program review process, the college maintains an ongoing, collegial and self-reflective dialogue about the continuous improvement of student learning and educational processes. The program review process also allows the college to assess how well learning is occurring and to make changes to improve student learning. The comprehensive program review cycle requires individual departments and service units to review their progress in a variety of areas every six years. Annual updates, in which specific recommendations are responded to by identifying and implementing action plans and measuring the affect of those actions on student success, are conducted. While the process primarily focuses on measurable performance indicators (retention, completion, success rates), the newly revised annual update has been modified to include the Student Learning Outcomes progress report for each unit. (I.B.1)

The comprehensive process requires a review of both external and internal scan data, a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), and the projection of future plans. The program review process incorporates collegial and self-reflective dialogue through the use of Program Review Validation Committees (VC), which are comprised of faculty, administrators and, when appropriate, classified staff. The VC reviews unit program reviews and offers both commendations and recommendations. The process involves multiple levels of dialogue between the unit representative and the members of the

Validation Committee prior to the program review being forwarded to the Shared Governance Council for broader review. Finally, the program reviews are forwarded to the college president for approval. Copies of the annual update are maintained by the Research and Planning Office, the area dean, and the department/unit under review. (I.B.1)

In addition to the newly developed SLO and program review processes, the college has recently revised three core planning documents and is in the process of revising its strategic plan, including mission, vision, values, and strategic goals. The newness of many of these plans and the non-linear processes followed by the college in reviewing and revising them have created a planning dilemma for the institution and has made the alignment and integration of planning processes problematic. For example, the college goals identified in the recently revised core planning documents align with the district planning documents; however, the revised program planning process continues to align with outdated college goals identified in the soon-to-be revised college Strategic Plan. (I.B.2; I.B.3)

The core planning documents include the Educational Master Plan (EMP), the Technology Master Plan, and the Facilities Master Plan, with the EMP as the foundation for the other two planning documents. While the institution has established college goals for the recently revised core planning documents that are consistent with its revised mission statement and stated purpose, the newly identified goals do not align with the strategic goals identified in the board approved college Strategic Plan, which was approved in 2003. However, the college goals articulated in these core planning documents do align with the district core indicators of institutional effectiveness and strategic goals. Furthermore, each of the newly revised college goals is supported by measurable objectives, specific action statements, and the identification of the college entity responsible for completing the action. (I.B.3; I.B.4; I.B.5)

As evidenced by a variety of shared governance committee minutes and membership lists, the development and implementation of the EMP was a college-led effort with broad-based participation by appropriate college constituents. However, the Technology and Facilities Master Plans were developed by external agents, and the sporadic collegewide opportunities for dialogue suggest that more needs to occur to solicit input by appropriate constituencies and to promote broad understanding of how these new planning documents will integrate with existing planning documents and processes. Consequently, the degree to which institutional members understand the goals and work collaboratively toward their achievement is unknown, yet faculty leaders are confident that the college is communicating planning issues clearly and consistently.

The by-laws of the Shared Governance Council indicate that it is responsible for overseeing the development and integration of the three master plans into the overarching college Strategic Plan. Currently, the responsibility for developing the framework for the revised Strategic Plan rests with a Strategic Plan task force, operating within the Educational Master Plan Sub-Committee. This task force has produced a draft document that shows the alignment among current college planning documents and the district Core Indicators of Institutional Effectiveness and the district strategic goals.

The college is in the initial phase of planning process development, revision and implementation; however, much more has to be done before the planning processes are fully integrated, systematic and stable enough to be evaluated. The Research and Planning Office oversees the program review process, which is the beginning of the cycle of evaluation of institutional effectiveness (I.B.3); however, the process by which the master plans will be evaluated is not clear, nor are the timelines for review. Moreover, the evaluation mechanism has not been developed or situated within the stated responsibilities of the Shared Governance Council or any other governance committee.

There is no evidence to indicate a complete cycle of planning, evaluation and improvement has occurred for any of the planning processes, including program review and the recently revised master plans (I.B.4). While the evaluation of the planning processes may not yet have occurred, the institution does use documented results to communicate matters of quality assurance to appropriate constituencies relative to student success (College Profile, Facts in Brief, internal scans, environmental scans, and employee and student surveys). While the overall structures are present for conducting a thorough assessment of planning processes, the newness of the master plans and the absence of a consistent and fully staffed research presence suggest that the college has not yet met this standard (I.B.5; I.B.6). Finally, unfilled positions in the Research and Planning Office and an extended period of instability in the college's research efforts and personnel appear to have hindered the college's efforts in implementing and assessing planning processes across the institution. (I.B.5)

Conclusions

The next step is for the college to bring the moving parts together into policies and procedures that make the campus an organized, data driven, learning-centered environment. The finalization of the strategic plan, including the campus-approved mission statement, and the approval of the board represent critical next steps in building the structure for continuous improvement. After the Strategic Plan ties in the new mission statement, the Educational Master Plan, the Technology Plan, and the Facilities Plan, the college needs to align the annual program evaluations and program review processes with the new goals as articulated in the newly revised Strategic Plan to bring focus from the old "producing" model to the new "facilitating" model that places student learning at the center of all college planning efforts.

The institutionalization of the SLOs, assessment, and annual program updates must be done to move the new procedures from the early adopter departments solidly into the campus culture. The new learning-centered focus must become sustainable to enhance and improve the delivery of instruction and services not in response to outside stimuli, but as a part of the way of conducting business. The college has taken major steps along the path to a learning-centered college. For the college to move into cycles of continuous improvement the program reviews and SLOs need to be widely adopted and, more importantly, they must be useful to the instructors in conducting courses and staff in delivering services to the college. Simply collecting the information 'because you have to' is a path to lost momentum. Integration of the learning outcomes and program reviews into the allocation of resources will help to ensure the adoption of the new procedures, as well as lead to steady improvement in the college and its students.

The college has recently engaged in the process of reviewing and revising several critical planning processes including program review, educational master planning, technology master planning, facilities master planning and strategic planning. Although the strategic plan has yet to be completed, the other planning processes have all been implemented to some degree and training of stakeholders has begun through a variety of college forums, including professional development, shared governance meetings, and workshops held by the Office of Research and Planning. While the relationship among the three core planning documents is evident, the college has not fully integrated these planning processes with decision making and resource allocation.

This standard is partially met.

Recommendation 2: Improving Institutional Effectiveness

As noted by the 2003 team, the current team recommends the previous recommendation given to the college in 2003: The college should integrate planning with decision making and budgeting processes to ensure that the decisions to allocate staff, equipment, resources, and facilities throughout the college are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2; I.B.3; I.B.6; IV.B.2.b)

STANDARD II

Student Learning Programs and Services

A. Instructional Programs

General Observations

East Los Angeles College offers curriculum leading to degrees, certificates (locally-approved and state-approved), employment, or transfer to other institutions at the main campus in Monterey Park and its Rosemead and South Gate Educational Centers. This array of academic, career technical, noncredit, and in-service training academies serves more than 30,000 students (22,250 FTES-Full-time Equivalent Students) and meets the mission of the college (II.A.1). The college offers 39 associate degrees within a variety of disciplines, 44 state-approved certificates, and 67 locally-approved skill sets in career-technical programs. Innovative programs such as the East Los Angeles College Regional Contract Academy of Training (RCAT), the Adelante First-Year Experience Program, Escalante Program, Distance Education (DE) Program, and the Program for Adult Education (PACE) in addition to collaborations with local high schools provide support, services, modes of instructional delivery, and scheduling options that meet the needs of students and the community.

The student population is predominantly Hispanic or Latino; the second largest demographic group is Asian or Asian Pacific Islanders. Females represent 62 percent of the total student numbers, and nearly half of the students are under the age of twenty-four. Student surveys indicate nearly a third of students work at least 40 hours per week. The average API (Academic Performance Index) score from ELAC's ten feeder high schools is 624 (800 and above is considered passing). Additionally, over 85 percent of assessed students place into developmental or basic skills courses in math and English. In spite of these low entry skill levels, more than one-third of students list transfer as a goal. The college offers developmental, precollegiate, short-term training, career technical certificates, international education programs, and other specialized programs for special student populations. All curriculum (courses and programs) are recommended by the college's Curriculum Committee and approved by the Academic Senate in accordance with local college and district policies and procedures. (II.A.2)

Standard II is the lengthiest section of the self study. Many sections are primarily descriptive, including those under the heading self evaluation, and are written in the future tense. Narratives in this section do not always focus on the standards, but instead describe the college's practices and future plans. That said, there were very few planning agendas included even for those areas where a hint of a plan was referred to in the self evaluation and more importantly, plans were missing in key areas related to SLOs and assessment. This is of particular concern in light of the previous visiting team's recommendation that the college "develop a model to systematically gather and report evidence of Student Learning Outcomes at the course, program, certificate, and degree levels in order to assess institutional effectiveness at multiple levels of operation."

Findings and Supporting Evidence

The college demonstrates all instructional programs align with the mission of the college and upholds its integrity through program and curriculum review processes. Each new program request is submitted to the Curriculum Committee via the district's Proposed New Program Request form (PNPR). The form requires information on the manner in which the program's stated goals align with the college's mission. Annual internal scans related to student enrollment and success data, discipline advisory committee recommendations, and student surveys are used to identify student needs. (II.A.1.a)

The college offers credit/noncredit courses and programs via traditional lecture/lab, hybrid, online, short-term, contract education, and not-for-credit community education. Department chairs are responsible for overseeing programs offered in all formats. A faculty member with 60 percent reassigned time serves as the Distance Education (DE) Coordinator and oversees the training and certification of DE instructors. All DE courses are separately approved by the Curriculum Committee. The program's website, <http://www.elac.edu/online/index.htm>, includes basic information on course login, instructor resources, library and bookstore information, as well as FAQs. Currently, ELAC students can enroll in approximately 50 DE courses making it possible to earn two different AA degrees completely online, one in Arts & Humanities and the other in Social and Behavioral Sciences. (II.A.1.b)

In 2007, the college began developing Student Learning Outcomes for courses, programs, certificates, and degrees. At the time of this visit, 52 percent of the courses (634 of the total 1,216 courses) had developed Student Learning Outcomes. On January 27, 2007, the Academic Senate adopted institutional-level SLO Core Competencies which include five academic, three personal growth and enrichment, and two cultural and global awareness skills. In partnership with community/business groups and through discussions with advisory councils, CTE faculty identify necessary skills outcomes for their programs. Descriptions in the catalog and program-specific brochures provide a brief explanation of the manner in which program completion will prepare students to perform skills, sit for an exam or enter the workforce.

To a certain extent, the college's efforts in the area of assessment have been hampered by the absence of a fully staffed research office, and according to the self study, the lack of "full faculty buy in." Of the 634 courses with SLOs, 35 percent have a defined assessment process, but 9 percent have completed an assessment and only 7 percent have been changed as a result of assessment results. The college's Student Outcomes Learning Assessment Committee (SLOAC) has met twice; the membership of the committee is still being finalized. When fully operational, the committee will review SLO end-of-year reports. Tools are currently being developed by the SLO coordinator and SLO facilitators to assist faculty in linking specific course goals with particular assessment tools. ELAC has revived its Research Prioritization Committee to assist in assessment needs generated from SLOs. However, the college still has work to be done on the development of Student Learning Outcomes for courses and programs (which is not dependent on research) and in assessment to complete the full cycle of assessment for courses, programs, and core competencies before fully addressing this standard. (II.A.1.c)

ELAC offers a comprehensive array of courses and programs including developmental, precollegiate, transfer, and career technical courses/programs scheduled into various patterns and delivered in traditional and distance education formats to meet the needs of students. The college demonstrates that all instructional programs align with the mission and upholds its integrity through program and curriculum review processes. Procedures are in place for designing, evaluating, and improving curriculum. Department faculty, the Curriculum Committee, the Academic Senate, and occupational advisory committees play key roles in curriculum development and quality assurance. The Curriculum Committee informs the Academic Senate president, departments and the offices of Academic Affairs and Workforce Education of any new or revised course and program proposals prior to taking action on the items. Once passed, all curriculum-approved proposals are submitted to the college president for signature before they are forwarded to the district office for a vetting period, which serves the purpose of informing other colleges within the system of their existence. The college also has a Program Viability Process which considers multiple factors when considering the discontinuance of a program and ensures courses within discontinued programs are offered a sufficient period of time to permit students to complete the program. (II.A.2)

The college offers courses in a variety of scheduling patterns and delivery modes to meet the needs of students. Sequencing and the time for completion for both courses and programs are determined by faculty. Students who wish to complete degrees and programs in an accelerated manner can enroll in the Program for Adult College Education (PACE). This program can be completed in five semesters. (II.2.A.d)

For new programs, a Proposed New Program Request (PNPR) that includes PLOs and alignment with the mission of the college must be completed and submitted to the Curriculum Committee as part of the approval process.

Comprehensive program review occurs for every unit on a six-year cycle; an annual update component has recently been added. Each report is evaluated by a Program Review Validation Committee (PRVC), a group that provides feedback in the form of recommendations and commendations, includes faculty (appointed by the Academic Senate), administrators, and, if appropriate, a classified staff member. The Shared Governance Council reviews and takes action on the PRVC report(s). The report is then forwarded to the president. More than 80 percent of the college units have completed the comprehensive process, and 30 percent have submitted the annual updates. (II.A.2.f)

The Curriculum Committee membership and approval process affirm the central role of faculty in establishing courses and programs. The committee consists of departmental representatives who are voting members of the group and ex-officio nonvoting members. The Curriculum Committee requires all new course and program proposals to have Student Learning Outcomes attached as an addendum. Currently, SLOs have been identified for 52 percent of ELAC's course inventory, skills for certificate/programs are being rewritten as SLOs, and core competencies have already been developed at the institutional level. Each year, approximately 20 percent of courses are scheduled for revision to ensure currency of content, assignments, and textbooks. At the present time, the Academic Senate has not required the inclusion of SLOs as an addendum for revised courses. Workshops to assist

faculty in SLO and assessment efforts have been provided, and more are planned. Retention, success, and grade profiles by departments are provided in the internal scan. Discussions about SLOs are now being incorporated into the revised program review questionnaire. The SLO annual report documents the work of departments on SLOs and notes any changes that have occurred. Students are assessed by faculty using course objectives and identified skills. The SLOC (Student Learning Outcomes Committee) Coordinator, working with the two SLO facilitators, has established a timeline for completing SLOs for all courses.

Each degree program includes a component of general education, and the philosophy is stated in the catalog. Degree, certificate, and transfer curricula are reviewed annually by the College Catalog Committee. New courses to be included in the general education curriculum are reviewed and approved by the Curriculum Committee and the Academic Senate. SLOs exist for new courses, but do not exist for every course nor are they used to determine if a course is appropriate for general education. (II.A.3)

ELAC offers 39 associate degrees and 44 state-approved Certificates of Achievement and 67 college-approved, short-term Skills Certificates, each of which has a defined area of focused study or an interdisciplinary core. ELAC has submitted many existing Skills Certificates to the State Chancellor's Office for approval as Certificates of Achievement. (II.A.4)

All programs are composed of sequences of courses that have specific skills based on current industry standards. Several CTE programs have been awarded grants. For example, the nursing program received a \$1.7 million dollar award to develop an LVN-RN bridge program in partnership with St. Francis College. The nursing program is also the recipient of a long-term Department of Health Services grant for student mentorship/tutoring. Many certificate programs are directly linked to state or county certification standards. Outside licensing examinations provide indicators of student success; as an example, the RPT program has a consistently high pass rate on the Certified Respiratory Therapist licensing exam, 95-100 percent for the past five years and 100 percent in 2008. Allied Health programs like Nursing and Respiratory Therapy require regular updates and evaluations of students from the clinical site partners. Technical education programs meet annually with advisory committees to discuss programs and receive valuable input on current industry standards. This information is used to improve courses and better prepare students for the workplace and licensing exams. (II.A.5)

Information regarding educational courses, programs, career-technical certificates, and transfer policies are clearly stated in the college catalog, which is published in odd-numbered years. A catalog update noting revisions, additions, and changes is published in even-numbered years. Both are available on the college website. College policy requires all faculty (both full- and part-time) to submit course syllabi for all classes they are teaching to the department chairs. This policy is not monitored. Adherence to course objectives is measured by in-class observations during faculty evaluations. The articulation officer maintains the articulation agreements with all University of California (UC) and California State University (CSU) campuses. The Transfer Center's website contains updated information on transfer and agreements which provides greater access to transfer information for students. Although the self study identifies the evaluation of credit as an inefficient

process (page 99), no plan for remedying the situation is provided, and the team suggests the college review and revise this issue, as necessary, to facilitate transfer and to provide more information for students as they make plans for completing their educational goals. The college has a well-structured and defined process for program discontinuance that requires a viability review. The Program Review and Viability Committee reviews the program in terms of its relation to the college mission and Educational Master Plan. If a decision is made to discontinue a program, Academic Affairs ensures the courses in the program will be offered for a sufficient length of time for student completion. There is no evidence the institution is able to certify expected learning outcomes for transferred courses are equivalent to the learning outcomes of comparable ELAC courses. The college is discussing the most effective process for engaging in this comparison of SLOs. Currently, students who transfer to ELAC are not required to submit official transcripts to the college. This has caused delays in performing graduation checks. (II.A.6.; II.A.6.a-c)

The board has a policy on academic freedom which is supported by the Academic Senate and the faculty bargaining unit. The policy is printed in the *Faculty Handbook* and the catalog. Likewise, the policy on academic honesty is published in the catalog and schedule of classes. The board of trustees has a long-standing, approved Student Code of Conduct that is published in the college catalog. (II.A.7; II.A.7.a-c)

Conclusions

As evidenced by the self study, the widespread utilization of student learning outcome assessment data, in addition to student achievement data, for program reviews is extremely limited. The self study indicates that the SLO/assessment cycle has been completed for only 7 percent of the courses with identified assessment measures (II.A.1.c). As a result, it appears the college has not yet fully institutionalized the incorporation of SLOs into all courses and programs nor implemented the utilization of assessment data to plan or operationalize improvements or to evaluate educational quality. Dialogue about student learning and achievement of SLOs occurs within departments or units in conjunction with program review and within participatory governance structures via focused committees. The college has taken initial and positive steps in establishing procedures for SLO and assessment development including a web presence. However, implementation processes must be accelerated and are in need of continuous evaluation and refinement. Although the needed work in these areas is described in the self study, planning agendas are absent and/or do not reflect specific target dates or plans for completion.

This standard is partially met.

Recommendation 3: Instructional Programs

In order to achieve the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012, the college must accelerate its completion of Student Learning Outcomes for courses and programs and complete the assessment cycle by using assessment results to improve instruction and student services. (Eligibility Requirement 10, II.A.1.b-c; II.A.2.a-b; II.A.2.e-i; II.A.3; II.A.6; II.A.6.a)

Recommendation 4: Instructional Programs

In order to improve, the team recommends the college ensure that the current program review process is transparent and clearly communicated to the college constituencies. (II.A.2.f)

B. Student Support Services

General Observations

With a student population of more than 30,000 students attending classes in three locations, ELAC pays close attention to the services needed in order for its very diverse student body to be successful. Identified needs of the students attending ELAC include financial assistance, orientation to college culture, development in basic skills prior to beginning college-level work, and psychosocial support. The college does an excellent job of researching and identifying the needs of its students and creating programs and services to meet those needs. The college is knowledgeable of its student population and the current and future characteristics of its community and plans accordingly.

The self study clearly describes the multitude of services and activities the college offers for its urban student population. A program exists for practically any need or shortcoming a student may have. The college takes pride in its knowledge of and response to its students. Best practices, innovative and learner-centered strategies are in place to meet the needs of students. All student services units have developed student service outcomes and are discussing the manner in which they can be assessed. The institution provides exemplary outreach services to area high schools and community-based organizations, providing multiple off-site locations. The institution offers over 160 courses at area high schools throughout the service area.

Findings and Supporting Evidence

The institution provides exemplary outreach services to area high schools and community-based organizations by providing matriculation services, allowing students to enroll and take assessments without having to step on the campus. The institution currently offers over 160 courses at area high schools through concurrent enrollment and serves a diverse student body reflective of the institution's service area. A variety of support services are offered to the more than 4,600 students who attend the South Gate Educational Center with the number of services increasing at Rosemead Educational Center. (II.B.1; II.B.3.a)

The ability of the student services division to provide basic services to the general student population on the main campus and the two centers is mentioned in the self study. The institution has assigned a number of specialized program functions (e.g., athletic counseling, international student counseling, veteran's counseling, etc.) and key student service functions to counselors (e.g., matriculation coordinator, articulation coordinator, transfer center director). Of the counseling department's 20 Full-time Equivalent Faculty (FTEF) counselors, 12 are assigned to varying specialized areas, leaving only eight full-time counselors available to serve the more than 24,000 students on the main campus. Added to that number are the 16 FTEF adjunct counselors, making the total 35 FTEF.

3.0 FTEF assigned to South Gate Educational Center
4.0 FTEF assigned to EOPS (Extended Opportunity and Programs Services)
1.0 FTEF assigned to DSPS (Disabled Students and Program Services)
1.0 FTEF assigned as Transfer/Career Center Coordinator
1.0 FTEF assigned as Articulation Officer
1.0 FTEF assigned as Matriculation Coordinator
.5 FTEF assigned as Athletics Counselor
.5 FTEF assigned as International Student Counselor

While the institution assures the quality of student support service on the main campus and the South Gate Educational Center, limited student services are currently offered at the Rosemead Educational Center in the form of employees who provide on-site assessment services to students twice a week. The self study points out the need for additional student services personnel cross trained in all aspects of student services. (II.B.1; II.B.3.a)

The college catalog provides students accurate and consistent information. Information cited in the self study on the institution’s website pertaining to student services is occasionally out of date and not regularly maintained. The vice president of student services has addressed this matter by assigning staff to monitor the website and work with unit directors to keep website information current. (II.B.2)

The institution provides equitable access to student services to a broad population of students with varying needs on the main campus and at the South Gate Educational Center. The institution has provided good signage directing students to student service offices during construction. (II.B.3.a)

There is evidence that the college encourages student participation through the Associated Student Union (ASU). Numerous cultural, political, community, and other activities are offered throughout the year, exposing students to a broad range of ideas and opinions which contribute to their development. Students indicated that the ASU is very active on campus sponsoring various student clubs and activities. The college is home to the Vincent Price Art Gallery which owns and displays works of art, giving students the opportunity to experience world renowned artists and their work. At this time, students attending the South Gate Educational Center have limited opportunities in this area because of space limitations. (II.B.3.b)

The institution acknowledges a need to “increase student access to academic advisement.” The counseling department’s program review recommends a need to determine student needs and the ability of the counseling department to improve meeting SLOs. The institution has mitigated the disruption of service in a number of ways, including the hiring of two additional counselors, centralizing key student service functions (financial aid, transfer, admissions and records and counseling services) in the center of campus and extending counseling hours until 7:00 p.m. on weekdays.

As stated above, the college uses a hybrid counseling model wherein some counselors are assigned to specialized areas and the remainder does general counseling in an effort to reach

as many students as possible. The institution is exploring the development of an on-line counseling service as a way to help alleviate the demand for counseling services. A system for the evaluation of the counseling function needs to be developed as required in the standard. (II.B.3.c)

As required by the Commission, the college provides a number of programs, practices, and services that support and enhance student understanding and appreciation of diversity. The college's diverse student body and faculty and staff are a testament to this requirement. In addition, the institution has an active ASU and a very successful International Education Program on campus. Student services are available in a number of foreign languages, allowing a diverse student body to access and receive student services. The large number of programs (delineated in the self study) designed for the needs of a diverse student population are indicative of the commitment the college has to supporting and enhancing student understanding and appreciation of diversity. The college is very strong in this area. (II.B.3.d)

The institution has recently begun the process of validating assessment instruments after several years of being out of compliance with State Chancellor's Office matriculation guidelines. The college currently uses paper and pencil assessment versions of CLEP (College-Level Examination Program) for English assessment, MDTP (Mathematics Diagnostic Testing Project) for math assessment and CALSA (California Association of Latino Superintendents and Administrators) for ESL (English as a Second Language) placement. The matriculation coordinator indicated that the college is evaluating new assessment instruments that are on-line in preparation of relocating to the new student services building. However, there is no clear evidence of the validation study framework with which studies should occur. (II.B.3.e)

The institution recently completed the electronic scanning of all student records. Active files are maintained in the Admission and Records Office in fire proof files, meeting federal and state record-keeping requirements. (II.B.3.f)

The SLO process in student services is incomplete. As of fall 2008, the student services division developed a Student Learning Outcomes Fall Report, 2008. In the report, thirteen of the units in the division had developed SLO activities. The division SLO report has identified core competencies and/or college goals as well as activities related to the SLOs and evaluation and assessments for each of the related activities. The institution has not systematically assessed student support services using Student Learning Outcomes and other appropriate measures in order to improve the effectiveness of these services. The student services division has recently completed the service area program review (cluster program review). The counseling department program review recommends that the department must improve in determining student needs and recommends the counseling department improve meeting its SLOs. The department has not completed the full cycle of program review to evaluate this recommendation. The institution does not have in place the means to assess and evaluate SLOs and has recently purchased software that will allow student service units to assess student needs and satisfaction through point-of-contact surveys. Use of the software will aid in meeting the requirement of the standard. (II.B.4)

Conclusions

It is clear that the college is committed to the success of students from recruitment through the meeting of the student's educational goal and has established numerous programs and activities in support of students. Weaknesses, however, are in the development of student learning outcomes, assessment and evaluation, and full implementation of program review.

This standard is partially met.

Recommendation 5: Student Support Services

In order to meet standards, the college should regularly evaluate and augment, if necessary, staffing, services and programs in the student services division to ensure student needs are being met. (II.B; II.B.3.c)

See Recommendation 3: Instructional Programs and Recommendation 4: Instructional Programs.

C. Library and Learning Support Services

General Observations

The college has two library facilities which serve the main campus and the South Gate Educational Center. The combined book collections and data bases, as well as audio-visual resources, support the depth and breadth of the college curriculum. The Learning Assistance Center and 27 discipline-specific instructional laboratories provide resources to meet the learning needs of students. Program review and SLO assessment documents validate the systematic evaluation of library services and courses.

Findings and Supporting Evidence

Two library facilities serve the college: the Helen Miller Bailey Library in Monterey Park and the South Gate Educational Center Library in South Gate. There is a combined book collection of 137,826 items including 13,466 electronic books. This basic print collection is further enhanced by 19 electronic databases which provide full text access to periodical titles as well as reference sources. Audio-visual resources are also available. These collections are reflective of the depth and breadth of the college curriculum. The library seeks to maintain the currency of the traditional book collection while expanding access to the world of technology-based information resources. The Learning Assistance Center provides peer tutoring, supplemental instruction, and study groups for all students. In addition, the college has over 27 discipline-specific instructional laboratories which provide learning resources for students currently enrolled in related classes. Faculty members are urged to request materials for addition to these collections. (II.C.1.a)

Instruction in the use of library and other learning support services is a key function of each area. Library instruction is provided in library science courses in faculty-requested library orientations, library workshops, and in online tutorials. The college has identified information competency as one of its core competencies. As a result, the library is expanding its instructional function. Librarians are exploring various instructional methods, strategies, and resources to more effectively address the learning needs of a diverse student population. The Learning Assistance Center provides tutor training for all its peer tutors. Furthermore, the Learning Assistance Center conducts class

orientations and internet workshops. In addition, some discipline-specific instructional support laboratories provide class orientations, workshops, peer tutoring, and computer assisted instruction. (II.C.1.b)

The library is open 67 hours per week, including evening and Saturday hours. Additionally, the library's online catalog, which includes the holdings of all of the district's libraries, and some electronic full-text databases are accessible 24 hours a day, seven days a week, via the library's web page. As evidenced by the library's website, an authentication system provides remote users, including distance learners, access to information and library resources. Furthermore, an intralibrary loan service among district libraries provides access to resources not currently in the library's collection. The Learning Assistance Center is open 54 hours per week, including evening and Saturday hours. There is no evidence of Learning Assistance Center services for distance learners. As the distance education program grows, there will be a need to address this issue. (II.C.1.c)

The library and Learning Assistance Center provide appropriate maintenance and security for their materials and equipment. The library has materials theft detection and intruder alert alarm systems to secure its materials and equipment. (II.C.1d)

The ELAC libraries have a reciprocal agreement with the California State University Los Angeles Library. Evidence indicates a formal agreement exists. In addition, the libraries collaborate with other district libraries and local public libraries. (II.C.1.e)

Program review and Student Learning Outcomes assessment documents validate the systematic evaluation of library services and courses. Assessment methods include user surveys, collection analysis, and specific Student Learning Outcomes assessment measures for workshops and courses. In addition, interviews with librarians revealed that efforts are underway districtwide to develop service outcomes and assessment methods for library services, including reference and circulation. The Learning Assistance Center uses program review as the primary means of evaluation. The Learning Assistance Center is in the process of formulating Student Learning Outcomes for its tutor training program. Additionally, refinement of the outcomes assessment process is needed to enable the Learning Assistance Center to more specifically assess its impact on student learning. Interviews revealed that the Learning Assistance Center is exploring ways to expand feedback to faculty on student progress. Discipline-specific instructional laboratories are evaluated as part of the department's program review. Additionally, interviews with faculty in discipline-specific laboratories indicated a need to implement a system which would enable the tracking of student performance and Student Learning Outcomes achievement for students receiving instructional support. (II.C.2)

Conclusions

This standard is met.

Recommendations

None.

STANDARD III

Resources

A. Human Resources

General Observations

Although the college is under heavy construction, it is still evident that a stable environment for faculty and staff exists, allowing the college to focus on the needs of students first. The college hired 18 new full-time faculty in 2007-2008, which should lead to continuous improvement in the development of SLOs. The college values and is mindful of equity and diversity issues as evident in Human Resources (HR) policies and procedures, employment procedures, and staff development activities. A process to identify human resource needs is in place through program review and development of department annual goals. However, the request process is not integrated with a systematic resource allocation process.

Findings and Supporting Evidence

The college and the district ensure the hiring of qualified personnel by using established policies and procedures. Detailed job announcements for academic and classified staff are posted on the district website. Through the Personnel Commission, the college follows established procedures for developing or changing classified job descriptions and filling classified vacancies. The Personnel Commission is responsible for ensuring that there is a list of prescreened, qualified applicants from which the college may select. The college follows state minimum requirements for faculty hires. Evidence of faculty and their qualifications was provided via a spreadsheet by the district office. (III.A.1, III.A.1.a)

Evaluations are conducted regularly and systematically. Full-time faculty members are evaluated annually throughout the four-year probation period, and on a three-year cycle thereafter. Appropriate comprehensive and basic evaluation processes are in place. Certificated administrators and classified staff are evaluated as required by their collective bargaining agreements. Processes are in place for tracking classified evaluation using the SAP (System Application and Products) system. The college should look at similar processes for tracking faculty evaluations. (III.A.1.b)

A review of relevant documents provided evidence that the colleges of the district have incorporated SLOs in the faculty evaluation process and included criteria for professional responsibilities on SLO assessment in the collective bargaining agreement. SLOs are also incorporated in the program review process including the annual update. (III.A.1.c)

The college adopted the American Association of University Professors Statement on Professional Ethics on February 8, 2006. Although the self study states that the district Academic Senate must abide by this code, a review of the adopted board policy in Chapter I, Article II, Code of Ethics, Section 1204.10-1204.14 provides evidence of a statement added to the policy to reflect that all employees of the district must abide by the code as required by the standard. (III.A.1.d)

The college has processes in place to assess staffing needs and ensure sufficiency in the number of qualified faculty and staff. The college hired 18 new full-time faculty in fall 2008 and has plans in place to hire 34 additional faculty for fall 2009. Department chairs can submit proposals for additional faculty, which are forwarded to a joint hires committee for review. Nonacademic department heads can also submit proposals for additional staff. The final approval for faculty and staff hires is made by the president. Due to a hiring freeze, staff positions are only filled at the request of the college president and with the approval of the district. (III.A.2)

A review of the district website provided evidence of personnel policies and procedures that are readily available for information and review. Processes are in place to communicate policies and procedures to faculty and staff, and a recent survey points to a greater understanding by employees of policies, procedures, and collective bargaining agreements. (III.A.3; III.A.3.a)

A visual inspection confirmed that the college maintains personnel records in a secure and confidential manner. The SAP system provides staff online access to some of their personal information. Additionally, employees can view a hard copy of their personnel records by making a written request to the vice president. (III.A.3.b)

Diversity and equity are embedded in the culture of ELAC. The college has an equal employment opportunity officer who keeps records related to employee diversity, and the information is shared with the college community through the Research and Planning Office. The college celebrates diversity by hosting a variety of cultural events. (III.A.4; III.A.4.a; III.A.4.b)

Professional development opportunities are available to all faculty and staff. A calendar listing of workshops offered is provided on the portal. Workshop topics range from teaching/learning workshops, such as SLO development basics, to technology training on how to use Moodle, Etudes, SharePoint, Exchange, or smart classroom technology. The college has a well-staffed Teaching and Learning Center offering workshops described above, in addition to drop-in opportunities. Funds for attending professional conferences are also available. Advisory and shared governance committees help assess professional development needs and provide input in the planning of future activities. A survey is in place to assess the effectiveness of the activities and illuminate areas for improvement. (III.A.5)

A process to identify human resource needs is in place through program review and development of department annual goals. However, faculty and staff requests are not yet factored and integrated into a resource allocation decision process. (III.A.6)

Conclusions

The personnel at ELAC are dedicated to supporting student learning. The college employs practices to facilitate the hiring of well-qualified personnel and reviews employees on a systematic basis. However, human resources planning is not fully integrated with institutional planning.

This standard is partially met.

Recommendations

See Recommendation 2: Improving Institutional Effectiveness.

B. Physical Resources

General Observations

The college is in the midst of the largest undertaking in its history: the complete renovation of its physical facilities. The college is guided in its modernization efforts by the Facilities Master Plan which was updated in 2008. Members of the college community are actively engaged in the implementation of the Facilities Master Plan. Modernization planning and implementation are conducted through the Facilities Planning Subcommittee (FPSC) and the East Los Angeles College Shared Governance Council (ESGC). All college constituencies are represented on the committees. It is evident the college community has a sense of excitement and anticipation in regard to the new facilities.

The college was well equipped to move forward with facility projects at the onset of the passage of the first general obligation bond. The projects that have been completed to date are clearly tied to the educational needs of the community based on the data the college uses in its decision-making process. In addition to implementing the facilities plan at the college, district and college personnel are devoting considerable time and energy to locating an acceptable permanent site for the South Gate Educational Center.

Findings and Supporting Evidence

The college provides safe and sufficient physical resources where its students work and learn. Even though about half the main campus is under construction, measures are in place to ensure that work of students and employees is not hampered by displacement resulting from improvements to the campus.

Sufficiency of physical resources is documented by the state-established capacity/load ratios as follows:

- Lecture 82 percent
- Lab 79 percent
- Office 118 percent
- Library 73 percent
- AV/TV 4 percent

While these capacity/load ratios are low, the newly approved bond funds will provide sufficient funding to double the existing square footage of the college. A doubling of square footage would drastically increase the square footage percentages listed above. In fact, the state standards will be dramatically exceeded once these buildings are completed. Thus, funding for the total costs associated with the future maintenance of these facilities must be provided in future budgets. The district plans to use funds that will accrue from the projected annual costs-savings of \$10M in energy savings. Therefore, a careful monitoring and review of these savings will need to occur by the Districtwide Energy Committee. (III.B.1)

The college began offering courses at its current location in 1949 in wooden bungalows. With the passage of the three bond measures in this decade, the college will benefit from an infusion of approximately \$1 billion dollars devoted to the modernization of the campus. The transformation has begun in earnest with the implementation of the college Facilities Master Plan. Some new construction, renovations and upgrades have already occurred, and new projects such as the fine arts complex are underway. The program review process has a needs assessment component, ensuring effective utilization of space and continuing quality. The college has systems in place to monitor equipment use, maintenance, and replacement. (III.B.1.a)

Physical resources at the main campus are constructed and maintained in good order and comply with the American with Disabilities Act (ADA) requirements. Department of State Architecture (DSA) criteria are also followed to ensure access and safety in all facilities. The board of trustees approved a sustainability program for the district that mandates a minimum certified Leadership in Energy and Environmental Design (LEED) in all new construction as a means to conserve energy and to create a healthful learning environment. The college has embraced the district's *Go Green* initiative, establishing an energy management system to ensure further energy savings and constructing parking stalls with energy-producing photovoltaic solar energy cells. The information technology department is using power management software for all personal computer networks and the *Go Print* system, which eliminates wasteful printing in all labs and reduced costs for students. The college employs appropriate numbers of staff. Security services are provided for the college by the Los Angeles County Sheriff's Department housed on the campus. (III.B.1.b)

The college uses the deferred and scheduled maintenance plans required by the state, the Five-Year Construction Plan, its annual program reviews, and the ELAC space inventory in evaluating the facilities and equipment and developing institutional physical improvement goals. (III.B.2)

The long-range capital plans and the institutional goals are synchronized and reflect the total cost of ownership of the expansive increase in size of the campus. It remains unclear if long-range capital plans for new facilities and equipment comply with the Total Cost of Ownership (TCO) calculations and budgeting in the information technology area with the installation of the Voiceover Internet Protocol (VoIP) telecommunications system. (III.B.2.a)

The Facilities Master Plan was developed with the Educational Master Plan as its basis for determining long- and short-term needs. There is evidence that the college evaluates its physical resources and uses the evaluation as a basis for improvement. However, physical resource planning is not fully integrated with institutional planning. (III.B.2.b)

Conclusions

This standard is partially met.

Recommendations

See Recommendation 2: Improving Institutional Effectiveness.

C. Technology Resources

General Observations

It is evident that technology plays an important role in delivering instruction and supporting student services. Technology is also used effectively for administrative purposes. The Information Technology (IT) Department clearly works in conjunction with various advisory groups to obtain input and ensure best practices in the application and delivery of technology. The Technology Planning Subcommittee (TPSC) is an active and participatory shared governance group that sets standards and develops the Technology Master Plan. The college is committed to increasing and improving their technology backbone and services as is evident by the greater than 100 percent augmentation to IT staffing and project funding over a three-year period.

Findings and Supporting Evidence

Technology plays a valuable role in instruction and student support services. The number of smart classrooms, classrooms that are multimedia rich, and numerous labs and libraries which support instruction through technology show the commitment of the college to providing technology to enhance teaching and learning. This dedication is also evident in the Academic Computing Environment (ACE) initiative begun in 2006, which includes campus e-mail, document storage, a portal, and a student referral system among the services provided. (III.C.1)

The college has appropriate processes in place to ensure requests leading to the purchase of technology are compatible within the current infrastructure, meet the goals of the college, and are prioritized and implemented systematically. Agendas and meeting notes posted on the portal site reveal that the TSPC meets monthly and reviews technology requests and initiatives. The East Los Angeles College Shared Governance Council (ESGC) receives a monthly report on the status of technology projects. Despite this, a spring 2008 survey reveals that 38.6 percent of regular faculty, 21 percent of staff, and 36.8 percent of administrators who responded disagree or strongly disagree with the statement, “ELAC provides sufficient technological resources and IT support services to support its educational programs.” The director of technology has recently developed a technology newsletter which is shared with all employees. This initiative should improve collegewide knowledge about various technology projects and improve future survey results. (III.C.1.a)

Technology training is also available and effective in meeting the needs of the college constituency. The recent spring 2008 faculty and staff survey identified that 71.5 percent of respondents feel technology training and assistance is provided to them and adequately supports student learning. The college offers various forms of training including a Teaching Learning Center staffed by a technical resource person, online training software, and hands-on instruction when new applications are deployed (e.g., Office 2007). A review of the staff development website provided evidence of the workshops offered on various aspects of technology and teaching/learning. Interviews with staff provided further confirmation. The college is also in the process of developing a computer literacy graduation requirement. (III.C.1.b; III.C.1.d)

The college recently completed the Technology Master Plan 2008-2011. The plan was developed by the TPSC, a shared governance committee, co-chaired by the information systems manager and the distance learning coordinator. The plan outlines replacement cycles for labs. Personal computer (PC) replacements for noninstructional units are at the discretion of individual departments and rely on program budgets. The IT department also works with department managers who identify technology needs as part of their program review. The Educational Master Plan also identifies objectives that require technology support. Recommendations for those items are made through the TPSC and the Facilities Planning Subcommittee and forwarded to the ESGC for approval and prioritization. An interview with the information technology manager confirmed that Total Cost of Ownership is considered and budgeted when new technologies are deployed. (III.C.1.c; III.C.2)

Conclusions

The college has expanded technology services to meet the growing college community and increased technology needs. The IT department employs integrated planning processes and works hard to meet the growing needs of the college. However, the Technology Plan needs to be fully integrated with institutional planning. Staffing has increased in recent years as has the deployment of new services. The college is employing the Total Cost of Ownership model in its technology planning and funding practices.

This standard is partially met.

Recommendations

See Recommendation 2: Improving Institutional Effectiveness.

D. Financial Resources

General Observations

Financial resources are well managed at ELAC. The college is expected to end the 2008-2009 academic year with an \$18 million balance. This is due to the enrollment growth experienced, coupled with the fiscal prudence consistently exercised by the college. The institution manages its financial affairs with diligence and integrity to ensure fiscal stability and takes great pride in serving the needs of the community. The college leadership is proud of the collegewide effort and success in increasing student enrollments even during times when other institutions have struggled with enrollment. Due to the college's ability to drive enrollment, ELAC is clearly performing well with revenue generation and using the revenue to support student learning. The college has also been very successful in the attainment of grants, contracts and other entrepreneurial activities.

Findings and Supporting Evidence

The integration between planning and budget allocation appears to be parallel in nature rather than sequential. Collegewide prioritization of planning goals and objectives are not evident as the college has indicated that all requested items are funded. It is important to note that the \$11 million "rainy day" fund referenced in the self study report is included in the district's ending balance, and the college does not have access to expend this amount without the approval of the district. (III.D.1.a; III.D.2.b)

The main issue in the long-range obligations category is the large OPEB (Other Post-Employment Benefits) liability of the district. According to the actuarial valuation prepared as of July 1, 2007, the district's present value of benefits (PVB) range from \$1,019,359,000 (assuming an imputed interest rate of four percent) to \$554,227,000 (assuming an imputed interest rate of seven and three-quarters percent). The district used approximately a six percent imputed interest rate and applied the 30-year amortization method to arrive at an estimated annual required contribution (ARC) of \$41,228,000 (refer to audited financial statement, page 30). Given the existing board policy, 1.92 percent of the total full-time salary expenditures are contributed to fund this annual estimated contribution. For the year end 2008, the shortage of contributions amounts to \$3,145,288. While this is not currently a material amount for the district, as the years accumulate, this shortage will accumulate as well. In addition, although the imputed interest rate must be viewed over time, an imputed rate of six percent is a fairly aggressive assumption and should be revised during the next evaluation study. Thus, it is recommended that this OPEB liability of the district be carefully monitored due to the potential fiscal implications that could arise over the next few years. (III.D.1.c)

Improvement is needed in the college's alignment of the planning processes to create linkages between resource allocations and planning. The current cash flow and fund balance support the various needs of the college, resulting in funding of all requested proposals. An integrated planning and prioritization process must be put in place. (III.D.1.d)

The district is audited annually by an external agency. The audits are completed on a timely basis. When the district decentralized purchasing, the internal audit division staffing level was increased to ensure integrity in financial practices at each college. (III.D.2.a)

The self study speaks to the challenges of the SAP (System Application and Products) implementation. While the system has continued to be debugged and improved, ongoing review and intervention at both the district and college levels are still needed. As an example, each college has a person dedicated as a Single Point of Contract (SPOC) who is authorized to provide a timely resolution to payroll matters to help mitigate frustrations of employees. However, those overpaid are identified only by a manual comparison of SAP and protocol records. This manual comparison occurs after the fact and is subject to human validation. (III.D.2.b)

LACCD is responsible for the sufficiency of cash flow. The district remains steady in its reserve balances, which form the basis of cash flow. In addition, the district is well versed in the issuance of TRANS (Tax Revenue Anticipation Notes) and uses this source as a means to provide cash flow when appropriate. (III.D.2.c)

Most of the grants and contracts (with a few exceptions) are accounted for at the district level. Both the district and the college appear engaged in careful review of the FTES (Full-time Equivalent Student) revenue, which provides the vast majority of income for the college. (III.D.2.d)

The college was delayed in the completion of its foundation audit for 2008. At the time of the team visit, the audit had not been completed. In reviewing the listing of grants and contracts, the context appeared consistent with the mission and goals of the institution. (III.D.2.e)

Agreements with external entities appear consistent with the mission and goals of the institution and follow the practices of the college and facility usage codes. (III.D.2.f)

The college uses the district's independent outside audit as the central focus for evaluation and feedback. The example referenced in the self study pointed to the changes implemented in VTEA (Vocational and Technical Education Act) programs as a result of audit findings and recommendations. The college is receptive to fiscal recommendations and willing to make changes offered by the auditors. (III.D.2.g)

The college is extremely proud of its steady enrollment increase and commitment to serving the community. However, improvement is needed in the alignment of the planning processes to create the linkages between resource allocation and planning. While discussions and progress on evaluations are ongoing, critical items such as prioritization of goals and objectives do not yet appear to be operational. (III.D.3)

Conclusion

It is evident that the college is well versed in managing its enrollment and cash flow, and maintaining fiscal stability. The college will benefit from linking budget allocation to strategic and unit plans.

This standard is partially met.

Recommendations

District Recommendation 1: Financial Resources and Board Administrative Organization

In order to improve, the post-retirement health liability should be carefully monitored for the potential fiscal ramifications that could arise over the next few years. (III.D.1.c)

See Recommendation 2: Improving Institutional Effectiveness

STANDARD IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

The college has an inclusive institutional governance process through which issues that have a direct impact on student learning and programs and that improve the effectiveness of the college are addressed. Issues of governance concerning differences and disagreements in principles and philosophies, such as in the area of faculty hiring and the budget planning process, exist but are not uncommon in vibrant educational institutions or in society. The constituent stakeholders at the institution appear to be able to discuss educational matters in shared governance meetings and forums in an atmosphere that appears to be free of fear and retribution.

Findings and Supporting Evidence

College leaders at ELAC appear to have created an environment for empowerment, innovation, and instructional excellence. ELAC and the district have continuously worked to evolve and improve decision-making roles and processes. At the college level, a decision-making handbook and a shared governance handbook are being developed. These handbooks will formalize the roles and processes of these shared governance committees and groups (such as budget, work environment, facilities, program review validation, educational planning, and technology planning) in the decision-making process. The participatory governance process at ELAC allows for constituent groups to participate in planning, decision making, and conflict resolution. This is evidenced by the number of functional shared governance councils and committees at the institution as well as administration, faculty, staff, and student participation in these meetings. Further evidence is found in the overarching program review process which is one of the key components to measuring institutional effectiveness and allows all elements of the institution stakeholders to participate in the planning and decision making-process. (IV.A; IV.A.1)

The ELAC mission statement also conveys the college's commitment to excellence. It is broadly disseminated to internal and external stakeholders by way of the college website and a number of its publications, such as the *College Catalog* and the *2007-2008 Data Book*, produced by the Research and Planning Office. It contains additional information on the college and its students and is also available to all stakeholders on the college website. (IV.A.1)

The college, as stated in its self study report, follows the mandates for shared governance as found in California Assembly Bill 1725, the Education Code, Title 5 regulations, its collective bargaining agreements, LACCD policies, and its shared governance agreements. The decision-making and shared governance handbook, currently in draft form, supports this finding. However, the handbook does not have a written policy that clearly defines the roles of students, staff, faculty, and administrators in the decision-making process as required by the standard. The college takes pride that it is one of the first of the district colleges to adopt a shared governance agreement with its college president in 1993. (IV.A.2)

There appears to be a clear, understood pathway for individual constituents and groups to share and promote ideas that contribute in assisting the institution in fulfilling its mission. This is evidenced by inputs such as the meeting minutes of ELAC's various shared governance committees and outputs such as the Educational Master Plan, Facilities Master Plan, and Technology Plan. (IV.A.2; IV.A.2.a)

The East Los Angeles College Shared Governance Agreement and the *Faculty Handbook* are two documents that describe the official responsibilities and authority of faculty in curricular and other educational matters. The Academic Senate represents the faculty in all academic and professional matters. As such, the Academic Senate provides a leadership role in recommending instructional policy and changes in instructional programs and student services as evidenced in its record of meeting minutes. The Curriculum Committee, composed of faculty, oversees the revision of existing curricula and reviews all new curricula prior to presentation to the Academic Senate and finally to the board of trustees for their approval. (IV.A.1; IV.A.2; IV.A.2.a; IV.A.2.b)

The college maintains an environment that fosters inclusive participatory governance that works together for the good of the institution. This is evidenced in committee meeting minutes, collaborative development of the Educational Master Plan, Facilities Master Plan, and Technology Plan, program review participation, and efforts toward instituting Student Learning Outcomes. In regard to its stakeholders, board policies specify appropriate roles for all staff and students. Shared governance agreement documents such as the Students and Board of Trustees Shared Governance Policy, Academic Senate and Board of Trustees Shared Governance Policy, East Los Angeles College Shared Governance Agreement, along with the district and faculty collective bargaining agreement, and the *Faculty Handbook* specify faculty roles in student educational programs and services planning. Additionally, information at the college is shared among its stakeholders and is widely available in a number of ways including meetings, the college website, e-mail, posted meeting minutes, campus weekly bulletins, and publications such as the college catalog. (IV.A.3)

Documentation about the college's past accreditation history shows its integrity with the Accrediting Commission for Community and Junior Colleges. The self study states that whenever the college has been involved with the accreditation process, it has prepared appropriate interim reports, midterm reports, and self studies. The college has met requirements for public disclosure, team visits, and prior approval of substantive changes. Although the college has responded to the 2003 evaluation team's recommendations in a timely manner, the college has been slow in the area of instituting and analysis of Student Learning Outcomes (SLOs). Since 2003, only 86 percent of academic departments have been reported by the Academic Senate to have developed SLOs, 52 percent of courses have SLOs, 9 percent of courses have assessed results, and 7 percent of courses have seen change as a result of the assessment of SLOs. (IV.A.4)

The self study indicates that although the college has been successful in developing shared governance planning structures and processes, it has not been effective in formally measuring the success of created plans. No evidence exists that the college has developed mechanisms to evaluate its governance and decision-making structures. (IV.A.5)

Conclusions

It is obvious that the college has a commitment to participatory governance through the broad involvement of representatives from all constituents. Despite this broad participation, this standard is only partially met.

Recommendation 6: Decision-Making Roles and Processes

In order to meet standards and improve communication and continuity, the team recommends the college fully develop a formal written policy describing its governance and decision-making structures and processes. The policy should define the roles and responsibilities of the constituent groups in governance and then develop methods for the regular assessment of governance and decision making structures, widely distributing the results and using the results for continuous improvement. (IV.A.2; IV.A.5)

B. Board and Administrative Organization

General Observations

The Los Angeles Community College District has a seven-member board that presides over nine colleges serving more than 120,000 students. ELAC is one of those colleges. The board of trustees sets policy, and the chancellor of the district executes policies and procedures and presides over the daily operations of the colleges. The college president reports to the chancellor of the district. LACCD has clearly defined the roles and responsibilities of, not only the colleges and the district, but also the board members, the chancellor, and the college president. These delineations provide for the smooth operation of the college.

Findings and Supporting Evidence

The LACCD board of trustees has policy documents that define the board's role in establishing policy and reviews them on a regular basis. The board of trustee's rules and policies are available to all stakeholders on the district website. According to the 2009 self study, in February 2007, the board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations. The LACCD board of trustees has a policy on the selection of the district's chancellor. In regard to the evaluation of the chancellor, in 2007 in response to an ACCJC recommendation, the current chancellor developed a more inclusive evaluation procedure that involves more input from the district's constituency groups. The LACCD board of trustees has a self-evaluation policy that was adopted in 1995. In June 2005, the board reviewed and amended its self evaluation process. The last revision is manifested in current Board Rule 2301.10, which addresses the board's self-evaluation process and was adopted in October 2007. (IV.B.1; IV.B.1.e; IV.B.1.g; IV.B.1.j)

The seven members of the board of trustees are elected at large to four-year terms by the communities they serve. As an independent policy-making entity, the board represents the interests of a broad range of constituencies. A nonvoting student trustee is also elected to the board by a districtwide student vote to a one-year term. (IV.B.1.a)

The LACCD board of trustees establishes policies that are consistent with its mission statement, which is evidenced in its Board Rules, Chapter 1, Article 2, entitled The Mission of the Los Angeles Community College District. It exercises oversight of the college's educational programs by means of its board rules and administrative regulations. The board is informed about and involved in the accreditation process. Using its Committee on Planning and Student Success, the board monitors the accreditation process of the nine colleges by receiving regular reports on their progress. It also has the responsibility to review midterm and final accreditation self study reports. In past accreditation team visits, board members have met with visiting teams, answered questions, and participated in the accreditation process. (IV.B.1.b; IV.B.1.i)

The LACCD board of trustees acknowledges that it has the ultimate responsibility for educational quality, legal matters, and financial integrity. This is evidenced in Board Rules, Chapter 2, Article III, Duties of the Board of Trustees. In this regard, all actions of the board are final. The bylaws of the LACCD board of trustees are available at the district office and published on the LACCD website. The board also has a program for board member development and new member orientation. Board Rule 2105 addresses this standard. Although there is a provision for the staggering of terms of board members, there is not a provision for continuity as its members are voted in and out of office by popular vote of the people. In regard to a code of ethics, the LACCD has a code of ethics that clearly defines policy for dealing with behavior that violates its code. This is evidenced by Board Rules, Chapter 2, Article III, 2300.11.

In keeping with its responsibility for financial integrity the district, under the stewardship of the board, has implemented planning and sustainability efforts that have maintained a healthy 8 to 10 percent reserve. In an effort to address issues surrounding the fairness of budget allocation to its colleges, the district in 2007 began a new budget allocation model that parallels the state budget formula. This new budget allocation model addressed the disparity in the treatment of the smaller colleges and rewards its colleges that practice sound enrollment management strategies. (IV.B.1.c; IV.B.1.d; IV.B.1.f; IV.B.1.h; IV.B.3.c; IV.B.3.d)

The president has primary responsibility for the quality of East Los Angeles College. The team found that the president is fully engaged in the implementation of statutes, regulations, and district trustee policies and ensures that the college develops annual goals aligned with both the college and district mission statements. The president also acts as a liaison between the college and district as evidenced by participation in meetings at the college and district levels. Institutional effectiveness is evaluated through a series of documented processes including collegewide action plans, program review, program review annual updates, Student Learning Outcomes, student success initiatives, and the shared governance bodies. The president of ELAC effectively controls the college budget. In this regard, the president has managed to control spending while establishing an \$11 million "rainy day fund." (IV.B.2; IV.B.2.a; IV.B.2.b; IV.B.2.c; IV.B.2.d; IV.B.3.d; IV.B.3.e)

The president has availed himself to the community in a number of avenues including membership on a number of boards, hosting a high school principals' breakfast with top

feeder high schools, and through personal appearances in the community. The president's office also publishes quarterly the *President's Corner* which is available in hard copy and online versions. The college has also developed an informational campaign in the East Los Angeles service area, including purchasing advertisements in a number of local publications. (IV.B.2.e)

A functional map also has been implemented that clearly delineates district and college roles in the governance and decision-making process with anticipated outcomes. As a result of decentralization, there has come a streamlining of select practices, e.g., faculty hiring, purchasing, and curriculum approval. The self study report indicates that the district office uses customer service satisfaction surveys to evaluate its processes and services to the colleges. The outcomes from the District Strategic Plan 2006-2011 will be another measure to evaluate the district in assisting the colleges in meeting educational goals. Districtwide staff development programs have been developed and employed, such as the Project Match-Faculty Teaching and Learning Academy, to also support the colleges in their missions. Since the last accreditation team visit, there was passage of capital bond measures that should enhance the learning environment for students throughout the district service area. (IV.B.3.a; IV.B.3.b; IV.B.3.g)

With the implementation of new and existing processes at the district level, such as the LACCD District/College Functional Map, there remains a need for the district to develop mechanisms for the evaluation and assessment of role delineation and governance in decision-making structures. Many of the college's decision-making roles and processes as well as shared governance structures are being formalized in a decision-making handbook and a shared governance handbook. The end result and use of the handbooks have yet to be fully implemented and evaluated. There is a need for review and assessment as the college continues to develop, implement and assess SLOs; tie budget development and allocations to program review; and collect, analyze and use data and research findings for decision making and improvements. The results of the assessment and evaluation of the aforementioned processes need to be widely communicated by both the district and East Los Angeles College (IV.B.3.g).

Conclusions

The district meets most of the requirements of the standards related to the board of trustees. The college and the district have made significant progress in the areas of decision making and in detailing the administrative and governance roles and processes. Shortly, manuals and handbooks such as the decision-making and shared governance handbook and the functional map manual will be finalized. The handbooks and manuals should serve as useful guides in promoting and improving dialogue and creating a culture of evidence for supporting continuous improvement at ELAC. Future assessment efforts should focus on the effectiveness of ongoing decentralization, decision making and shared governance.

This standard is partially met.

District Recommendation 2: Board and Administrative Organization

In order to improve, both the district and the college need to evaluate the consistent adherence in practice to the recently developed delineation of operational responsibilities and functions. (IV.B.3.a)

District Recommendation 3: Board and Administrative Organization

To meet standards, develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district. Widely communicate the results of the evaluation and use those results as the basis for improvement. (IV.B.3.g)