



ELAC engages in both long term and short term planning. The foundation for all planning is the [Mission Statement](#) that includes the four goals from the strategic plan. The mission statement is reviewed annually by the Strategic Planning Committee (Standard I.A p. 85-93). Any change to the mission Statement requires approval of the Board of Trustees, Associated Students, and the Academic Senate.

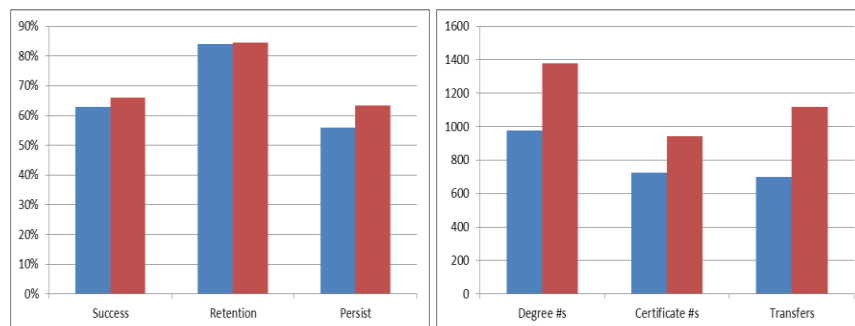
The planning process is outlined in the [Governance Policy Handbook](#) (p. 12-23) and discussed in the Self-Evaluation standard I.B (p. 85-125).

Long Term [Planning Documents](#) (Strategic, Educational, Facilities, and Technology Master Plans) are revised on a seven year process. These plans are monitored via committees:

- [Strategic Planning](#) 4th Tuesday 2-4 pm. Contact: [Arenas, Ruben](#)
- [Educational Planning Sub Committee](#) 3rd Tuesday 2-3:30 pm. Contact: [Kerrin McMahan](#)
- [Facilities Planning Sub Committee](#) 1st and 3rd Thursday 2-4:00 pm. Contact: [Armida Ornelas](#)
- [Technology Planning Sub Committee](#) 2nd and 4th Friday 2-4:00 pm. Contact: [Pauletta Daw](#)

[Institution-Set Standards](#)

ELAC has set six institution-set standards: Course success rate – students who receive a grade of C or better (63%); Course retention rate – students who remain in the class from the date of census (84%); Fall-to-fall persistence for first-time students (56%); number of degrees awarded (975); number of certificates awarded (725); number of transfers (700) (p. 103-105).



Short Term Planning is a campus-wide endeavor that begins with [Program Review](#) - a seven-year cycle and continues with Annual Update Planning.

ELAC improvements since 2009

- 100% Program Review completion for all unites.
- OIE(A) presented training for Chairs on Program Review and AUPs.

- Resource allocations are built into AUPs including staff and faculty, facilities, technology and fiscal.
- Review involved multiple perspectives and was completed in one year.

The college has structured processes to actively engage college constituents in formal and informal dialogue about institutional planning, teaching, learning, and assessment of learning outcomes.

Student Learning Outcomes “Student Learning Outcomes is an ongoing, systematic process used for supporting effective student-centered teaching practices. At the heart of the Student Learning Outcomes process is an inclusive and collegial dialogue that incorporates support for existing teaching excellence as well as strategies for improvement.” (SLO Philosophy Statement)

Course Learning Outcomes (CLOs) “Each course must close the loop on all CLOs within a three-year time span.” All courses should have CLOs and assessments sufficient to analyze the course expectations of student learning... Best practices generally require 2-5 CLOs. (p. 117; Standard II.A.3 p. 155-158)

Program Learning Outcomes (PLOs) assessed every three years via direct or indirect methods. (p. 99-103)

Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) were revised in spring 2015. These are knowledge and skills students should acquire as a result of their experiences at ELAC. (p. 175-176)

Program of Service Outcomes (PSO) includes assessment of academic support, student services and administrative units also known as SSOs and AUOs.

- 98.6% of full-time and 93% part-time faculty participated in CLO assessment Spring 2015.
- **ACTION PLAN:** Building a sustainable SLO Process (p. 409-412).

