

ELAC Shared Governance and Decision-Making Handbook

Ryan Cornner

Associate Dean of Research

March 4, 2010



Timeline of Events

- Educational Master Plan Goals
 - **Access**
 - **Student Success**
 - **Planning, Accountability and Service**

College Objective

- 3.5) Improve communication among departments, offices, and centers within the college and improve communication between the college, the District office, the Board of Trustees and other district colleges
 - H) Increase access to college information through official, **regularly updated handbooks and documents that establish clear guidelines and standardized policies and procedures** for administrators, faculty, and staff...
 - 2. **Governance/Decision-Making Handbook**

Accreditation Findings

- The accreditation visiting team agreed with the need for documentation linking planning and resource allocation:
 - ... 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)
 - ... 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)

Accreditation Response Group

- The college convened a response group (ARG) over the summer to address the recommendations of the ACCJC visiting team
 - Solidify the connection between planning and resource allocation
 - Formalize the college's decision-making structure in a written document
 - Work with college shared-governance committees to ensure campus-wide support and transparency
 - Create a living document that through systematic evaluation can be revised and used to improve college planning and decision-making processes



Purpose of Handbook

“...to illustrate how decision-making processes at ELAC integrate into the overall Planning, Implementation, and Evaluation cycle of the college.”

A reference guide for those who would like to participate in the decision-making process.

Organization of Handbook

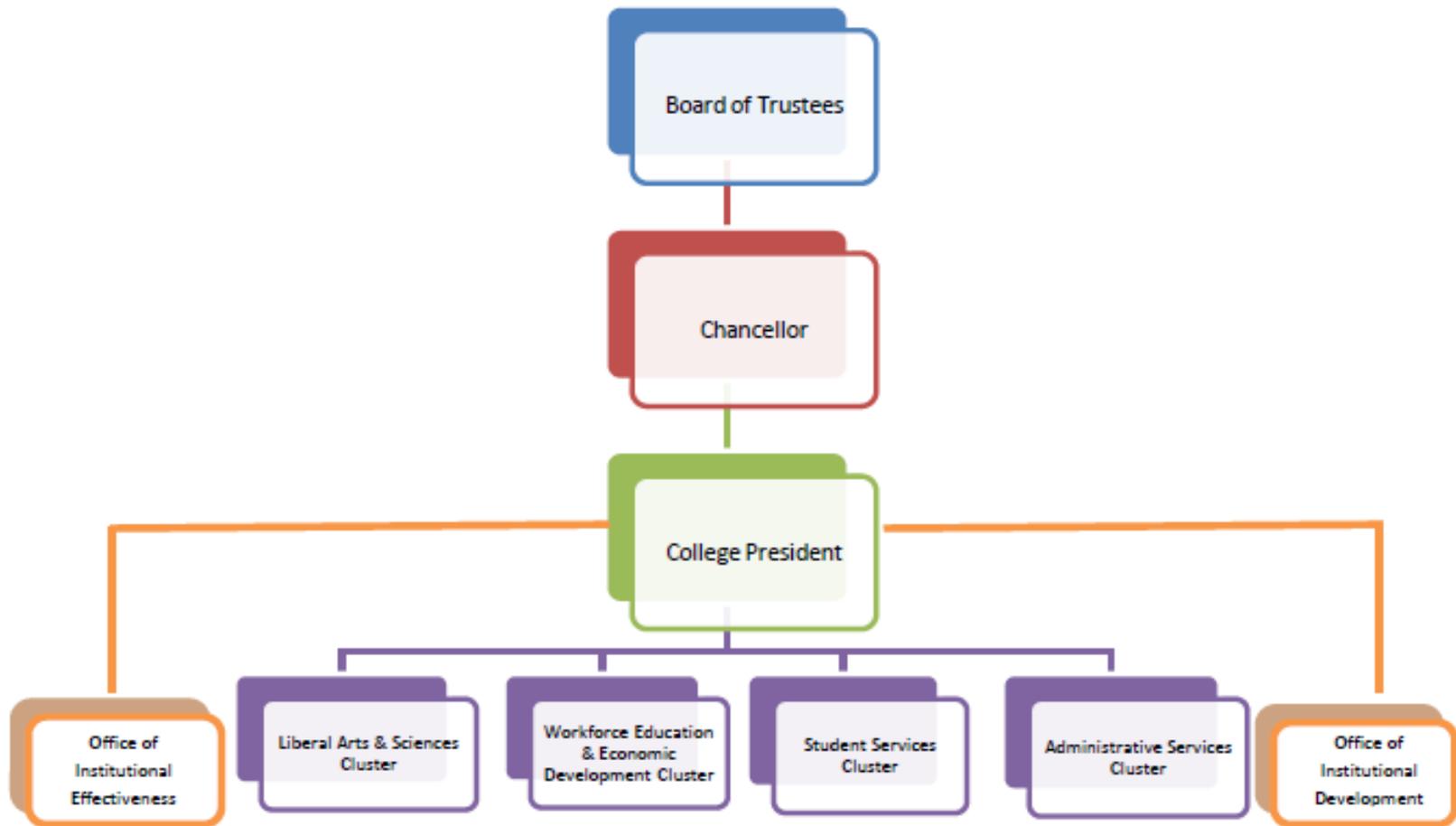
- Mission Statement, Vision, and Strategic Directions and Values
- Introduction and Purpose
- Overview of Decision-Making & Organizational Structures
- PIE Cycle
 - Planning
 - Implementation and Action
 - Evaluation

Overview of Decision-Making Structures

- Identifies the roles of major constituencies
 - Board of Trustees
 - District Chancellor
 - College President
 - Faculty
 - Classified Staff
 - Administrators
 - Students
- The Shared-Governance Process

Organizational Structures

District Organizational Structure



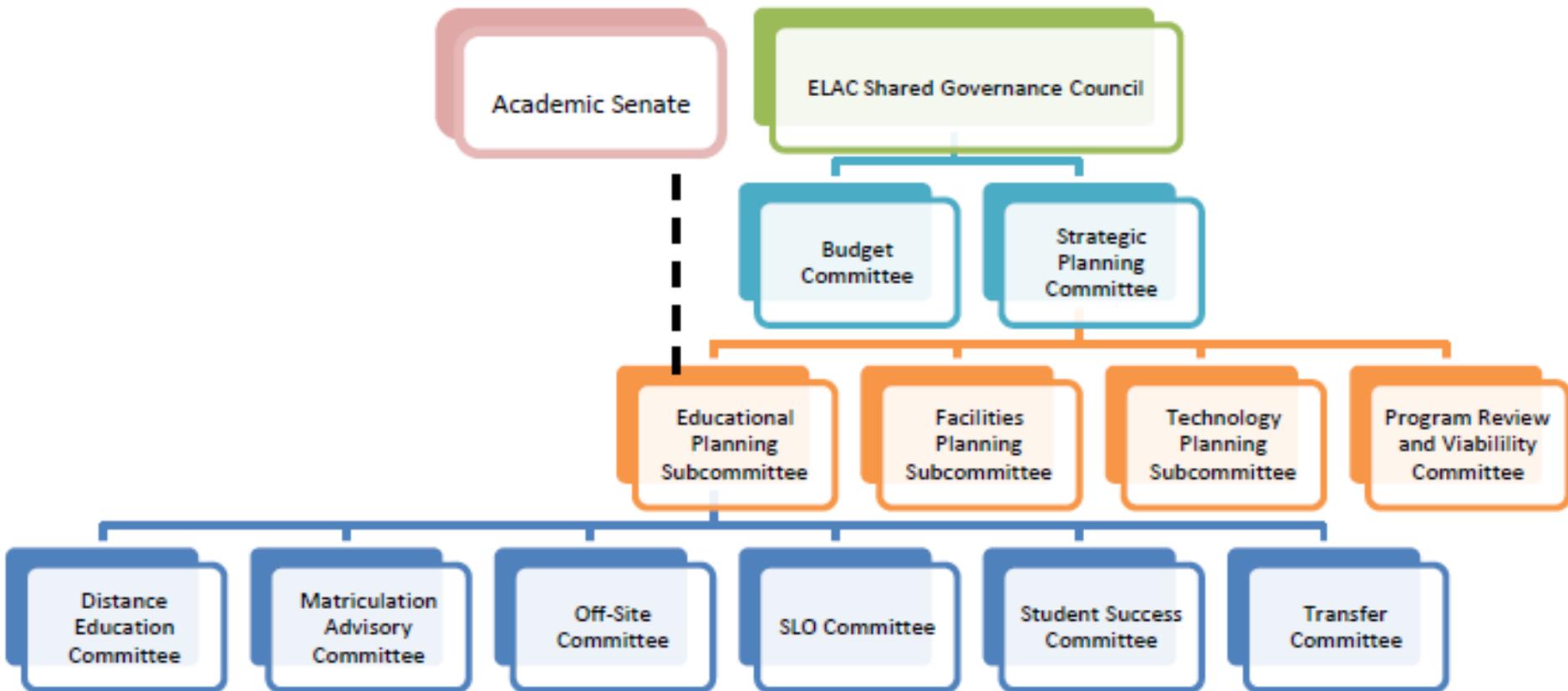
Organizational Structures

- Describes the college's organizing structures and the general functions of each cluster and office
- Provides information to constituencies on the roles of each office

ESGC

- The Handbook reaffirms the college's commitment to shared governance established in 1993:
 - “In accordance with this agreement, the decision-making processes described in this Handbook reconfirms the need to ‘rely primarily’ upon recommendations of the Academic Senate in formulating, changing, and/or approving policies in areas related to academic programming.”
 - The ESGC is the college's central governing body.
 - Its charge is to ensure the implementation of shared governance on campus in the development of policies in a participative, objective, and constructive manner.
 - The ESGC focuses on providing the president with advice and recommendations on a variety of policy matters. These matters also include processes for institutional planning and budget development.

Planning



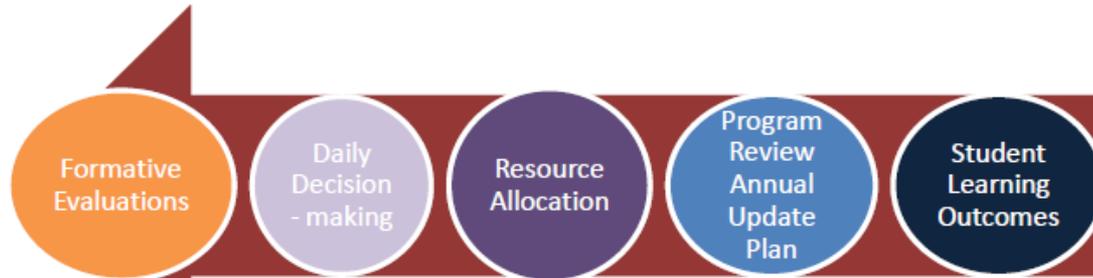
Planning

- The East Los Angeles College Strategic Plan serves as the central planning document for the college and contains the College Mission, College Vision, and College Strategic Directions and Values.
 - Strategic Planning Committee (SPC)
- The Educational Master Plan details all academic and educational planning objectives, including student and administrative service objectives that relate to educational goals.
 - Educational Planning Subcommittee (EPSC)
- The Facilities Master Plan describes all planning objectives related to facilities and college infrastructure.
 - Facilities Planning Subcommittee (FPSC)
- The Technology Master Plan describes all objectives related to educational technology and technology infrastructure.
 - Technology Planning Subcommittee (TPSC)

Planning

- All college planning agenda are created through data-driven processes that include national, state, local, and campus-level data.
 - Program Review process is used to substantiate the efforts made by departments and units to improve student learning and to identify the needs of ELAC students and the surrounding community.
 - Annual Update Plans assess the degree to which departments and programs are working to improve the student learning process and creating improvements in student outcomes.
 - Student Learning Outcomes provide evidence on learning in the classroom and assist faculty in making programmatic improvements.

Planning (Strategic 6-Year Cycle)



Operational (Annual)

Summative Evaluation

Implementation

Implementation and Action

- The college implements its plans through the actions of individuals and committees
 - Budget Committee
 - Hiring Prioritization Committee
 - State Equipment Grants Committee
 - Curriculum Committee
 - Work Environment Committee
 - Student Success Committee
 - SLO Committee and SLOAC
 - Accreditation Response Group

The Role of Program Review

- The college conducts comprehensive evaluations every six years in addition to Annual Update Plans.
- Program Review reflects the college's planning agenda and creates a system for programmatic evaluation within the constructs of the college's goals and priorities.
- Commendations and recommendations are developed by a representative validation committee and approved by the ESGC and college president
- Commendations and recommendations are reviewed on an annual basis to track the college's efforts to reach its goals and objectives.

Annual Update Plans

- The purpose of the Annual Update Plan (AUP) is to:
 - Help units monitor annual progress on action plans/goals and validation committee recommendations made during the comprehensive program review process
 - Plan and implement additional changes to improve student success and institutional effectiveness
 - Document changes within the department and in the discipline, college, state, or surrounding community that will be useful in conducting a unit's six-year comprehensive program review.
 - Serve as the central process for requesting any resources

Linking Planning and Resources

- Annual Update Plans integrate college and unit goals with requests for
 - Faculty
 - Classified and unclassified staff
 - State Equipment
 - Non-instructional equipment
 - Perkins funding

Use of Annual Update Plans

- Link resource requests to the college's planning objectives and recommendations developed in the comprehensive program review process.
- Inform the college on the good work that faculty and staff have completed
- Determine areas in need of funding to satisfy the unit and college goals
- Serve as data for revising the college's strategic and master plans

Cluster Update Plans

- Each cluster reviews the Annual Update Plans of their units
- Areas of need are assessed and overlapping needs are identified
- Offers a global perspective of the needs of the campus and each individual cluster.
 - This perspective assists in annual college planning efforts by providing a venue through which the vice presidents can synthesize creative solutions that span multiple units within and between the clusters
- Identification of cluster goals and unfunded cluster priorities

Faculty Feedback

- Cluster plans are presented to the college community
 - (Forum - March 15th)
- The forum allows the campus to provide feedback to the vice presidents on the cluster priorities.
- Unfunded priorities are given to the Budget Committee and to the units within the cluster.
 - Budget Committee reviews the preliminary budget and expenditure projections as well as the funded and unfunded priorities from each Cluster Update Plan.
 - The Budget Committee makes recommendations to ESGC regarding the proposed budget, including the budget balance and unfunded priorities.
 - When budget decisions are finalized, the vice presidents respond to any Budget Committee inquiries regarding any major funding outside of the established cluster priorities

Evaluation

- Formative evaluation
 - Continuous quality improvement
 - Implementation process
 - Assessing the degree to which the objectives and action items are completed
 - Queries as to the progress made on each planning item
 - Provides narratives describing the progress made, any obstacles encountered, and whether there is any need for changes associated with the objective or action items.
 - Serves as a historical knowledge base for future planning and college decision-making.

Evaluation

- Summative evaluation
 - Overall effectiveness
 - Impact on student outcomes
 - College core indicators (quantitative measures)
 - Faculty and staff surveys
 - Perceived impact
 - Program improvement
 - Assessment of planning procedures
 - Creation of a dialog on self-evaluation and improvement

Evaluation

- College databases
- Surveys
- Ongoing assessments of process
- SLOs
- Core indicators
- Accreditation self-study

Instructions on how to use the handbook

- The handbook is interactive and made to serve as a guide for all college faculty, staff, and students
- <http://elac.edu/collegeservices/researchplanning/SGH.htm>