



EAST LOS  
ANGELES  
COLLEGE

# STRATEGIC EDUCATIONAL PLAN 2025-2030



## Mission

East Los Angeles College empowers diverse learners and provides pathways to college transfer, career advancement, and degree completion through accessible, high-quality education and training. ELAC's commitment to educational opportunity transforms individual lives and strengthens our communities.

## Vision

East Los Angeles College provides transformative, student-first education that anticipates and meets the evolving needs of our students and communities.

# About

Established in 1945, East Los Angeles College stands among California's largest community colleges, serving a diverse student body representing local and international communities. As a premier educational institution, ELAC delivers educational excellence at two campuses in Monterey Park and South Gate, as well as multiple other locations including local high schools and community centers.

Driven by a commitment to excellence, community and innovation, the development of the 2025–2030 Strategic Educational Plan (SEP) began in the Strategic Planning Committee (SPC) with the evaluation of the goals, metrics, and objectives of the previous 2019–2025 Strategic Plan. Evaluation included discussions on how the past planning framework could be improved to better guide the work of the College. Thus, SPC sought a completely different innovative approach. First, SPC collectively developed four guiding principles to direct its work:

- 1. Student-centric:** Prioritize student success, retention, and engagement in every part of the student journey.
- 2. Continuous Improvement:** Commit to the ongoing process of reflecting, identifying opportunities, and innovating processes and practices.
- 3. Data-informed Decision Making:** Leverage both quantitative and qualitative evidence to drive change, benchmark institutional performance, and use evidence-based practices from the field.
- 4. Institutional Core Priorities:** Streamline objectives to align with the College's most critical priorities.

With those principles in mind, SPC drew elements from various models and frameworks, including but not limited to Vision 2030 and the Student-Centered Funding Formula (SCFF) to develop its own unique framework based on four themes (Welcome, Engage, Empower, and Transform). The Office of Institutional Effectiveness and Advancement (OIEA) distributed a campus-wide Collective Inquiry Survey from November to December 2024 to gather feedback on the College's Mission and top priorities for its new strategic plan. The voices of the college community shaped the College's strategies which were then presented for additional feedback to all campus constituencies, including students, faculty, classified staff, and administrators, to ensure that all voices would be heard.

During March 2025, in-reach sessions were held for the Associated Student Union, Academic Senate, and a college-wide session on the East campus. Additional informative presentations were also given at various committees and constituency groups, including community forums at the Southeast and East campuses that offered Spanish and Mandarin interpretation.

The new SEP unifies strategic and educational planning into one cohesive vision, replacing the previously separate Educational Master Plan. As an integrated plan, the SEP provides a high-level overview of the College's plans and initiatives. The SPC Chair and other key members were also integrated into the District Planning Committee (DPC). This cross-collaboration ensured alignment with the 2024–2029 Los Angeles Community College District Strategic Plan.



# Themes and Strategies

## Welcome | Engage | Empower | Transform

The themes operate as a framework to organize ELAC's strategies around key leverage points along students' educational journeys. Strategies may be reevaluated and revised based on changing state, regulatory and funding requirements.

The strategies are high-level planning tools that are designed to guide institutional policy and decision making. The following strategies considered these criteria:

1. **Actionable:** There are concrete steps or processes that can realize this strategy
2. **Measurable:** Metrics can be tracked, and/or there a clear point of completion
3. **Realistic:** The strategy be completed within the means of the institution and within the timeframe of the Strategic Educational Plan
4. **Relevant:** The strategy benefits from inclusion within the Strategic Educational Plan versus another plan or document
5. **Aligned:** The strategy is consistent with established college priorities:

Completion of degrees and certificates

Flexible Scheduling

Academic Program Offerings

Financial Aid & Financial Literacy

Student Onboarding

Campus Climate and Customer Service

Up-to-Date Technology

Number of students transferring

Employee Professional Development

Time to completion

Dual enrollment and concurrent enrollment

Marketing and Outreach

Noncredit, including Adult Education and Basic Skills

Noncredit, including Adult Education and Basic Skills

All strategies and metrics align with college, district, and state priorities.



# Welcome

Educational access through inclusive marketing, streamlined student-centered onboarding, and an environment that honors all voices and experiences.

## Strategies

- i. Expand early outreach efforts—including campus tours, high school ambassadors, and welcome fairs – with a targeted focus on the Southeast, East and San Gabriel Valley communities
- ii. Revise internal and external marketing efforts and evaluations using data-driven insights for traditional media and social media approaches
- iii. Develop a comprehensive website approach and tools to address accessibility and up-to-date information across instructional and student support areas
- iv. Assess campus signage to improve visibility and wayfinding of key student support offices and other high impact touchpoints and locations
- v. Increase targeted financial aid outreach, FAFSA completion support, and financial literacy programs
- vi. Expand dual enrollment pathways with K-12 partners in the Southeast, East, and San Gabriel Valley communities
- vii. Enhance noncredit pathways to support the transition of K-12 students and adults into credit programming
- viii. Redesign new and returning student onboarding that provides guidance and supports to part-time and full-time students from enrollment to course completion
- ix. Develop supportive, targeted, and streamlined enrollment processes that address the needs of diverse populations of students – credit, noncredit, working adults, dual enrollment, AB 540, and international students

## Metrics

### Successful Enrollment at ELAC\*

Latest Year (2023-24): 10.2%

3 Year Avg: 15.3%

### Dual Enrollment

[Sections | Headcount | Enrollment]

Latest Year (2023-24): [413 | 6,146 | 10,126]

3 Year Avg: [321 | 5,038 | 7,729]

### California College Promise Grant Recipients

Latest Year (2023-24): 18,350

3 Year Avg: 14,850

### Noncredit FTES

Latest Year (2023-24): 219

3 Year Avg: 221

\* The proportion of all applicants who indicated an intent to enroll who enrolled in the selected year



# Engage

Relevant transfer, academic, and career preparation and training programs, comprehensive student support services, and accessible learning resources to foster learning and equitable outcomes.

## Strategies

- i. Provide responsive and timely access to counseling, educational spaces, learning supports, student clubs, and technology resources students need to succeed at all locations and modalities
- ii. Implement outreach and support programs to encourage FAFSA & AB 540 applications, Pell grant awards, and access to emergency student aid
- iii. Assess demand and expand in-person and flexible scheduling for high-demand STEM and transfer courses
- iv. Scale successful practices and strategies from learning communities and programs
- v. Review educational program offerings for currency, transferability, labor market, student demand, and program alignment with career and academic pathways
- vi. Provide student-centered scheduling, including transfer, noncredit, part-time, and adult learners
- vii. Simplify access to student wellness services to support a more holistic approach to student support
- viii. Expand Zero Textbook Cost (ZTC) degree pathways and Open Educational Resources (OER) to reduce student financial barriers and enhance faculty collaboration across disciplines, campuses, and pedagogical approaches
- ix. Expand credit for prior learning (CPL) opportunities, in-language instruction, and competency-based education (CBE) programming to recognize workforce experience, military service, and other learning pathways

## Metrics

### Persisted from First Term to Subsequent Term

Latest Year (2023-24): 61.5%

3 Year Avg: 61.3%

### Total College FTES

Latest Year (2023-24): 22,431

3 Year Avg: 20,089

### Pell Grant Recipients

Latest Year (2023-24): 11,084

3 Year Avg: 8,537

### AB 540 Headcount

Latest Year (2023-24): 1,142

3 Year Avg: 1,168.3



# Empower

Foster knowledge and agency in students, faculty, staff and administrators to help students navigate their educational journeys.

## Strategies

- i. Strengthen ability to increase successful completion of transfer-level math and English and close equity gaps with renewed focus on instructional strategies and collaborations with First Year Experience, Welcome Center and Counseling
- ii. Establish inclusive and collaborative practices that break down organizational silos, promote shared responsibility in planning, and ensure consistent communication of institutional decisions with the entire college community
- iii. Develop a comprehensive online teaching and learning repository that includes professional development for faculty and staff on evidence-based practices for online teaching and support, digital literacy, and easily accessible self-service tools
- iv. Integrate structured professional development training from employee onboarding through continuous learning initiatives to build essential competencies, close achievement gaps, and foster inclusive environments that enhance student success and instructional effectiveness
- v. Advance ethical engagement with generative AI in Teaching and Learning through AI literacy training for students, faculty, staff and administration, increased campus access to vetted AI tools, resources, and training
- vi. Streamline the certificate and degree application process

## Metrics

### Completed Transfer-Level Math and English in First Year

Latest Year (2023-24): 5.8%

3 Year Avg: 8.2%

### Credit Certificates

Latest Year (2023-24): 715

3 Year Avg: 592

### 9 or more CTE Units

Latest Year (2023-24): 4,585

3 Year Avg: 3,954

### Noncredit Certificates

Latest Year (2023-24): 739

3 Year Avg: 693



# Transform

Cultivate educational capacity and adaptability for progressive success in local and global communities. Advance institutional capabilities to improve the broader effectiveness of ELAC.

## Strategies

- i. Expand structured transfer pathways and strengthen partnerships with UC, CSU, and other four-year institutions to improve transfer rates and degree completion
- ii. Leverage AI-driven tools and technology to improve operational efficiency and support the student journey
- iii. Develop a future-ready, innovative, Southeast Campus as a dynamic community hub by leveraging public-private partnerships, expanding work-based learning opportunities, launching intentional and new academic and workforce programs. Additionally, create seamless pathways to transfer, apprenticeships, internships, employment and high-growth careers
- iv. Establish institutional process to address safety, accessibility, cleanliness, and other facility issues
- v. Explore collaborative or dedicated counselors within academic departments and pathways, expanding proactive advising
- vi. Redesign policies, procedures, and processes, to improve the college's agility in response to workforce shifts, funding changes and student needs while promoting transparency of college resource allocation and progress on goals
- vii. Embed sustainability and environmental impact considerations in all aspects of college practices and operations
- viii. Expand strategic partnerships with public/private agencies for services on campus, such as food and other vendors, and revenue generation opportunities

## Metrics

### Transferred to a Four-Year Institution

Latest Year (2019-20): 20.9%  
3 Year Avg: 18.7%

### Attained approved certificate, associate degree, and/or baccalaureate degree within 3 years

Latest Year (2023-24): 22,431  
3 Year Avg: 20,089

### Attainment of regional living wage

Latest Year (2023-24): 2,092  
3 Year Avg: 2,650



## Evaluation and Next Steps

Each strategy and metric will be reviewed within the five-year cycle. Progress will be reported within the College's shared governance structure. Review includes evaluating progress toward established goals and related metrics provided by the Office of Institutional Effectiveness and Advancement (OIEA) and whether College processes, practices, or the strategies themselves need to be updated and revised as a result.

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## References

- California Community Colleges Chancellor's Office (CCCCO):
  - [Metric Definitions](#)
  - [Student Equity and Achievement Program Report](#)
- [Student Centered Funding Formula \(SCFF\) Metrics](#)
- [ELAC Strategic Plan Survey Report](#)

# Administration

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New campus under construction at Firestone Blvd and Sante Fe Ave.  
Classes temporarily taking place at South Gate High School and Odyssey High School.  
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