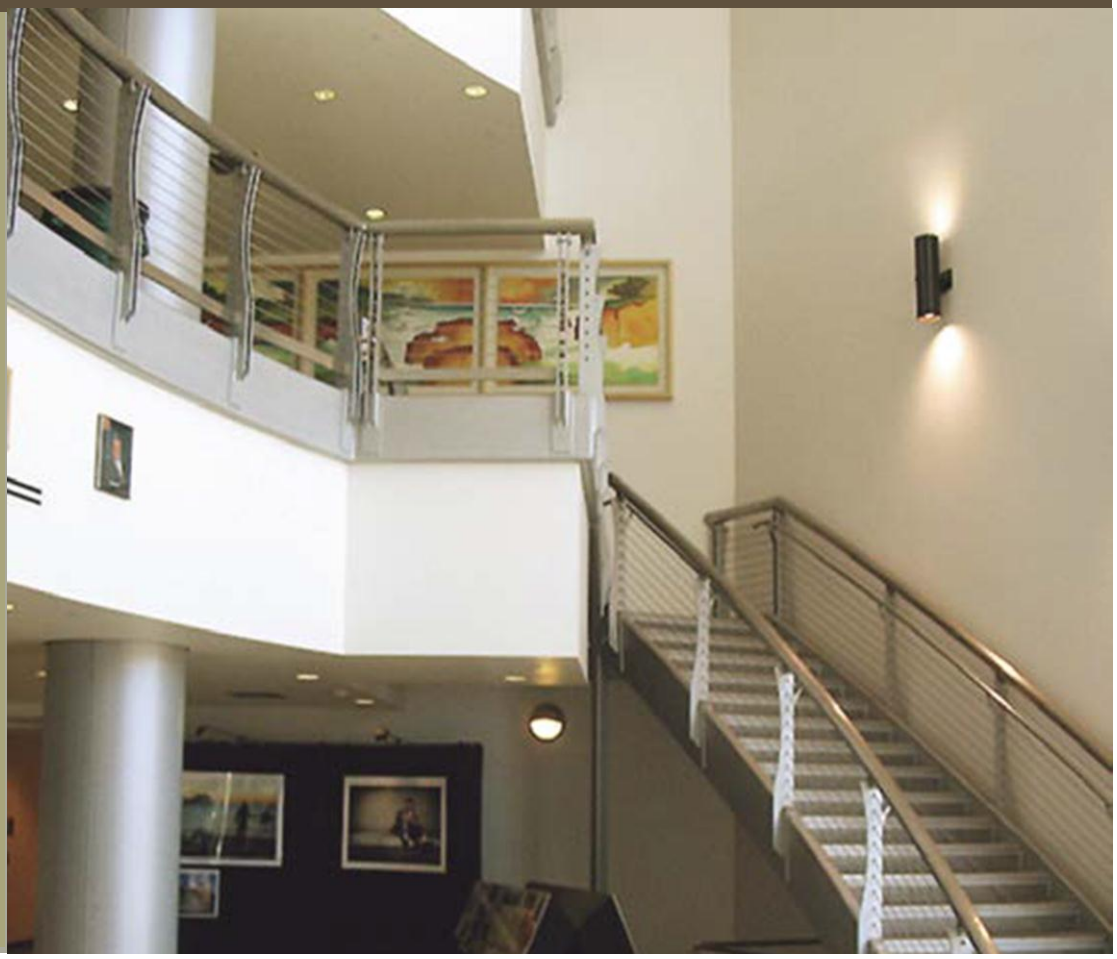
2012
2018

East Los Angeles College
FACILITIES MASTER PLAN



COLLEGE MISSION

East Los Angeles College empowers students to achieve their educational goals to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

1301 Avenida Cesar Chavez, Monterey Park, California, 91754 ▪ (323) 265-8650 **www.elac.edu**

EAST LOS ANGELES COLLEGE
FACILITIES MASTER PLAN
2012 – 2018

FPSC adopted September 20, 2012
ESGC adopted October 8, 2012

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Martha Ermias, Assistant Dean of Grants Management

Erlinda De Ocampo, Associate Vice President of Administrative Services
Gonzalo Mendoza, Manager of College Information Systems
Karen Rapp, Director of Vincent Price Art Museum

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Facilities Planning Subcommittee Members

Administration
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SEIU 721 Supervisors
- Carey Delzell, Carpentry Supervisor
- Alex Almeida, Senior Custodial Supervisor, Alternate

Local 99
- Filiberto Barajas, Maintenance Assistant

ASU
- Noemi Nestor, Historian

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- Maribel Carbajal-Garcia, Sr. Office Assistant
- Ryan Cornner, Dean of Institutional Effectiveness
- José “Alfred” Gallegos, Research Analyst

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COLLEGE HISTORY

East Los Angeles College (ELAC) is a large urban college which serves more Latino students annually than any other community college in the California Community College System. ELAC serves an important role in its community through its academic, career-technical, noncredit, student support service and Public Service Academy programs. These offerings serve as gateways to a better life for many in the community and as a primary access point to higher education for a population that has traditionally been underrepresented in post-secondary education. ELAC's primarily Hispanic/Latino and Asian/Pacific Islander student body reflects its service area population and is indicative of the college's dedication to increasing access and success in higher education for underrepresented populations. The college offers a full spectrum of degree programs, career certificate programs, and transfer curriculum that allows students to successfully complete their educational goals. In addition, the college offers the opportunity for students to engage in an educational plan that promotes individual personal development. In this manner, ELAC represents the promise of new opportunities to the community and a gateway to success for many students.

East Los Angeles Junior College was established in June 1945 by the Los Angeles City Board of Education. The college opened its doors for the Fall 1945 semester in September in a wing of Garfield High School, boasting nineteen faculty members and 117 students, many of whom were World War II veterans.

The college quickly outgrew the borrowed high school facilities. In 1947, the Board of Education was able to purchase eighty-two acres of agricultural land in what was then East Los Angeles, thanks to funding from a bond issue. Two years later, in January 1949, classes began at the college's present location in wooden bungalows moved to the campus from the Santa Ana Army Air Base. More than 1,700 students enrolled that year.

An evening program that began in 1947 was expanded and offered at many locations. By 1954, the popular program offered classes at twenty-five different locations. The Civic Center program alone enrolled over 1,900 students that year.

In 1948 a name change was proposed. Angeles Bella Vista College, Ramona Hills College and Hillview College were considered. It wasn't until 1959 that the name change occurred when the "Junior" was dropped and the name East Los Angeles College (ELAC) was firmly established.

COMMUNITY SUPPORT AND ENROLLMENT GROWTH

In 1951, the stadium and auditorium were built. Over the next twenty years permanent buildings were constructed to accommodate growing enrollment. More classrooms, an administration building, a library, a planetarium, men's and women's gyms, a swim stadium, a theater, and an art gallery – to name a few – followed.

Today's Vincent Price Art Museum began with a gift from Vincent Price – noted actor and art collector – who donated ninety pieces from his collection to establish the first "teaching art collection" in 1957. Over the years, the collection has grown to more than 9,000 pieces including works on paper, paintings and three-dimensional art work. This collection provides an extraordinary and unique resource for students to see original art firsthand in order to supplement courses in art history and art appreciation.

In 1969, the California State Legislature clearly defined higher education in the state and designated the (then) eight community colleges of the Los Angeles Unified School District as the Los Angeles Community College District (LACCD). A seven-member Board of Trustees was elected to govern the new district. Today, the ELAC service area, home to more than 1.5 million people, includes the communities of 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.

During the 1970s, more buildings were added to the campus to keep up with growth of student enrollments. In 1975, the unduplicated enrollment count of credit students was 18,544. A gymnasium, including classrooms, a lecture hall, offices and lockers, and outdoor ball-court spaces were built in 1972. The swim stadium, with two twenty-five yard swimming pools, was also built that year. To house the nursing program a Nursing Education Building was built in 1977 and a new library followed two years later.

In 1972, the City of Monterey Park annexed the College and surrounding neighborhood, officially changing the main campus address. ELAC began growing, adding faculty members, programs and classes as demand for higher education increased.

During the 1984 Olympic Summer Games, ELAC hosted swimming and field hockey events, welcoming thousands of spectators to campus and increasing the international visibility of the College. Despite funding challenges that limited growth during the 1980s, ELAC continued to offer a variety of vocational and transfer programs.

Throughout the 1990s the Automotive Technology and Child Development Centers were built. Many of the original bungalows were still used as classrooms until 2007 when they were finally demolished to make way for new campus structures.

CAMPUS TRANSFORMATION

During the 1990s ELAC experienced unprecedented growth and change. Enrollment grew from 13,000 to approximately 30,000 students and the number of permanent faculty almost doubled. Outreach programs were located throughout the service area for the convenience of students who could not easily travel to the main campus. In August 1997, the full-service South Gate Educational Center was established in the southern part of the service area so that students could complete a transfer curriculum and several career programs without attending the main campus. In 2007, a third site was opened in Rosemead to serve students in the northeastern portion of ELAC's service area.

Growth during the first decade of the 21st century was not limited to increasing enrollment. An emphasis on student-centered education and on providing support that engendered student success increased ELAC's graduation numbers. Between 2000 and 2005, East Los Angeles College graduated the highest number of Hispanics/Latinos in California. Nationwide, in 2011, ELAC, ranked 6th, continued to be one of the highest Associate Degree producers of Hispanics/Latinos.

In 2000, two bond issues, Propositions A and AA, initiated by the LACCD, were approved by voters. Funding of over $281 million allowed ELAC to begin the most ambitious building program in its history to substantially improve the College's infrastructure. In the fall of 2004, a state-of-the-art technology building opened that was started with state funds and completed with bond money. This building was the first of many buildings and improvements that are planned or under construction.

By the spring of 2011, after almost a decade of planning and construction, more than 240,000 square feet of classroom, student services and administrative space were added to the college facilities. In addition to buildings, a 1,800 space parking structure was constructed to provide access to the heart of the campus. The Baum Center, located on the east side of the college's new entry plaza, was remodeled to be a comprehensive facility for administrative services, complete with a six-room faculty conference center. Across the entry plaza is the newly

completed Student Services Center that houses admissions, testing, counseling, and financial services under one roof to maximize student access to enrollment services.

The Visual and Performing Arts Center, a $65 million, three-building complex located at the eastern gateway to the campus, is anchored by a 77,000 square feet two-story building that is now home to the Dance, Music, and Visual Arts disciplines. The Theater Department is housed separately in a two-story building that includes a traditional proscenium stage theater and a flexible black box performing space. The facility also includes workshops for costuming and stage design as well as classrooms to allow for instruction to occur simultaneously with performance preparation. The Vincent Price Art Museum, the third building in the center, is equipped with seven galleries, the Thomas Silliman Vault for storing the collection, and a 129-seat "smart" lecture hall to accommodate art history classes and guest lectures.

Currently, construction continues on a replacement classroom building, the renovation of the Helen Miller Bailey Library, a second 1,500 space parking structure located on the northeast corner of the campus, a Transit Mall, and modernization of the sports stadiums and playing fields. In addition, an off-campus building in nearby Corporate Center has been purchased and is undergoing renovation to serve as the Health Careers Center.

Funding from a third bond approved in 2008 will continue campus transformation into the coming decade. The South Gate Educational Center acquired a 19-acre site across the street from its current location. The new site, which is projected to open in 2015, will be developed into a campus complete with a parking structure, a new classroom building and a retrofitted space that will accommodate various student services.

On the main campus, plans for a Science Career & Mathematics Building, Student Success and Retention Center, Campus Student Center/Bookstore and gardens, plazas, and additional classrooms are moving towards approval and construction. With these enhancements, East Los Angeles College will be positioned to provide the highest quality education and services to its students and community for decades to come.

COLLEGE PLANNING STRUCTURE

The strategic planning structure at ELAC reflects the college's commitment to shared governance and to obtaining campus-wide and community input on college goals and objectives that will shape the college's future. The ELAC Shared Governance Council (ESGC) serves as the central governing body for all planning decisions and makes recommendations directly to the college president as part of the shared governance process. In addition to the ESGC, the Strategic Planning Committee (SPC), Educational Planning Subcommittee (EPSC), Facilities Planning Subcommittee (FPSC), Technology Planning Subcommittee (TPSC), Program Review and Viability Committee (PRVC), and the Budget Committee also play key roles in the development and implementation of the college planning agenda. The Office of Institutional Effectiveness (OIE) facilitates the development of the college planning documents and assists in the implementation and evaluation of the planning agenda.

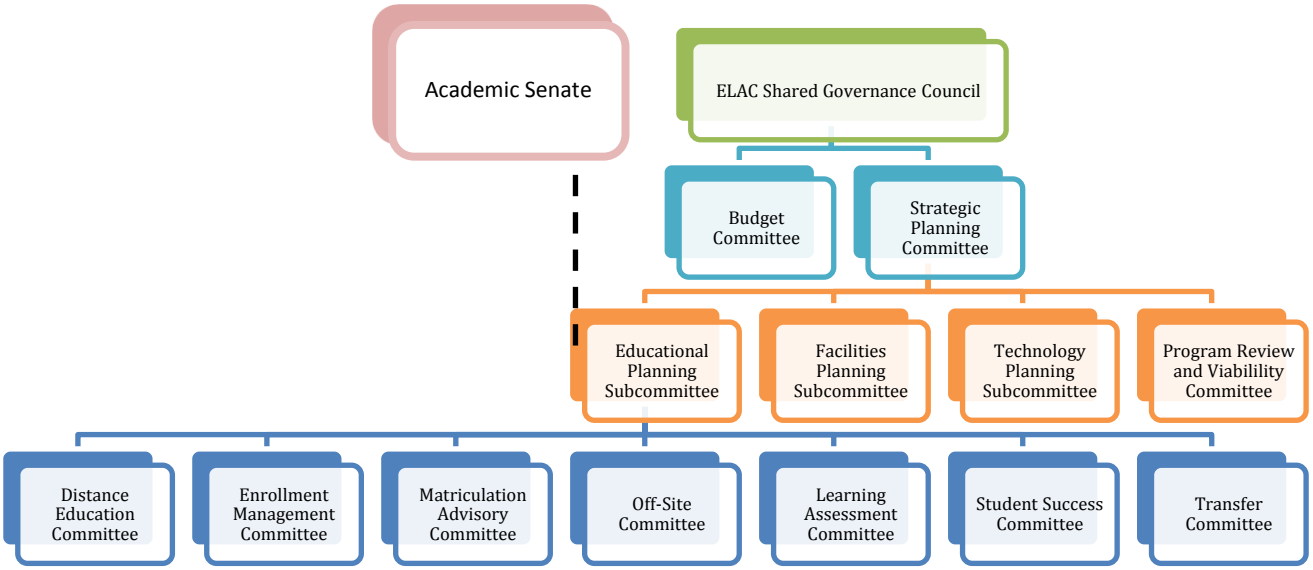


Figure 1: ELAC Planning Structure

All college planning agendas are created through data-driven processes that include national, state, local, and campus-level data. The Office of Institutional Effectiveness provides comprehensive college data on student outcomes and college core indicators of success. The college is also guided by the objectives set forth in the District Strategic Plan. Through the use of quantitative and qualitative data, and the direction of the District Strategic Plan, the college regularly reviews its own strategic and planning objectives. In addition, the **Program Review** process is used to substantiate the efforts made by departments to improve student learning and to identify the needs of ELAC students and the surrounding community. The Program Review and Viability Committee reviews and updates the college's **Program Review Plan** every six years. This plan includes the schedule for conducting **Comprehensive Program Review** and **Annual Update Plans**. The Comprehensive Program Review Questionnaire focuses on the manner in which each program is supporting the agenda items listed in the Strategic Plan. In addition, the Comprehensive Program Review and Annual Update Plans utilize Learning Outcomes to assess the degree to which departments and programs are working to improve the student learning process and creating improvements in student outcomes. Annual Update Plans are completed in between comprehensive reviews to determine the progress made in responding to Comprehensive Program Review recommendations and the program or department's own unit goals. The Annual Update Plans serve as the basis for resource allocation decisions, such as hiring of new faculty and staff, purchase of new equipment, and increases or decreases to a unit's base budget. The Comprehensive Program Review and Annual Update Plans provide essential data in the development, implementation, and evaluative planning processes.

All college planning is conducted using evaluation cycles focused on continuous quality improvement for all instruction, student services, and administrative programs. ELAC enters into six-year planning cycles in which the college progresses through phases of Planning, Implementation, and Evaluation (PIE). By incorporating formative evaluations into operational decision-making, ELAC ensures that these annual processes are subject to self-reflective examination on an ongoing basis and that lessons learned contribute to improvements in these processes. Data-driven measures and formative evaluations contribute to a summative evaluation of the strategic plan implementation at the end of its six-year cycle. The link between the formative evaluations and summative evaluation ensures that continuous quality improvement is ongoing and is the driving force for revisions to the

strategic plan. Through this model, the college ensures that all programs, as well as the college's governing and decision-making processes, are regularly and thoroughly evaluated.

The Strategic Planning Committee (SPC) is a standing committee that serves to regularly review and revise the College's Mission, Vision, and Strategic Goals as needed. Membership on this committee ensures representation from all vital constituent groups and those with the requisite knowledge to formulate the college planning agenda. The SPC is responsible for overseeing the implementation process of the strategic and master plans and reviewing ongoing formative evaluations. The committee is convened every six years for a formal review of the college's current planning agendas and relevant data in order to determine if revisions are needed and, should it be determined to be warranted, construct a revised College Mission and Strategic Plan. The committee works to ensure that there is a thorough evaluation of the current planning agendas and that the Strategic Plan includes a review of all relevant data. To this end, the committee reviews a standard set of vital data elements and meets to select additional elements that are deemed needed for the college's planning efforts. The standard data elements include:

1. District and state strategic plans
2. The formative evaluations and implementation history of the previous strategic plan
3. The college external scan, internal scan, college profile, and core indicators
4. Student surveys
5. Comprehensive program review and annual update results
6. Program learning outcomes and college core competencies to institutional learning outcomes
7. Any additional information relevant to the revision of the strategic plan

The goals developed for the Strategic Plan serve as broad objectives that all areas of the institution should strive to meet. In this manner, these goals serve as guidance in the development of specific college plans as well as those actions planned through the departmental or unit specific efforts. Each planning subcommittee (Educational, Technology, and Facilities) creates objectives or planned actions that will lead to the fulfillment of the Strategic Goals.

DEVELOPMENT OF THE FACILITIES MASTER PLAN

The Facilities Planning Subcommittee (FPSC) creates the Facilities Master Plan. The FPSC operates under the auspices of the Strategic Planning Committee and is made up of college faculty, administrators, staff, and students. The committee serves as the central planning committee for all facilities matters. The purpose of the FPSC is to determine the facilities needs of the college based primarily on and in support of the college's Strategic Plan; to review, revise and officially adopt the Facilities Master Plan, which it then forwards to the ELAC Shared Governance Council for formal approval; forward funding request to the ESGC for the implementation of college, state and or voter approved construction projects related to and detailed in the college's Facilities Master Plan. In addition, the FPSC monitors the progress in implementation of all goals and action items listed in the college Facilities Master Plan in support of the related goals and action items listed in the college and district's Strategic Plans.

The Facilities Master Plan serves as the college's guiding strategy on facilities issues and seeks to fulfill the College Mission and Strategic Goals through the implementation of facilities objectives. These objectives are broad-based principles that can serve as guidance for all building and beautification projects on campus. Furthermore, these objectives are used in the Program Review process to assist the college in establishing relevant plans that will lead to the fulfillment of its Facilities Master Plan and consequently its Strategic Plan and College Mission. Each activity undertaken by the college will be aligned with the stated Facilities Master Plan objectives and tracked to determine their overall effectiveness in accommodating students, faculty, and staff with adequate space while providing an improved learning environment Aesthetic improvements, technological

improvements improved safety, and adequate parking for the college community are also expected. In addition, specific recommended actions are offered for the objectives by the FPSC to provide focus and prioritization in college planning in a manner that will best lead the college to a successful completion of its Strategic Goals and associated targets.

The FPSC began its planning work on August 4, 2011 by forming a Taskforce to review the 2009 Facilities Master Plan (FMP). Subsequently, the Taskforce identified several areas of interest for exploration of campus needs related to all facilities matters. These identified areas of interest are used to drive the committee to strategies that directly target the underlying factors that inhibit academic success, technological advancement, and campus safety.

Areas of Interest –Why questions/Underlying Factors.
Current status of campus • Building/space description • Current planned buildings • Timeline for completion of planned buildings
Additional campus needs • Study space • Office space • Look of campus • Offsite locations • Campus maintenance • Open space • Green areas • Parking • Safety • Lighting • Recreational use of space by surrounding community • Smart/flexible classrooms

Table 1: FMP Areas of Interest

The committee met over the course of a year to review the 2009 Facilities Master Plan and available data, and to develop objectives based on the perceived needs of the college. The following provides a summary of the findings by the FPSC.

GENERAL NEED AND IMPACT OF THE BUILDING PROGRAM

The college is in need of several facilities projects to enhance the college's ability to respond to its community and allow it to successfully plan for future growth at such a time that the state economic conditions improve. Without completion of these projects, ELAC will be unable to meet the needs of its students and the community. In addition, the college is in need of additional instructional space as defined by the State of California's capacity load ratios. Data provided by the Los Angeles Community College District's Office of Institutional Research indicates that the college will increase its assignable square footage on the main campus by 138,823 square feet. Despite of the fact that a majority of the square footage increase will be in the form of instructional lecture and lab space, the college will be below the state capacity ratios (see Title 5, California Code of Regulations, Division 1, Chapter 13, Subchapter 1 – School Facilities Construction). During development of the current FMP the FPSC noted that disciplines and departments located in temporary swing spaces do not have sufficient tech support to address student needs and that temporary classrooms are not conducive to learning and student success; additionally, they noted that faculty are in need of adequate office space.

Twenty-six percent of students who took part in the Spring 2012 LACCD student survey reported that they spent more than eleven hours per week commuting to the campus. The need for alternative modes of transportation where noted along with adequate parking space. Additionally, the most recent available Cleary Act Crime Statistics show that criminal offenses on campus outnumber those reported off campus (see Tables 7-9). Based on the available data the TPSC noted the need to improve campus security and crime prevention.

	Total Occurrences On campus		
Criminal offense	2008	2009	2010
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	2	0
d. Sex offenses - Non-forcible	0	0	0
e. Robbery	2	0	1
f. Aggravated assault	2	2	0
g. Burglary	10	5	4
h. Motor vehicle theft	17	15	27
i. Arson	0	0	0
Total	**31**	**24**	**32**

Table 2: Criminal Offenses On Campus

	Total Occurrences in or on Noncampus buildings or properties		
Criminal offense	2008	2009	2010
a. Murder/Non-negligent manslaughter		0	0
b. Negligent manslaughter		0	0
c. Sex offenses - Forcible		0	0
d. Sex offenses - Non-Forcible		0	0
e. Robbery		0	0
f. Aggravated assault		0	0
g. Burglary		0	0
h. Motor vehicle theft		2	2
i. Arson		0	0
Total	**0**	**2**	**2**

Table 3: Criminal Offenses in or on Noncampus Buildings or Properties

	Total occurrences on Public Property		
Criminal offense	2008	2009	2010
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible	0	0	0
e. Robbery	0	2	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0
Total	**0**	**2**	**0**

Table 4: Criminal Offenses on Public Property

Finally, abundant research shows that students with disabilities must overcome numerous barriers en route to their educational attainment. The results from the National Disability Policy: A Progress Report – October 2011, states that large disparities between people with and without disabilities persist: disabled people have lower unemployment rates, annual earnings, educational attainment and achievement – to name a few. The country's economic decline has only made things worse for these individuals as funding to special programs continues to decrease. In the United States, from 2003 to 2009, the number of disabled people seeking a higher education has increased by 20 percentage points; however, only about 14% of students with disabilities twenty-five year of age or older complete their college education (28% of students without disabilities and of the same age complete college). There is a need to assist students with disabilities. Data reported by the OIE shows that in-course success rate for students of DSP&S, in Fall 2011, was 60%. Nearly 7 percentage points lower than the college average and 10 percentage points lower than the targeted college goal.

FACILITIES MASTER PLAN PROJECT UPDATE

Presented in the current FMP are projects that carry forward the concepts of providing state-of-the-art learning environments, enhanced infrastructure, improved safety, and adequate convenient parking. In ELAC's 2009 Facilities Master Plan the college evaluated the facilities needs of the college and put a list of projects intended to meet those needs. The following tables list those projects and update their status.

2009 Facilities Master Plan Projects	Status
Administration Building	Project completed
Campus Student Center/Bookstore Complex	Project in construction
Health Careers Center	Project on hold – insufficient funds for completion
Helen Bailey Library - Modernization	Project completed
Language Arts Building/ Student Success and Retention Center	Project in construction
Parking Structure 4 & Maintenance Center	Maintenance Center was non-funded; Parking Structure 4 – Project completed
Public Service Careers Building	Project on hold – submitted for state funding
Science Career & Mathematics Building	Project in construction
Student Services Building	Project completed
Weingart Stadium - East End Zone Terrace Modernization	Project in construction

Table 5: 2009 FMP Projects Status Updates

Other items of interest that were briefly addressed in the previous Facilities Master Plan included: South Gate Educational Center, Rosemead Educational Center, a commitment to expand green areas, a new general classroom building, restoration of recreational areas, and assessment of the feasibility to construct an Observatory/Planetarium.

Briefly addressed 2009 FMP Projects	Status
South Gate Educational Center	EIR Revision in process
Rosemead Education Center	Lease to expire in 2013
Expansion of green areas	Extended to current Facilities Master Plan
Recreational area restoration	Extended to current Facilities Master Plan
Feasibility study on constructing an Observatory/Planetarium	Non-funded

Table 6: Briefly Addresses 2009 FMP Project Status Updates

CURRENT STATUS OF THE CAMPUS AND ADDITIONAL CAMPUS NEEDS

The taskforce has taken into account the current economic climate and incorporated some of the challenges brought on by the current economic conditions into the planning process for the college. Various influences and challenges have made ELAC a dynamic campus. Previous planning efforts have shown the college to be responsive in making adjustments to Facilities planning goals and objectives in order to accommodate the present and future needs of the college.

In the 2001 and 2004 East Los Angeles College Facilities Master plan Environment Impact Report (EIR) and again in the 2009 Facilities Master Plan the college proposed goals intended to (1) make the campus inviting and enjoyable, (2) make the campus environment friendly and safe, and (3) make the campus a community landmark. The current FMP carries forward those goals as the need for them endures. In fact, previous FMP goals and objectives which are yet to be accomplished but remain essential for the achievement of academic success, technological advancement and campus safety are again targeted for completion in this FMP. Below are project

descriptions and summaries of planned facilities projects; followed by a table that gives the status of 2009 FMP Projects.

Science Career & Mathematics Building (formerly, Math & Science Complex)

This project will include reconstruction of existing buildings and construction of new facilities to consolidate the Math and Science programs into a new and modernized cohesive center. The Earth Science (G8) and Physics (H8) buildings will be reconstructed to provide modern instructional space for Geography, Geology, Anthropology, Physics and Astronomy programs (24,000 GSF). A new five-story, 100,700 gross square feet (GSF) building and single-story lecture hall will be constructed to provide increased instructional capacity for the Math and Science programs. The new LEED Silver rated complex will contain built-in equipment and furnished laboratory equipment that will facilitate the learning of new advances in Science and new theories in Math. The building will also house the college's Math Lab, which offers academic support to students enrolled in Math courses. Together, the departments to be housed in this facility represent the heart of the college's Science, Technology, Engineering and Mathematics (STEM) program. The completion of this building will allow the college to offer STEM programming in facilities that are technologically and physically appropriate and that can promote greater student success in these areas. The college has made multiple efforts to improve success in these areas through its Math, Engineering and Science Achievement (MESA) program and multiple grant funded initiatives. The construction of the Science Career & Mathematics Building will provide a physical representation of the importance of STEM and provide the facilities necessary to enhance these programs and the college's student success efforts. In addition, construction of this facility will address the student demand and encourage interdisciplinary interaction. Projected occupancy is December 2015.

The need for this building is clearly emphasized in the enrollment numbers for these programs. Enrollment in STEM related disciplines account for nearly 12,000 enrollments per semester; STEM students represent about 33% of the college's unduplicated enrollment (approximately 9,400 students). Currently, these students are attending classes in temporary or antiquated facilities that do not meet the needs of students or their instructors. The Science Career & Mathematics Building will allow instructors to use innovative classroom technologies and offer instruction in an environment supportive of student learning. In October 2011 the OIE conducted focus groups for math students and focus group participants reported time management as a barrier to student success and noted that there is a need for more study space. Additionally, the lack of access to the Math Lab and math tutors was also noted as a barrier to student success.

Department	Fall 2011 Enrollment
Anthropology, Geography, Geology	1,753
Chemistry	682
Life Sciences	2,188
Mathematics	6,228
Physics	702
Total	**11,533**

Table 7: Enrollment of Science Career & Mathematics Building Occupants

Student Success and Retention Center (formerly, Student Success E20)

This project will construct a new five-story LEED Gold building (135,000 GSF) to consolidate the language arts programs into a single cohesive center. The Student Success and Retention Center will house the Departments of English, Basic Skills (ESL), Chicano Studies, Foreign Language, Speech Communications and Noncredit. The building will also house the college's Reading Center, Writing Center, Learning Center, and Noncredit Learning Labs. The construction of this facility will address program needs and move the college into current facilities standards. The proposed project will include the demolition of E3 and E5 buildings. The project delivery method will be design build. Projected occupancy is January 2014 if project started July 2012.

The disciplines to be housed in the Student Success and Retention Center account for an on-campus enrollment of more than 11,000; that represents nearly 35% of the college's unduplicated enrollment (approximately10,000 students). Similar to the issues noted with the sciences, these disciplines are currently housed in temporary and ill-equipped facilities to provide instructional excellence. In addition to the credit enrollment, the noncredit and tutoring programs provide about 66,600 hours of instruction and support to students per semester. Furthermore, this facility will place most academic support services in one central location. The programming for this facility was developed by the faculty with the intent of using the center to enhance communication among support services, reduce duplication, and increase consistency in a manner that would improver outcomes for students in ELAC's programs. In this manner the college will be able to offer enhanced student support in a more efficient manner. In addition, many of the current centers are located off-site or in temporary facilities that are not equipped to offer the hours and space needed to meet our students' needs. The planned thirty-eight instructional spaces will allow the college to increase its enrollments as needed, based on community data and economic conditions. Focus groups for English students were also conducted by the OIE in October 2011 and similar to the results of the math focus groups students stressed the need for more study space and they noted that the lack of access to the Writing Center, Learning Center, English tutors and related support services threatened student success.

Department	Fall 2011 Enrollment
Chicano Studies	1,805
English/E.S.L.	5,907
Foreign Language	1,990
Speech	1,410
Total	**11,112**

Table 8: Enrollment of Student Success and Retention Center Occupants

Campus Student Center/Bookstore Complex (formerly, Campus Center - Building F5 Modernization)

This project will construct a new three-story LEED Gold rated (56,000 GSF) building. The new structure will include the college's Cafeteria, Student Activities and Associated Student Union (ASU), Veteran's Office, International Student's Office, the Bookstore, Faculty and Staff lounges, a comprehensive Health Center, multi-purpose room and dining hall as well as meeting rooms. Included within the scope of this project is demolition of the existing "F5" building. Project delivery method will be design build. Projected occupancy is December 2013 if project started September 2012.

The development of this facility will facilitate campus involvement for students attending ELAC. There are current limitations that prevent students from being more involved on campus. Food options on campus are limited to a food truck, carts and coin-operated machines. The planned facility will provide health food options to students and encourage students to remain on campus longer. The college currently lacks space for student government and campus clubs. The new center would allow for greater student involvement in all areas of student government and student activities.

The college has more than 400 Veterans of which nearly 100 are women. The current facilities do not offer an appropriate space for the current Veterans on campus and the college anticipates an increase in the number of Veterans in light of the current national trends and changes in federal financial aid. There is a need for this special population to have a space to congregate. The current Veterans group active on campus has noted the need for additional space to improve services for the Veteran population.

The college has nearly 900 international students that bring in more than $4 million dollars a year. The college has actively sought to increase the number of international students. This increase can enhance the college's operational budget and add valuable learning experiences to all students through the internationalization of the campus. These students require additional services and space to meet their unique needs. The completion of the building will assist in the college's efforts to increase outreach to international student populations. In addition to the needs noted for these two populations, the completion of new building will allow the college to expand the current financial aid services by utilizing the vacated Veterans and international students' spaces.

Another prominent need is student health and mental health services. Currently, ELAC, a college of more than 28,000 students, provides health services in three rooms attached to an open hallway. There is no effective triage room, there is no privacy for mental health treatment and the facilities limit the number of students to be treated. This has been a concern voiced by the student government that can be corrected by the completion of this building project. The Center will also host the college's ASU, which is the largest in the District. The current location for these student leaders is limited in terms of office and meeting space and does not meet the needs of the nearly fifty clubs on campus. The new Campus Center would offer the space needed to enhance student engagement, a component noted in prominent literature as a factor in student success.

During the Spring 2012 term the OIE administered the biannual LACCD student survey and among the noted needs by students, student interactions was said to be an important component to the college going experience. Any barriers to involvement will limit the participation of students. The completion of this facility will remove multiple barriers that interfere with student involvement and enhance the college's efforts to increase student engagement and student success efforts.

Health Careers Center (formerly, 1055 Corporate Center Drive)

This project will renovate an existing commercial office building (currently Corporate Center on Space Inventory) near the main ELAC campus into a new Health Careers Center. The building, originally constructed in 1993, is located approximately one mile north-west of the main campus (1055 Corporate Center Drive). The five-story office building is 57,822 gross square feet (GSF) with an adjacent five-story parking structure with 357 stalls (107,200 GSF). The majority of construction, demolition, and improvements are limited to the interior of the office building, however, some site improvements will also be completed around the existing parking structure on site. The renovation effort requires structural upgrades to bring the existing office building and parking structure to Field Act compliance. In addition, the building systems will undergo modernization including: electrical, mechanical, fire suppression, telephone and data systems. The Health Careers Center will house Health Information Technology, Nursing, Respiratory Therapy and other health and biotechnical related programs. Projected occupancy is June 2014 if project started October 2012.

The current programming in health related education has an enrollment of nearly 2,000, which is high given that the required faculty to student ratios can be as low as 1 to 12. The building will accommodate 22 rooms that will be developed for the specialized instructional needs of these programs. In addition, the building plan will accommodate growth in these programs as the economic conditions allow. This growth is anticipated given data suggesting a great demand for workers coming from these types of programs. Ten-year job growth projections for Los Angeles County indicate more than 30,000 additional jobs in the fields related to the East Los Angeles College's health services programs. This growth includes nearly 3,000 additional jobs in the East Los Angeles College service area alone.

Program	Fall 2011 Enrollment
Emergency	68
Electron Microscopy	24
Health Information Technology	162

Program	Fall 2011 Enrollment
Nursing	638
Respiratory Therapy	906
Total	**1,798**

Table 9: Enrollment of Health Careers Center Occupants

The completion of the building will also allow the college to significantly upgrade the labs associated with these disciplines. The health fields are becoming more technologically dependent and the new facility would enable appropriate instruction using state-of-the-art equipment.

Firestone Educational Center (formerly, South Gate Educational Center)

The South Gate Educational Center (SGEC) is a satellite outreach location located at 2340 Firestone Blvd. in the city of South Gate and serves students within the southeastern part of the college's service area. The college has leased the existing South Gate Educational Center space since 1997 and recently acquired property adjacent to the existing site. The Firestone Educational Center, located at 2525 Firestone Blvd. in the city of South Gate. The first phase of this project will provide hazardous materials abatement within existing structures, demolish existing buildings 3 and 4, and prepare site infrastructure. The second phase of the project will construct a new classroom building and parking structure at the newly acquired site. The College will not renew the lease at the existing South Gate Educational Center site and users will move into the new building once completed. Project delivery method will be design build. Projected occupancy is August 2015.

The South Gate Educational Center has shown tremendous increases in both enrollment and the number of students attending classes at the center. In Fall 2011 the center had grown to 4,913 students and duplicated enrollment of 8,639 (see Table 4). These figures represent an increase in number of students by over 50% in a seven-year period in which sections have not increased due to budget restrictions and facilities limitations. This is indicative of the demand for academic programming in the South Gate area and of the increased efficiency of the South Gate Educational Center, which boasts an average class size of over forty-four students (see Table 5).

Semester	Credit Sections	Enrollment (Duplicated)	Students	Class Size	Fill Rate
Fall 2005	201	6,169	3,248	30.69	78.0%
Fall 2006	199	6,422	3,383	32.27	73.0%
Fall 2007	209	6,674	3,492	31.93	74.9%
Fall 2008	229	7,760	4,141	33.89	71.6%
Fall 2009	231	8,932	4,770	38.67	88.9%
Fall 2010	201	8,815	4,930	43.86	102.3%
Fall 2011	193	8,639	4,913	44.76	92.4%

Table 10: Enrollment Trends at SGEC

2005-11	N	%
Section Change	-8	-4.00%
Enrollment Increase	2,470	40.0%
Student Increase	1,665	51.3%
Class Size Increase	14.07	45.8%

Table 11: Section Offering Trends at SGEC

A large proportion of the current South Gate Educational Center's students seek to obtain a degree or transfer to a four-year college/university. The current facilities limit a student's ability to complete these objectives. First, the current Center is near capacity in terms of the sections it is able to offer and, as indicated in the enrollment

trends, these courses are filling beyond normal capacity. As such, it is necessary to expand in order to have any additional students attend the planned Firestone Educational Center. Since there is no capacity for additional sections, current successful programs are unable to expand to meet student demand. For example, there was not a single seat available in any math or English course during the Spring 2012 term. Additionally, core programs offered since the beginning of the site, such as Child Development and Administration of Justice, have reached the limits at the current facilities.

The current facilities also lack sufficient space to offer additional programming, such as noncredit courses in basic skills math, English and reading. This is essential programming in order to offer a true opportunity for student success and meet the needs of underprepared students. Second, there are currently no laboratory spaces at the South Gate Educational Center. Lab science classes are required for many educational goals including transfer, degree completion and preparation for Nursing and other health related fields. Furthermore, the current facilities have insufficient space to offer all student and academic support services needed to meet the demand of current and future students. With nearly 5,000 students, there is a need to expand the many student service areas and the current facilities have no space available to accommodate this growth. Lastly, the employees who currently work at the SGEC are crowed and their workspace is not conducive to excellent job performance nor does it meet the needs of students.

G9 Replacement & Addition (formerly, Public Service Careers Building E15)

The proposed project will demolish the existing G9 Nursing Building and replace it with a larger, LEED certified, new instructional building. The existing G9 Building was originally constructed in 1978 and no longer meets the instructional capacity needs of the campus. In fact, the Nursing program will move into the future Health Careers Center, scheduled for occupancy in 2014. The proposed project will construct a new facility on the current G9 Building site that will consolidate the Adelante, Escalante, Administration of Justice, and Cooperative Education/Special Funded Programs into a single building. Presently, these programs are dispersed throughout the campus, preventing the sharing of resources and coordination of programmatic needs. In addition, the facilities that these programs currently utilize are undersized, do not meet instructional capacity needs, and lack modern instructional technology. The proposed building will provide 30,864 assignable square feet (47,344 GSF) and will accommodate current and projected enrollment within the Adelante, Escalante, Administration of Justice, and Cooperative Education/Special Funded Programs and departments. Currently, the Administration of Justice Department is housed in bungalows that are subpar and do not meet the programmatic needs of the program. Furthermore, the 2009 Facilities Master Plan called for construction of this building because of the programmatic needs of the "various public service programs."

Following the review of data and of the 2009 Facilities Master Plan, the FPSC constructed facilities planning objectives using the College Mission, Vision, and Strategic Goals as a guide. Facilities objectives are developed in a manner that meeting these objectives will lead to fulfillment of the college's strategic directions and goals. Each objective has accompanying action items that describe the manner in which the objective should be accomplished. Specific measurable outcomes (Evaluation Targets) are assigned to responsible entities and collaborators to assist in the implementation process. The completed facilities plan is vetted through the campus community, including the Academic Senate, the Associated Student Union, and the faculty, staff, and general student body. The goal of the vetting process is to receive input from all constituent groups in a manner that promotes the development of a revised plan with college-wide support. Upon completion of the vetting process, the committee meets to finalize the draft to be sent to ESGC for approval. The ESGC-approved draft is then forwarded to the Board of Trustees for approval. The following pages provide the Facilities Master Plan Objectives and Action Items. In addition, alignment to the Strategic Plan Goals, underlying data and measurable outcomes are provided in an effort to deliver a concise presentation of the Facilities Master Plan from data collection through evaluation.

EAST LOS ANGELES COLLEGE

FACILITIES MASTER PLAN 2012 – 2018

OBJECTIVES AND ACTION ITEMS

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Literature on campus involvement and student success. Increased completion rates for fulltime students. Student focus groups report time management as a barrier to student success and a need for more study space. Student interaction was noted as an important component to the college experience in the Spring 2012 LACCD Student Survey.	Identify and assess existing green areas on campus that facilitate learning and informal gatherings.	Update site plan, including designation of green areas.	In-course retention In-course success First-year persistence
			Develop a plan to identify potential expansion of green areas.	In-course retention In-course success First-year persistence
	Noted need in the community for trained professionals in health occupations resulting from job growth projections. Nearly 3,000 additional jobs are projected for the ELAC service area in the next ten years. Required faculty to student ratios can be as low as one to twelve, current programming in health services programs has an enrollment of nearly 2,000.	Complete the Health Careers Center project to increase student success for students progressing through their health careers education.	Work with the construction management company to ensure that construction of the Health Careers Center remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate
			Work with the construction management company, campus, district and outside agencies to correct problems that impede or affect the timely completion of the Health Careers Center.	In-course retention In-course success Certificate rate Graduation rate Transfer rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Noted need to improve Basic Skills instruction and support services. Noted attrition between Math sequences. 85% of new students (Fall 2008 cohort) fail to attain both English and Math Competency within three years. Less than 4% of students beginning in the lowest level of math will complete transfer-level math within three years of beginning the sequence. Noted need of instructional and lab space to meet capacity load rations set by the State of California. Student focus groups report that the lack of access to the Math Lab and math tutors are barriers to student success. Enrollment in STEM related disciplines account for nearly 12,000 enrollments per semester; STEM students represent about 33% of the college's unduplicated enrollment.	Complete the Science Career & Mathematics Building project to increase student success through the STEM fields and progression through the math sequence from basic skills to transfer.	Work with the construction management company to ensure that construction of the Science Career & Mathematics Building remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement Math improvement rate
			Work with construction management company, campus, district, and outside agencies to correct problems that impede or affect the timely completion of the Science Career & Mathematics Building.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement Math improvement rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Noted need to improve Basic Skills instruction and support services. Noted attrition between English sequences. 85% of new students (Fall 2008 cohort) fail to attain both English and math competency within three years. Less than 5% of students beginning in the lowest level of English will achieve any completion goal (e.g., math/English competency, degree, transfer) within three years of beginning the sequence. Noted need of instructional and lab space to meet capacity load rations set by the State of California. Student focus groups report that the lack of access to the Writing Center, Learning Center, English tutors and related support services are barriers to student success.	Complete the Student Success and Retention Center (SSRC) project to increase student success through the English sequence from basic skills to transfer; increase student success for noncredit students progressing through to credit courses; and increase student success by utilizing the planned lab space.	Work with the construction management company to ensure that construction of the Student Success and Retention Center remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement English improvement rate
			Work with construction management company, campus, district and outside agencies to correct problems that impede or affect the timely completion of the Student Success and Retention Center.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement English improvement rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Enrollment in disciplines to be housed in the SSRC account for nearly 11,000 enrollments per semester which represents about 35% of the college's unduplicated enrollment. Noted significantly lower success rates in college courses when students fail to complete developmental English, prior to enrollment in college courses.	Complete the Student Success and Retention Center (SSRC) project to increase student success through the English sequence from basic skills to transfer; increase student success for noncredit students progressing through to credit courses; and increase student success by utilizing the planned lab space.	Work with the construction management company to ensure that construction of the Student Success and Retention Center remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement English improvement rate
			Work with construction management company, campus, district, and outside agencies to correct problems that impede or affect the timely completion of the Student Success and Retention Center.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement English improvement rate
	Noted need of instructional and lab space to meet capacity load rations set by the State of California. Noted that temp space has had insufficient tech support to address student needs. Noted that current temporary classrooms are not conducive to learning and student success.	Ensure permanent classroom space to meet enrollment demand for all academic programs.	Develop a long-term capital improvement plan to meet the needs of the students beyond existing and planned classroom buildings.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement Math improvement rate English improvement rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Noted need of instructional and lab space to meet capacity load rations set by the State of California. Current lab space at the South Gate Educational Center (SGEC) is zero. Instructional programing at the SGEC has nearly outgrown its physical space: 40% increase in enrollment (Fall 2005 to Fall 2011) 51% increase in the number of students served (Fall 2005 to Fall 2011) 46% increase in average class size (Fall 2005 to Fall 2011) 4% reduction in the number of sections offered (Fall 2005 to Fall 2011) Noted intent to graduate or transfer by students attending the SGEC. Student focus groups report that the lack of student support services at satellite campuses are barriers to student success.	Complete the South Gate Satellite Campus in order to increase student achievement.	Work with the construction management company to ensure that construction of the South Gate Satellite Campus remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate
			Work with the construction management company, campus, district, and outside agencies to correct problems that impede or affect the timely completion of the South Gate Satellite Campus.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) ARCC student progress and achievement Math improvement rate English improvement rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Literature on campus involvement and student success. 74% of students report attending no campus activities outside of class. Literature on the specific needs of first-generation college students. Noted need for additional space to meet the need and improve services for veteran students (nearly 100 of the 400 are female), international students (about 900), and other non-traditional students.	Complete the Campus Student Center/Bookstore Complex project to increase student achievement.	Work with the construction management company to ensure that construction of the Campus Student Center/Bookstore Complex remains on schedule.	In-course retention In-course success First-year persistence
			Work with the construction management company, campus, district, and outside agencies to correct problems that impede or affect the timely completion of the Campus Student Center/Bookstore Complex.	In-course retention In-course success First-year persistence
	Presentations on successful strategies and the ATD strategy institute. Literature on campus involvement and student success. Increased completion rates for fulltime students. Student focus groups report lack of study space as a barrier to student success.	Provide appropriate study space that is conducive to student success.	Create a site plan and floor plan to support student success.	In-course retention In-course success First-year persistence Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) rate ARCC student progress and achievement

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.	Noted need for additional space to meet instructional needs of the Public Service Academies.	Complete the Public Service Careers Building project to increase student success through the career-technical programs.	Work with the construction management company to ensure that construction of the Public Service Careers Building remains on schedule.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) rate ARCC student progress and achievement
			Work with the construction management company, campus, district, and outside agencies to correct problems that impede or affect the timely completion of the Public Service Careers Building.	In-course retention In-course success Certificate rate Graduation rate Transfer rate Student Right-to-Know (SRTK) rate ARCC student progress and achievement

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.	Noted need to assist persons with disabilities. Literature on factors related to educational attainment for students with disabilities. In-course success rate for students of DSPS, in Fall 2011, was 60%. Nearly 7-percentage points lower than the college average and 10-percentage points lower than the targeted college goal.	Provide adequate access to facilities for disabled students, faculty, staff and guest.	Implement and publicize the existing ADA plan.	Disabled student in-course retention Disabled student in-course success Disabled student first-year persistence Disabled student certificate rate Disabled student graduation rate Disabled student transfer rate
			Provide ADA compliant furniture.	Disabled student in-course retention Disabled student in-course success Disabled student first-year persistence Disabled student certificate rate Disabled student graduation rate Disabled student transfer rate

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.	Noted need for open spaces and green areas. Noted need for the promotion of ELAC as a community center.	Provide adequate open spaces, including a large open space and additional green areas (for beautification, circulation and outdoor activities) to promote civic and cultural activities necessary for improving the college's presence in the community.	Develop a site plan that details existing open spaces and green areas.	Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
			Complete Entry Plaza project.	Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
	26% of students report commuting to school for more than eleven hours a week. Noted need for alternative modes of transportation. Noted need for adequate parking space.	Provide adequate parking and promote public transportation options to improve access to the college while mitigating impact on the community.	Conduct a needs assessment to determine whether available parking at ELAC is adequate for instruction and civic activities held on campus.	Size of entering cohort Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
			Work with local agencies to promote public transit to ELAC.	Size of entering cohort Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
	Noted need for better signage throughout the campus.	Develop a plan, with input from students and the community, to create visually appealing campus environments that establish ELAC as a community-centered venue.	Install signage (for example, banners/sign holders) on exterior of buildings and in walkways throughout the campus.	Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
	Literature on beautification projects at community colleges. Noted lack of access to college recreational areas by the community.	Restore recreational areas accessible to the community.	Provide access to Weingart Stadium's track.	Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 3: Sustaining community-centered access, participation, and preparation that improves the college's presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.	Noted need for ELAC to become a cultural center.	Obtain recognition for ELAC as a cultural center.	Through the event coordinator promote utilization of campus facilities to businesses and surrounding community.	Number of high schools involved in formal partnerships in 2009-10 via grants or other special agreements and/or programs (not regular outreach activities) Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement
			Increase awareness of campus cultural activities.	Number of high schools involved in formal partnerships in 2009-10 via grants or other special agreements and/or programs (not regular outreach activities) Entering students will have a positive perception of ELAC as a center for academic excellence and community involvement

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.	State reductions in educational funding.	Enhance efficient use of all sites and buildings.	Adjust utilization of all sites and buildings based on outcome analysis of efficiency measures.	Budget linked to mission Increased effective use of resources Data use and awareness
			Develop a standard for classroom furniture that supports effective instruction/student learning engagement practices.	Budget linked to mission Increased effective use of resources
			Continue to implement redundant fiber optic links per the Academic Computing Backbone Plan.	Budget linked to mission Increased effective use of resources
	Noted need to expand emergency planning and communication.	Enhance facilities' emergency safety measures and planning.	Routinely update and publicize emergency plan that details location for emergency phones, alarms, and first aid equipment.	College prepared for campus emergency
			Regularly test and evaluate alert systems (such as emergency phones and alarms) and first aid equipment.	College prepared for campus emergency
			Ensure that appropriate employees are trained to assist in emergency events including the ability to evacuate persons with disabilities.	College prepared for campus emergency
			Routinely check exit signs, exit hardware, security cameras and fire alarm systems in need of replacement at the main campus and off-site education centers.	Budget linked to mission College prepared for campus emergency

Goal	Why Data/Underlying Factors	Objective	Action Items	Evaluation Target
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.	Noted need for adequate lighting throughout the college. Cleary statistics and noted need to improve campus security and crime prevention.	Ensure adequate interior and exterior lighting.	Routinely evaluate adequacy of exterior and interior lighting.	Budget linked to mission Increased effective use of resources College prepared for campus emergency
	Noted need for improved maintenance of college facilities.	Ensure that the campus is well maintained.	Promote student, faculty and staff engagement activities to monitor and report areas needing upkeep.	Increased effective use of resources
	Noted need of adequate office space for faculty.	Provide adequate office space for fulltime and part-time faculty.	Create a transparent process for planning and allocating office space, including conference rooms, that aligns with the college priorities.	Increased effective use of resources
	Industry standard on redundancy and need to ensure constant service of technology systems	Ensure that critical technical services have zero downtime.	Install and upgrade electrical backup generators at E7 MDF, Student Success Datacenter, and Central Plant.	Budget linked to mission Increased effective use of resources College prepared for campus emergency

Implementation and Evaluation

The approved Facilities Master Plan will be fully integrated into the college Program Review process. Each department and unit will be asked to align their plans with the objectives of the Facilities Master Plan. Their plans will be added as action items to each objective and tracked through the Annual Update Plan process to determine the degree to which each objective is being achieved. The committee will annually review the degree to which an action item has been completed and the trends of each associated measurement. Through this implementation process, the Facilities Planning Subcommittee will be able to track which actions are being implemented and how much impact each action has had on the college's evaluation targets. The college views this process as an ongoing system of quality improvement; as such, this plan, just as any fluid document, will be improved upon if formative evaluations call for change. Through each annual review of the Facilities Master Plan, the Facilities Planning Subcommittee will seek to determine ways to improve efficiency and effectiveness as the college works toward successful achievement of all of its strategic measurements.

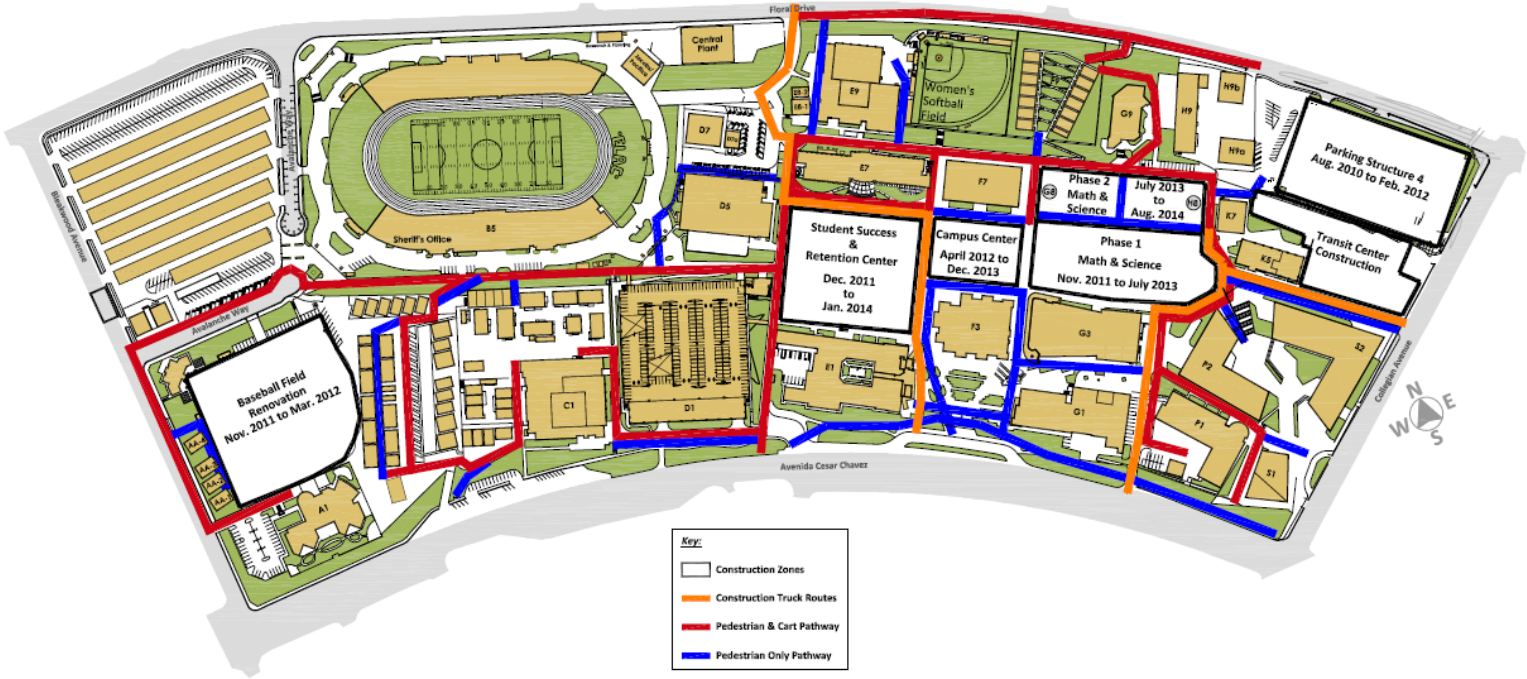
APPENDIX – A

ELAC Maps

Master Plan
East Los Angeles College Campus
Floral Drive
College View Drive
Avenida Cesar Chavez
Avalanche Way
Collegian Avenue
Central Plant
Women's Softball Field
Multi-Purpose Athletic Field
Northwest Stadium Lot
Men's Baseball Field
Parking Structure D1
Lecture G6
Math Science G4
Existing Buildings
New Modernized Buildings/Facilities
New Buildings/Facilities
Buildings Under Construction
Building Legend:
A1: Child Development Center
A Complex - Counseling
B5: ELAC Stadium/Sheriffs Office/ Shipping & Receiving
C1: Men's Gym/Fitness Center
C2: Classrooms
D1: Parking Structure
D5: Swim Stadium
D7: Faculty Offices
D7a: Faculty Offices
E1: Student Services
E7: Technology Center/ Learning Center
E9: Women's Gym
E-20: Student Success & Retention Center
F3: Bailey Library
F5: Campus Center/Bookstore
F7: Classrooms
G1: Administration
G3: Edison Center Ingalls Auditorium
G4: Math & Science Classroom
G5: Math & Science Lecture Halls
G8: Classrooms
G9: Nursing
H8: Classrooms
H9: Plant Facilities
K5: Classrooms
K7: Classrooms
P1: Auto Technology
P2: Performing Arts Complex
S1: Vincent Price Art Gallery
S2: Fine Arts Complex
S4: Parking Structure
For Reference Only
2009 - 2014
Not To Scale
Revised: November 15, 2011

Construction Zones & Truck Routes

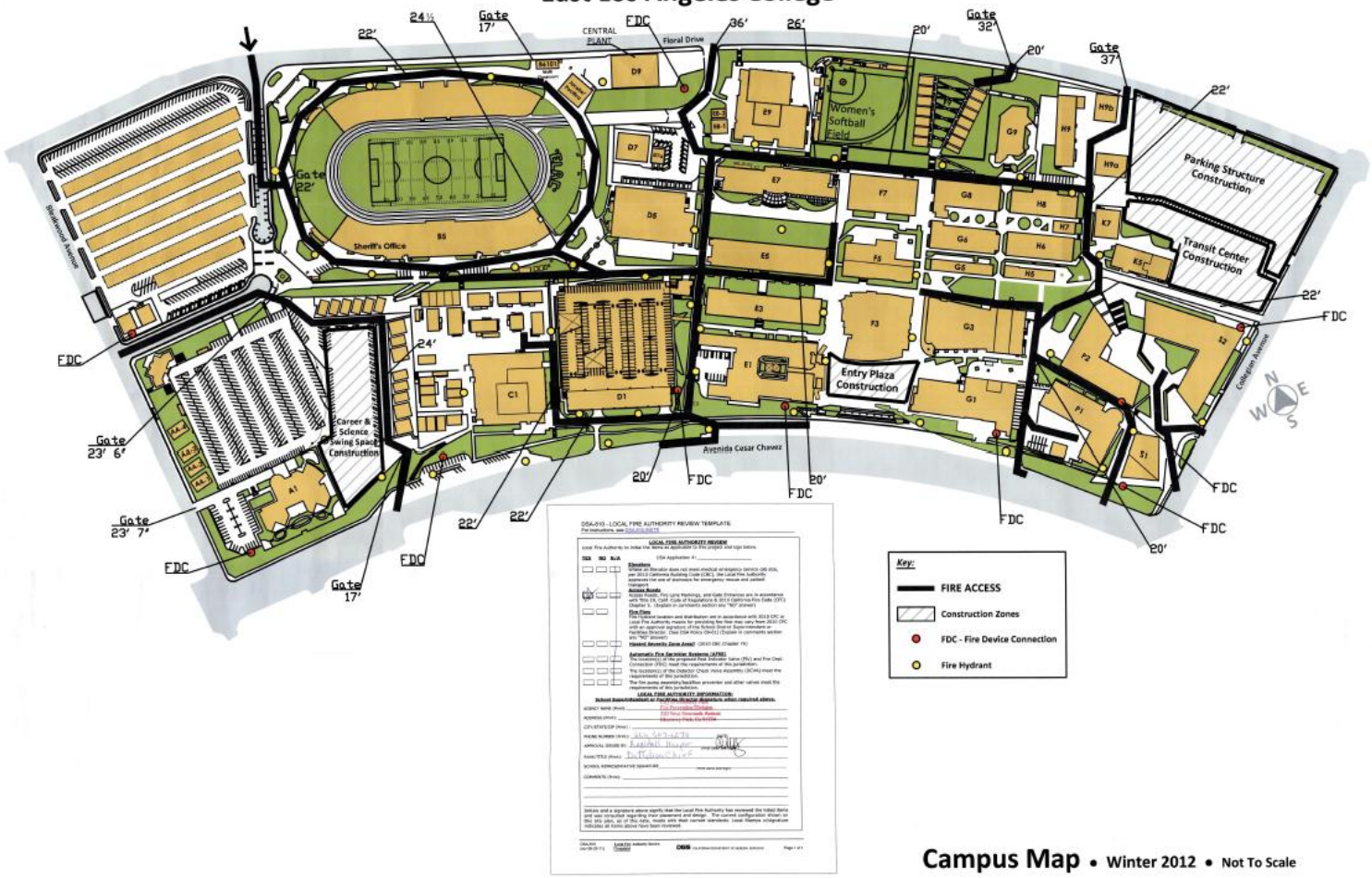
November 2011 thru September 2014



East Los Angeles College • **Campus Construction Site Plan** • Not To Scale • 08.11.2011

FIRE ACCESS PLAN

East Los Angeles College



Campus Map • Winter 2012 • Not To Scale

Zone numbers subject to change due to ongoing construction - For an up to date map visit www.elac.edu

Map courtesy of Info Tech Dept

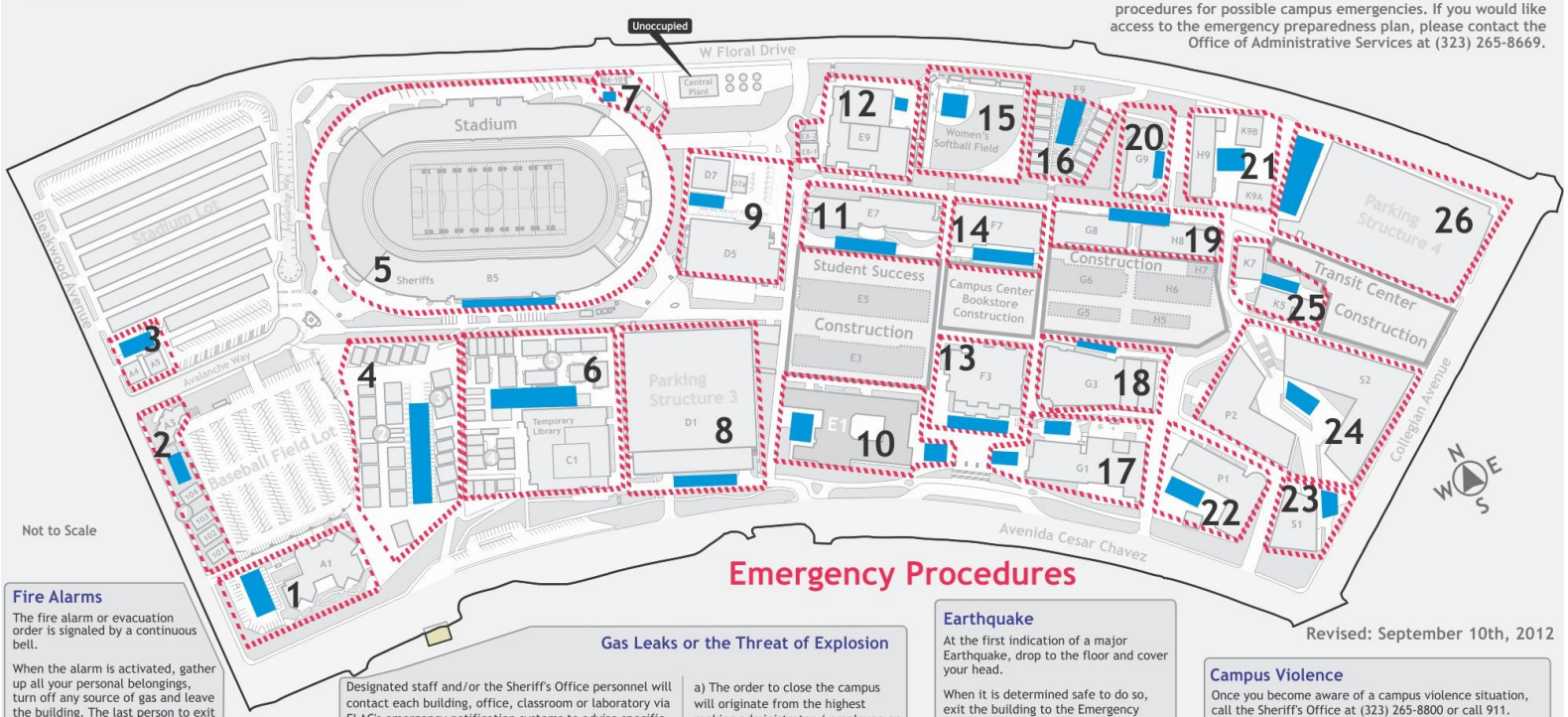
Emergency Telephone Numbers		
East Los Angeles College		
	Campus Telephones	Outside Telephones
Sheriff's Station	ext. 8800	(323) 265-8800
President	ext.8662	(323) 265-8662
VP of Admin Services	ext.8669	(323) 265-8669
VP of Acad Affairs	ext.8723	(323) 265-8723
Plant Facilities	ext.8756	(323) 265-8756
	Monterey park	
Police Department	911	911
Fire Department	911	911

East Los Angeles College

Emergency Evacuation Zones

Receive emergency alert text messages on your phone, to subscribe or for more information visit: http://alertme.elac.edu

* This bulletin is an abbreviated summary of emergency procedures for possible campus emergencies. If you would like access to the emergency preparedness plan, please contact the Office of Administrative Services at (323) 265-8669.



Not to Scale

Emergency Procedures

Fire Alarms

The fire alarm or evacuation order is signaled by a continuous bell.

When the alarm is activated, gather up all your personal belongings, turn off any source of gas and leave the building. The last person to exit the room should close the door behind them. Proceed to the nearest Evacuation Assembly Point (EAP) as shown on the Emergency Evacuation Zones map.

Do not use the elevator.

Wait at the E.A.P. until receiving further instructions from a Safety Marshall or via ELAC emergency notification systems.

Gas Leaks or the Threat of Explosion

Designated staff and/or the Sheriff's Office personnel will contact each building, office, classroom or laboratory via ELAC's emergency notification systems to advise specific areas of the need to evacuate to a safe location.

No bells, cell phones, radios or bull horns will be used to announce the need to evacuate due to the possibility of detonation or explosion.

The individual advising you to evacuate will direct you to a safe evacuation area.

Once at the evacuation area, wait for further instructions from either the assigned Safety Marshal or responding emergency personnel.

a) The order to close the campus will originate from the highest ranking administrator / employee on campus at the time of the incident in consultation with the Office of the LACCD Chancellor.

b) You will be advised that the area is clear of all potential hazards and that you can return to your work station or classroom via ELAC's emergency notification systems.

Earthquake

At the first indication of a major Earthquake, drop to the floor and cover your head.

When it is determined safe to do so, exit the building to the Emergency Assembly Point (EAP). Be aware of falling debris from buildings, downed power lines, broken gas lines, and any other overhead danger.

Do not use elevators.

Wait at the EAP for further instructions.

Campus Violence

Once you become aware of a campus violence situation, call the Sheriff's Office at (323) 265-8800 or call 911.

Try to ascertain if it is safer to evacuate the building or barricade yourself in the room.

Attempt to remain calm and, if possible, wait for law enforcement instruction via ELAC's emergency notification systems. Please register for RaveMobile text notifications at www.elac.edu/collegeservices/alertme//.

Revised: September 10th, 2012

Note: Occupants of all buildings within designated **zones** will assemble at designated **"Emergency Assembly Points"** within the **zone.**