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Introduction

Effective participatory governance is essential to the vitality of an institution of higher education, for it requires more than just simply sharing in the decision-making processes. Rather, it requires active participation by all stakeholders in the dialogue that leads to sound decisions that improve the college for the benefit of its students.

While it is certainly true that California law and regulations require all stakeholders to participate in the governance of the community colleges, active participation in college governance is more than a legal right stated in AB 1725. It is recognized as a best practice to be followed, and in fact is a standard colleges must meet for accreditation. It is true that the President makes the final decisions on recommendations brought forward from the College Council or Academic Senate. However, a President makes the best decisions when recommendations come forward that are born of thoughtful dialogue based on mutual trust and respect between all stakeholders and that that dialogue is rooted in sound evidence. If that is the case, then a President can accept recommendations with confidence that they represent the best way forward for the good of the institution and the benefit of its students. Participatory governance is our collective professional responsibility as faculty, administrators, staff, and students to actively and thoughtfully work together for the good of the institution.

Integrated Planning at LACC

The goal of integrated planning is to produce, support, assess, and improve student learning. This handbook guides the institution towards sustainable and continuous quality improvement, and ensures transparency by clearly defining and helping all campus constituencies understand the institution’s key processes. The purposes of this handbook are to:

(1) Describe how ongoing and systematic evaluation and planning allows us to refine our key processes;
(2) Show how our structure and processes allow us to support, assess, and improve student learning;
(3) Explain how our resources are allocated to support student learning; and
(4) Guide the campus in using data to support dialogue about processes and the improvement of institutional effectiveness.
Approval and Revision

This Integrated Planning and Governance Handbook is approved by mutual agreement between the Academic Senate of Los Angeles City College and the President of Los Angeles City College, effective July 1, 2015, in consultation with the AFT Local 1521 Los Angeles Faculty Guild; the AFT Local 1521A College Staff Guild; SEIU Local 99 Los Angeles City and County School Employees Union; SEIU Local 721 Supervisory Employees Union; Los Angeles/Orange Counties Building and Construction Trades Council; and the California Teamsters Local 911 Public, Professional and Medical Employees Union. Revisions to this handbook shall by mutual agreement between LACC Academic Senate and the President of Los Angeles City College and shall be consistent with the Collegial Consultation Agreement approved by the Board of Trustees on December 5, 2012 and the governance structure revision adopted on June 3, 2013. The processes described in this handbook shall be reviewed and evaluated by the Strategic Planning Committee at least every three years to assure their integrity and effectiveness. Any recommended changes are subject to approval by the LACC Academic Senate through mutual agreement with the President of Los Angeles City College.

Reene Martinez, President
Los Angeles City College
8/3/15

John Freitas, President
Los Angeles City College Academic Senate
6/14/15

Sharon Hendricks, Chapter President
AFT Local 1521
Los Angeles College Faculty Guild
7/6/15

Pamela Atkinson, Chapter Chair
AFT Local 1521A
College Staff Guild
7/17/15

Christi O’Connor, Shop Steward
SEIU Local 721
Supervisory Employees Union
7/6/15

Kathleen Becker, Shop Steward
SEIU Local 99 Los Angeles City and County
School Employees Union
8/18/15

Mike Sundy, Lead Carpenter
Los Angeles/Orange Counties
Building and Construction Trades Council
8/18/15

Allison Jones, Union Representative
California Teamsters Local 911
Public, Professional and Medical Employees Union
7/17/15

Bryant Woodert, President
Los Angeles City College Associated Student Government
8/24/2015
Mission

Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing learner-centered pathways to success through transfer, career and technical education, and foundational skills programs.

Assessment and Revision

The mission defines the college’s intended student population, broad educational purposes, and commitment to student learning. It also guides the college’s Educational and Strategic Master Plan goals and objectives, which inform campus planning and decision-making. The mission is reviewed and revised prior to the writing of each Educational and Strategic Master Plan. During this review and revision, all key constituents meet to ensure that the mission is still relevant to student learning, that it continues to address the needs of our student population, and that it aligns with the District mission and strategic plan.

As an example, in 2013-2014 as part of the initial stages of assessment and revision, a workgroup of the Strategic Planning Committee reviewed the following sources:

District Strategic Plan
- LACCD-LACC Strategic Planning Comparison Worksheet
LACC Mission
- Mission Review
- New Mission Drafts
LACC Data and Analysis
- Strategic Master Plan (SMP) 2008-13 results and analysis
- Inventory of unit goals and status by Strategic Master Plan (SMP) objective
- Student Success Scorecard (ARCC 2.0)
- District 2013 Strategic Plan measures for LACC
- Achieving the Dream measures for LACC
- 2012 District student survey
2012-13 Comprehensive Program Review Results
- Program overview/needs assessment
- Access, Success, Accountability, Partnerships (ASAP) results
- Planning and budget summary
- Improvement plans aligned with Access, Success, Accountability, Partnerships (ASAP)
- Awards improvement plans
External Scan Data
- Critical issues for LACCD
- Highlights from external scan presentation
- 2011-2017 LACCD external scan
- LACCD internal scan highlights
- LACCD internal scan presentation
The mission was then revised using the following steps:

- May 10, 2013: Participants at the LACC Accreditation Kickoff worked in groups to develop ideas for a revised college mission statement. The participants included 62 faculty, staff, and administrators representing all the key constituencies on campus. As part of the workshop, participants heard a presentation about LACC’s ARCC data and scorecard. Data/evidence included the existing mission statement, LACCD mission statement, mission statements from other California community colleges, and the LACC ARCC data and scorecard.
- July 17, 23, 31, August 14, 16, 28, 2013: Strategic Planning Committee Workgroup reviewed the close out of the existing Strategic Master Plan, reviewed ideas from the accreditation kickoff, and revised the draft mission statement
- October 2, 2013: Second Draft from Strategic Planning Committee (SPC) Workgroup
- October 7, 2013: Vetted at College Council. No revisions recommended.
- October 8, 2013: Vetted at Department Chairs Council. No revisions recommended.
- October 9, 2013: Revision by Strategic Planning Committee (SPC)
- October 23, 2013: Vetted at Classified Symposium
- October 25, 2013: Presented at Associated Student Government (ASG) Senate for action
- October 31, 2013: Academic Senate reviewed the draft mission statement
- November 12, 2013: Approved by Strategic Planning Committee (SPC)
- November 21, 2013: Approved by Academic Senate
- December 2, 2013: Amended and approved by College Council
- December 19, 2013: President approved the mission statement (College Council recommendation #90)
- June 25, 2014: District Board of Trustees approved the mission statement
Educational and Strategic Master Plan

The Educational and Strategic Master Plan (ESMP) includes the goals and objectives traditionally associated with educational master planning, technology planning, matriculation planning, student equity planning, enrollment management, and other forms of goal setting that have a direct impact on student learning, achievement, and success.

Assessment and Revision

The ESMP is assessed annually and revised periodically. In 2013-2014 as part of the initial stages of assessment and revision, a workgroup of the Strategic Planning Committee (SPC) reviewed a number of key sources (p. 4) to aid in the development of the plan.

As an example, the 2014-2020 Educational and Strategic Master Plan (ESMP) was written using the following steps:

- July 17, 23, 31, August 14, 16, 28, 2013: Strategic Planning Committee Workgroup met to close out the existing Strategic Master Plan and formulate goals and objectives for the new Strategic Master Plan
- April 17, 2014: Strategic Master Plan goals and objectives approved by Academic Senate on December 19, 2013: President approved the Strategic Master Plan goals and objectives (College Council recommendation #91)
- January 2014: College committees assigned to oversee Strategic Master Plan goals and objectives, and determine measures and targets for each objective
- April 2, 2014: Recommendation in Strategic Planning Committee to rename the Strategic Master Plan the “Educational and Strategic Master Plan”
- April 14, 2014: Recommendation to rename the plan is approved in College Council (Recommendation #109)
- January 28, 2015: Strategic Planning Committee approves Educational and Strategic Master Plan goals, objectives, measures, and targets
- February 25, 2015: District Board of Trustees IE committee approved the Educational and Strategic Master Plan; Approval by the District Board of Trustees

Annual Priorities

Each year, the Strategic Planning Committee (SPC) makes a recommendation to the College Council as to the annual Educational and Strategic Master Plan priorities for the upcoming fiscal year. The SPC also ranks the annualized priorities in terms of order of importance to the college. Resource requests are prioritized based on these annual priorities.

As an example, in spring 2014, annual priorities were determined using the following steps:

- February 12, 2014: SPC recommended to prioritize Goal 1 (objectives A2, A3) to address the Student Success Act, and Goal 2 (objectives S1, S2, S3) to address the CCCCO scorecard and USDE/ACCJC requirements
- March 3, 2014: College Council approved the recommendation
- April 14: President approved the revised recommendation from College Council (Recommendation #110) to prioritize Goal 4 (objective R4) as the highest priority in support of access (Goal 1) and success (Goal 2)
Supporting Plans and Manuals

The Educational and Strategic Master Plan (ESMP) aligns with the California Community Colleges and Los Angeles Community College District strategic plans.

<table>
<thead>
<tr>
<th>California Community Colleges System Strategic Plan, 2013</th>
<th>Los Angeles Community College District Strategic Plan 2012-2017</th>
<th>Los Angeles City College ESMP 2014-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student Success and Readiness</td>
<td>2. Teaching and Learning for Success</td>
<td>2. Student Success</td>
</tr>
<tr>
<td>4. System Effectiveness</td>
<td>3. Organizational Effectiveness</td>
<td>3. Organizational Effectiveness</td>
</tr>
</tbody>
</table>

State-mandated plans including the Basic Skills, Student Equity, Student Success and Support Programs (SSSP), and Achieving the Dream (AtD) align with the ESMP (see Appendix C). Campus planning helps the college achieve ESMP goals. The Integrated Planning Handbook defines the institution’s key processes, with program review, planning, budget, and related handbooks explaining the details of those processes.

Both college-wide and local unit planning help the campus meet ESMP objectives.
Participatory Governance

At LACC, all campus constituencies (administration, classified staff, faculty, and students) work collaboratively and collegially. Through participatory governance, established by the passage of California Assembly Bill 1725 in 1989, constituencies make recommendations to the college president through the college governance structure. Participatory governance policies are stipulated in LACCD Board Rules. The Board of Trustees recognizes the academic senate’s role in faculty government and establishing for procedures for participation in setting policies on academic and professional matters, with the primary function of the academic senate being to make recommendations to the administration of the college and the Board (LACCD Board Rules, Chapter XVIII, Article 1). The Board recognizes the role that students have in formulating and developing college policies and procedures that have a significant effect on students (LACCD Board Rules, Chapter XVIII, Article 2). Policies are implemented through a cyclical process, with recommendations developed and approved in committees, implemented, and assessed and revised as necessary. This integrated planning cycle allows a network of stakeholders to share in the creation and revision of policies, resulting in continuous quality improvement. Campus stakeholders are relied upon for their expertise, with the college president making the final decision on all recommendations regarding campus-wide policies and procedures.

Definition of Committees. Each committee has an operating agreement that defines roles and responsibilities, outlines the reporting structure, and describes how the committee assesses its work towards continuous quality improvement of the institution. Operating agreements are posted online and updated periodically as identified in the agreement itself, with any changes approved by the College Council or Academic Senate as appropriate.

Membership of Committees. Participatory governance at LACC is a process that focuses on collaboration and ensures that all campus constituencies have a voice. The College Council, for example, has membership from all key campus stakeholders: faculty, administration, staff, and students. This composition supports institution-wide dialogue and allows all campus personnel to participate in decision-making processes. Furthermore, while the Academic Senate membership is strictly faculty, its committees include membership from all stakeholders. All full-time faculty members are required to serve on at least one committee or equivalent (LACCD & AFT Agreement, Article 32.II).

Recommendations for Change. All individuals at the campus have the ability to bring forward recommendations or ideas for change. Individuals can present their ideas to their immediate supervisor, who in turn can take the idea to their supervisor. Recommendations can be made directly at open committee meetings or through constituency representatives. Faculty and staff also contribute to change by participating in program review.

Implementation of Plans, Policies, and Key Considerations. The participatory governance structure is designed so that institutional plans, policies, and other key considerations are acted upon in a timely manner.

a. The College Council submits formal written recommendations on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement to the college President. If the recommendation is accepted, the President signs and returns the form at the next meeting. If the recommendation is rejected, the President provides a written response at the next meeting. The outcome is noted in the minutes (standing agenda item of “status of previous recommendations”), is shared with the chair of the committee that originated the recommendation, and the recommendation is posted online by the College Council co-chairs.

b. The Academic Senate submits formal written recommendations on academic and professional matters to the college President. The college President can approve, approve with modifications,
or reject a resolution. If modified or rejected, the President provides a written explanation to the Academic Senate per Title 5 section 53203. The outcome is noted in the minutes (standing agenda item of “status of previous recommendations”), is shared with the chair of the committee that originated the recommendation, and the recommendation is posted online by the Academic Senate President.

**College Committees**

*Directly responsible for recommending ESMP measures and monitoring institution set standards.*

<table>
<thead>
<tr>
<th>Committee</th>
<th>Purpose</th>
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<tbody>
<tr>
<td><strong>COLLEGE COUNCIL</strong></td>
<td>Makes recommendations to the college President on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement. The CC makes recommendations to the College President on college-wide process and policy implementation matters, including approval of the Integrated Strategic Plan, the college’s annual planning goals, college-wide budget priorities, facilities policies, and other policies that do not involve academic and professional matters. It is also responsible for assuring the continuous assessment and improvement of all major college planning and decision-making process, including accreditation review and reporting. Student learning and success is central to its function.</td>
</tr>
<tr>
<td>Strategic Planning Committee*</td>
<td>Makes recommendations, as appropriate, to the Academic Senate on academic issues and to the College Council on institution-wide strategic goal and priority setting and accountability for student success. This committee is charged with creating and monitoring the college’s mission and Educational and Strategic Master Plan (ESMP) for student success, which includes all of the goals and objectives traditionally associated with educational master planning, technology planning, matriculation planning, equity planning, enrollment management and other forms of goal setting that have a direct impact on student learning and success.</td>
</tr>
<tr>
<td>Staff and Organizational Development*</td>
<td>Oversees the campus professional development program (Title 5, Section 55720), which offers faculty and staff opportunities to participate in activities that enhance institutional effectiveness practices and promote engagement by all employee groups.</td>
</tr>
<tr>
<td>Technology Steering Committee*</td>
<td>Plans and coordinates the application of technology to the execution of the College’s mission and the achievement of its goals and objectives. The TSC also serves as an information resource on technology-related issues across all LACC divisions, units, and programs. The TSC provides general direction and makes recommendations on college-wide technology issues.</td>
</tr>
</tbody>
</table>
| Enrollment Management Team*                   | Works to expand student access, meet student educational needs, and optimize enrollment while maintaining high quality instruction and economic efficiency.  
- Schedule classes on the basis of demonstrated demand and effective academic sequencing  
- Observe contractual obligations on class size  
- Cancel course sections that are not likely to meet contractual minimum enrollment by the first day of instruction  
- Develop and follow criteria for exempting course sections from cancellation for low enrollment |
| Committee on Pathways for Student Success (COMPASS)* | A standing subcommittee of the Strategic Planning Committee (SPC) that serves these purposes:  
- To act as the college’s Achieving the Dream data team  
- To support the student success goals outlined in the college’s Educational and Strategic Plan by analyzing the effectiveness of (1) the college’s degree, certificate, transfer and basic skills completion pathways, and (2) the college’s student success intervention programs, and makes recommendations for specific improvements based on its analysis of all appropriate quantitative and qualitative data  
- To make recommendations to SPC on data collection needs, including planning and organizing focus group interview, and on basic skills planning priorities |
| Student Success and Support Program Committee* | Developed to provide oversight and implementation of the SSSP plan for credit and non-credit. Will also discuss and advise the college on matters that impact student success as related to the various components of matriculation (i.e. Admissions, Assessment, Counseling, Orientations, Student Follow-up, Research, Coordination and Training, and Prerequisites).  
*This operating agreement will be updated in Summer 2015.* |
| Facilities Planning Committee*                | A committee of the College Council responsible for the:  
- Review of, and recommendation of revisions to, the college Facilities Master Plan.  
- Review of, and making recommendations on, campus scheduled maintenance and all capital construction projects.  
- Review of updates and revisions to all capital construction projects, and providing recommendations on proposed capital construction changes to the College Council.  
- Review and recommending updates and/or changes to the campus landscape plan. |
<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Budget Committee</strong>*</td>
<td>Makes recommendations to the College Council on (1) college-wide budget allocations in alignment with institutional priorities established by the Strategic Planning Committee and (2) budget augmentations and reductions during the course of a given fiscal year. A Budget Executive Committee, as a representative subcommittee of the Budget Committee, consolidates the three Vice President resource request prioritization lists and recommends a college-wide Resource Request Prioritization List to the Budget Committee.</td>
</tr>
<tr>
<td><strong>Accreditation Team</strong>*</td>
<td>A standing committee of the College Council, responsible for ensuring that the Accrediting Commission for Community and Junior College’s (ACCJC) Standards are integrated and infused into the operations of the college, facilitating the preparation of all required ACCJC reports, and effectively communicating regarding LACC’s accreditation activities and status.</td>
</tr>
<tr>
<td><strong>CTE</strong>*</td>
<td>Pending approval</td>
</tr>
</tbody>
</table>

### ACADEMIC SENATE AND STANDING GOVERNANCE COMMITTEES

**ACADEMIC SENATE**

The governing body of the Los Angeles City College Faculty Association. In accordance with section 53200 of Title 5 of the California Code of Regulations, the Academic Senate bears responsibility for recommending policies and standards to the college President on academic and professional matters.

<table>
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<tr>
<th>Caucus</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Chairs Caucus</strong>*</td>
<td>Considers and makes recommendations on all matters relating to the functioning of academic departments.</td>
</tr>
<tr>
<td><strong>Curriculum</strong>*</td>
<td>Responsible for making recommendations to the Senate in General Session on all curricular matters, including the creation of new educational programs and courses, the revision of existing courses, and the establishment of graduation and certificate requirements.</td>
</tr>
<tr>
<td><strong>Executive</strong>*</td>
<td>Includes the Senate officers, the Chair of Chairs, the EPPIC Chair, and the past Senate president. This body is responsible for oversight of Senate operations and for reviewing and providing direction, as needed, on policy recommendations brought forward from Senate committees. The Executive Committee participates in consultation meetings with the Senior Staff.</td>
</tr>
<tr>
<td><strong>Faculty Professional Development</strong>*</td>
<td>Responsible for making recommendations to the Academic Senate on policies for faculty professional development activities, and for the planning of professional development activities, including the fall opening Faculty Symposium Day.</td>
</tr>
<tr>
<td><strong>Educational Policies and Program Integrity Committee (EPPIC)</strong>*</td>
<td>Oversees all unit-level program analysis and educational policy development for all areas of the College. EPPIC oversees college-wide Program Review, Student Learning Outcomes assessment, Distance Education, Program Viability Review (program creation, discontinuance, etc.), Instructional Budget Allocation and other matters of educational planning and policy.</td>
</tr>
<tr>
<td><strong>Professional Ethics</strong>*</td>
<td>Makes policy recommendations to the General Session in relation to all matters of professional conduct of all LACC faculty, to consider cases of faculty misconduct and violations of academic freedom, and to address any issues related to faculty and student relationships as they arise</td>
</tr>
<tr>
<td><strong>Program Review and Effectiveness</strong>*</td>
<td>This subcommittee of the Academic Senate Educational Policies and Program Integrity Committee (EPPIC) designs, organizes, and implements the program review process for all campus programs.</td>
</tr>
<tr>
<td><strong>SLO and Assessment</strong>*</td>
<td>The purpose of the committee is to review, analyze, and evaluate all campus assessment activities for academic programs, student support services, administrative service areas, and the library. It also makes evidence-driven recommendations on how to improve assessment activities across the campus. In addition, the committee delivers a campus-wide assessment of student learning needs and makes recommendations on the use of assessment results to improve student learning.</td>
</tr>
<tr>
<td><strong>Faculty Hiring Prioritization</strong>*</td>
<td>Prioritizes probationary faculty requests per the process adopted by joint agreement with the College President and the AFT on November 14, 2012.</td>
</tr>
<tr>
<td><strong>Distance Education</strong>*</td>
<td>Responsible for reviewing and revising the Distance Education Handbook as needed.</td>
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### OTHER COMMITTEES

<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Grants Review Committee</strong>*</td>
<td>The Grants Review Committee acts as a clearinghouse for grant opportunities and reviews all applications for external grant funding. It implements the grant review process to ensure the following: a. Grant requests advance the mission and vision of the college. b. Grant requests align with the college master plans, planning goals and priorities. c. Grant requests do not impose an unplanned burden on the college’s human, fiscal and facilities resources. d. Grant requests benefit the department/unit and align with its planning goals. e. Curriculum and educational program development processes are followed as appropriate, when instruction and promotion of student success are applicable to the grant scope of work.</td>
</tr>
</tbody>
</table>
Committees and Reporting Structure

Committee Chair Responsibilities

Committee chair responsibilities are outlined in the Committee Chair Handbook. Operational duties and responsibilities of committee chairs include scheduling dates, times, and location for meetings; building each meeting’s agenda; collecting relevant documents in advance of the meeting; distributing agenda, relevant documents, and previous meeting minutes 3-5 days in advance of the meeting; officiating and conducting meetings; overseeing the completion of the Committee Annual Assessment Form each year;
and collecting and posting online the data/evidence that supports the campus accreditation efforts towards the standards identified in the operating agreement.

Constituency Roles and Responsibilities

Administration, classified staff, faculty, and students participate in campus decision-making processes. Participants in participatory governance bring forward ideas from their constituencies and work together on policy and planning.

Faculty Planning
Departments create their own approaches to day-to-day operational processes. The most recent LACCD & AFT Collective Bargaining Agreement establishes process and policies on such items as work environment, calendars, class size, assignments, evaluation, professional growth, and hiring.

Participatory Governance
The Academic Senate is responsible for the formal recommendations regarding academic and professional matters (California Education Code §70902(b)(7), California Code of Regulations Title 5, §53200, and LACCD Board Rules Chapter XVIII, Article 1). The Academic Senate Executive Committee consists of the elected Senate officers, secretary, parliamentarian, chair of the chairs, chair of EPPIC, and immediate past president of the Senate. Academic Senate meetings are open and all faculty members are encouraged to communicate regularly with their representatives and to participate in Senate sponsored events, activities, and meetings. Senate minutes are posted on their SharePoint website. The Senate is also responsible for appointing faculty to all college standing committees, ad hoc committees, and task forces that involve academic and professional matters, as stated in Title 5 and the most recent LACCD & AFT Collective Bargaining Agreement. Faculty representatives gather and disseminate information from these meetings and collect feedback from their peers. The Senate provides input into the planning and program review process through its EPPIC and PRE subcommittees, and its appointments to SPC. The Senate president meets regularly with senior staff to discuss faculty concerns. A Collegial Consultation Agreement between the Academic Senate and President of Los Angeles City College details how the Academic Senate makes recommendations to the President on academic and professional matters.

Collective Bargaining
The AFT Faculty Guild 1521 is the collective bargaining representative for all LACC faculty members. The AFT Faculty Guild appoints representatives to all college standing committees, ad hoc committees, and task forces, as stated in Title 5 and the most recent LACCD & AFT Collective Bargaining Agreement.

Classified Staff Planning
Classified staff members collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, personnel, and the college. Staff members participate in decision-making by serving on college standing committees, ad hoc committees, and task forces by their respective collective bargaining units as stated in in California Education Code §70902(b)(7) and Title 5 §51023.5.

Participatory Governance
Classified staff representatives gather and disseminate information from these meetings and collect feedback from their peers.

Collective Bargaining
Classified staff are represented by collective bargaining units: Classified SIEU-Local 99, AFT Classified Staff Guild 1521A, Supervisory Employees Local 721, Building and Construction Trades. Classified staff
are appointed to college standing committees, ad hoc committees, and task forces by their respective collective bargaining units as stated in Ed Code and Title 5.

Administration

Operational Planning
Administrators are responsible for seeking faculty, staff, and student input to improve programs and services, and to work with their direct supervisors and appropriate committees to represent the ideas and issues of their areas. Administrators serve on college standing committees, ad hoc committees, and task forces as appointed by the college president. Inter-Departmental Work Group (IDWG) Deans meet with the Vice President of Academic Affairs to solve problems and discuss operational issues. Senior staff meets weekly and includes the President and all the Vice Presidents. The Vice President of Student Services chairs the Student Services Council to problem solve and discuss operational issues. The Vice President of Administrative Services chairs the Administrative Services Council to problem solve and discuss operational issues.

Participatory Governance
Administrators are appointed by the college President to serve on a variety of LACC and District standing committees, ad hoc committees, and task forces. Administrative representatives gather and disseminate information from these meetings and collect feedback from their peers.

Collective Bargaining
The Teamsters Local 911 represents the Deans. The union appoints representatives to serve on college standing committees, ad hoc committees, and task forces as specified in committee operating agreements.

LACC Unions

<table>
<thead>
<tr>
<th>SIEU-Local 99</th>
<th>AFT Faculty Guild 1521</th>
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<tbody>
<tr>
<td>Teamsters Local 911</td>
<td>AFT Classified Staff Guild 1521A</td>
</tr>
<tr>
<td>Supervisory Employees Local 721</td>
<td>Building and Construction Trades</td>
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</tbody>
</table>

College President

Operational Planning
The President has primary responsibility for the quality of the college teaching and learning environment. The President provides leadership in planning, organizing, implementing procedures and policies, controlling budgeting and expenditures, selecting and developing personnel, and assessing institutional effectiveness. The President also informs college communities about the philosophy, functions, activities, organizational programs, and events of the campus (LACCD Board Rules, Chapter II, Article 3).

Participatory Governance
The President receives and considers for approval formal written recommendations from the College Council on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement; and from the Academic Senate on academic and professional matters. The President holds regular meetings with the senior staff (Vice Presidents) and the management team (deans and classified management), and regularly consults with leadership from the Academic Senate, AFT Faculty Guild 1521, and classified staff collective bargaining units.
Associated Student Government
Planning
The Associated Student Government (ASG), overseen and advised by the Associate Dean of Student Life, is responsible for representing all students to the college President, Academic Senate, and college standing committees (California Code 70902(b)(7), and California Code of Regulations Title 5 Section 51023.7). The ASG appoints eligible students to serve on college standing committees as specified in committee operating agreements. Thus, students participate in the formulation and development of college policies and procedures that have or will have a “significant effect on students” (LACCD Board Rule XVIII, Article 2). Each LACC student has specific rights and responsibilities as a student enrolled in the college; these are listed in the college catalog under “Policies: Academic, Student, General.” All students are encouraged to vote in student elections, participate in student clubs, and voice their opinions through college surveys about student satisfaction with the college specific departments and services.

Participatory Governance
Students participate in decision-making processes in a variety of ways. The ASG meets regularly and appoints student representatives to standing committees as specified in the committee operating agreements. Students gather and disseminate information from these meetings and collect feedback from their student peers.
Integrated Planning Cycle

Continuous Quality Improvement

LACC’s mission and strategic planning is aligned with the District mission and strategic plan. LACC accomplishes its mission by implementing action items to support the goals and objectives of its Educational and Strategic Master Plan. The Educational and Strategic Master Plan guides all other college plans, strategies, and learning outcomes, and forms the basis for the program review process. The process of continuous quality improvement is achieved through the stages of the integrated planning cycle.

Assess and Evaluate Plans and Units; College and Unit Planning
In these stages, college-wide and unit assessment, evaluation, and planning takes place. In the College Review, committees assess and evaluate college plans and strategies using data collected from internal program reviews and external scans. They “close the loop” by using the results of the assessment and evaluation to update college plans and create annual priorities. Through Program Review, units assess and evaluate unit planning objectives using data collected from the results of comprehensive program review, annual program reviews, Strategic Master Plan priorities, and learning/service outcome assessments and “close the loop” by using the results for further planning and to develop supporting resource requests. Committees and units are provided with updated data annually.

Planning to Budget
This stage includes the prioritizing and allocating of resources towards the implementation of the Educational and Strategic Master Plan.

Plan Implementation
In this stage, units implement their unit planning objectives, if appropriate using allocated resources, and committees with oversight of college plans implement their strategies.

At the start of each cycle, the Strategic Planning Committee in collaboration with the Vice Presidents provides campus-wide training on the integrated planning process.
Processes within the Integrated Planning Cycle

*See Appendix E for process maps detailing the following components of the cycle:
1. Mission and ESMP assessment
2. College level planning
3. Annual program review
4. Comprehensive program review
5. Budget prioritization
Assess and Evaluate Units and Plans; College and Unit Planning

In these stages, assessment, evaluation, and planning occur at the college and unit levels. At the unit level, assessment, evaluation, and planning comprise the “program review” process.

I. College Review

1. Assess and Evaluate College Plans and Strategies

At the college-wide level, progress reports are written as a result of reviews of all college plans including institutional learning outcomes assessments and analysis of measures and targets. Assessment is the compiling and analysis of data, resulting in a status report. Evaluation is a review of data as it relates to targets and measures, resulting in recommendations for improvement.

<table>
<thead>
<tr>
<th>Process</th>
<th>Review of ESMP and supporting plans (early Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Committees and subcommittees with responsibility for ESMP objectives periodically review the implementation grid (measures/targets) and provide progress reports to the Strategic Planning Committee (ongoing)</td>
</tr>
<tr>
<td></td>
<td>• Committees and subcommittees with appropriate oversight of supporting plans and strategies assess and evaluate progress. This summary is to be included in each committee’s annual assessment and evaluation.</td>
</tr>
<tr>
<td></td>
<td>• Review and validation of annual assessment and evaluation, and reports in appropriate committees; forwarding of results to Strategic Planning Committee</td>
</tr>
<tr>
<td></td>
<td>• Strategic Planning Committee writes an ESMP annual progress report to be shared at Academic Senate and College Council</td>
</tr>
</tbody>
</table>

Anticipated Change/Results: Report on college progress towards ESMP goals, improvements that resulted from outcome assessments, responses to viability recommendations, responses to college external/programmatic requirements, and how allocated resources resulted in improved outcomes

Responsibility: Committees and subcommittees with responsibility for ESMP objectives, Strategic Planning Committee

Evidence Used: Outcomes assessments, improvement plans and measures, unit level program review outcomes, committee annual assessments

2. Use Results: College Planning

At the college-wide level, the mission, Educational and Strategic Master Plan, annual priorities, and supporting plans are revised in response to data collected from internal program review and external scans. In addition, committees with oversight of Educational and Strategic Master Plan goals and objectives provide or revise institutional actions or strategies based on data analysis, and identify resource needs with anticipated costs.

<table>
<thead>
<tr>
<th>Process</th>
<th>Revised every six years (early Spring). See above (p. 5) for assessment and revision process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and Strategic Master Plan</td>
<td>Every six years, the Strategic Planning Committee closes out the existing ESMP and uses an analysis of data to write new goals and objectives (late Spring). See above (p. 6) for assessment and revision process.</td>
</tr>
<tr>
<td>Annual Priorities</td>
<td>Each year, the Strategic Planning Committee uses SWOC (Strengths, Weaknesses, Opportunities, Challenges) analyses based on internal and</td>
</tr>
<tr>
<td>Supporting Plans and Strategies</td>
<td>Governance committees with appropriate oversight of ESMP objectives update plans/strategies that support the ESMP, as necessary (late Spring), including resources</td>
</tr>
<tr>
<td>Anticipated Change/Results</td>
<td>External scans to identify and prioritize annual goals and objectives (late Spring)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A mission statement that defines our commitment to student learning, is appropriate for our constituency, and is adopted and published</td>
<td>An ESMP that aligns with the District strategic plan, allows the college to meet its mission by responding to changing external realities, and is adopted and published</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Updated plans/strategies that help the college achieve the goals and objectives of the ESMP</td>
</tr>
<tr>
<td>Strategic Planning Committee</td>
<td>Strategic Planning Committee</td>
</tr>
<tr>
<td>Evidence Used</td>
<td>Committees with assigned oversight of ESMP objective (using the online ESMP Update Form)</td>
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<tr>
<td></td>
<td>2. External scans: Demographic trends (service area, state, national), labor market analyses (including short term and long term trends), educational/pedagogy trends (e.g. common core in K-12, contextualized learning in CTE), advisory committee reports, and political trends</td>
</tr>
</tbody>
</table>
II. Program Review

Overview. Program review is the process by which the college uses quantitative and qualitative data to assess and evaluate the performance of its operational units ("programs"), resulting in unit planning in alignment with the goals of the ESMP, and resource requests to support those plans. A comprehensive program review is conducted every six years, and updates occur annually. The results of program review inform college-level planning. The Educational Policies and Program Integrity Committee (EPPIC) oversees the program review process for all units. Departments and units in all campus divisions (Academic Affairs, Administrative Services, and Student Services) engage in program review.

Annual Program Review

As part of the annual program review, units review and analyze data, and revise improvement plans or create new plans as necessary.

<table>
<thead>
<tr>
<th>Assess and Evaluate</th>
<th>Academic Affairs</th>
<th>Student Services</th>
<th>Administrative Services</th>
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</thead>
<tbody>
<tr>
<td>Report on</td>
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<tr>
<td>• Program outcomes assessments (one program outcome each year)</td>
<td>Report on program outcomes assessment (one program outcome each year)</td>
<td>Report on program outcomes assessment (one program outcome each year)</td>
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</tr>
<tr>
<td>• Course outcomes assessments (implementation of 5-year SLO Plan)</td>
<td>Review and analyze quantitative data qualitative data</td>
<td>Review and analyze quantitative and qualitative data</td>
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</tr>
<tr>
<td>Review and analyze quantitative data qualitative data</td>
<td>Review and analyze quantitative and qualitative data</td>
<td>Review and analyze quantitative and qualitative data</td>
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<tr>
<td>Report on resources allocated the previous year</td>
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<tr>
<td>Report on any other factors or trends from the previous year that will guide the unit</td>
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<tr>
<td>Report on progress towards completing unit objectives</td>
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<tr>
<td>Report on progress towards meeting validation team recommendations from comprehensive program review.</td>
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<tr>
<td>Career and Technical Education (CTE) programs submit quarterly and annual Perkins Career and Technical Education Act reports, as well as annual updates for those programs with independent accreditation.</td>
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</tbody>
</table>

EPPIC revises program review templates as needed and determines the data sources to be used for program review. All revisions are approved by the Academic Senate.

<table>
<thead>
<tr>
<th>Use Results for Planning</th>
<th>Assessment and analysis of data leading to (a) creating new unit objectives, or (b) revising, updating, or continuing existing unit objectives, and the writing of associated resource requests.</th>
</tr>
</thead>
</table>

The outcomes of this process are focused, achievable unit planning objectives that directly address ESMP goals and/or areas of concern as determined through all the components of program review.

<table>
<thead>
<tr>
<th>Validation</th>
<th>Annual program review validation occurs in late Fall. Supervising deans and managers validate the annual program reviews, which are shared and reviewed with the respective Vice President. Summary reports are generated in EPPIC and shared with appropriate committees and Vice Presidents. Summary reports are also forwarded to the Strategic Planning Committee (SPC) as part of the internal scan to be used to help develop the annual Educational and Strategic Master Plan (ESMP) priorities.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>EPPIC, units, deans/managers</th>
</tr>
</thead>
</table>
Comprehensive Program Review

As part of the comprehensive program review, units review data from the past six years, report on outcomes, close out all unit planning objectives, and develop new unit planning objectives for the next six years. In addition to all the elements covered in the annual program review, the comprehensive program review includes the following:

<table>
<thead>
<tr>
<th>Assess and Evaluate</th>
<th>Occurs in Fall. Includes all the elements of annual program review and the following:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Instructional</strong></td>
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<tr>
<td></td>
<td>Report on implementation of 5-year outcomes assessment plan</td>
</tr>
<tr>
<td></td>
<td>Report on implementation of 5-year outcomes assessment plan</td>
</tr>
<tr>
<td></td>
<td>Review mission, SLO maps, curriculum, SWOC, analysis of trends and industry standards, responses to external/programmatic requirements, long-term needs</td>
</tr>
</tbody>
</table>

EPPIC revises program review templates as needed and determines the data sources to be used for program review. All revisions are approved by the Academic Senate. Details of the unit planning process are in the Academic Programs 2013-19 Unit Planning Guide and the Student and Admin Services 2013-19 Unit Planning Guide.

Use of Results for Planning

At the unit level, units analyze the results of comprehensive program review to create unit planning objectives, action items, and resource requests to support their objectives. A unit’s planning objectives can only originate from the following (Shared Governance Council Recommendation #14, September 10, 2012):

(a) Annual Strategic Master Plan priorities
(b) Other college plans
(c) Outcomes assessment results
(d) Program review recommendations
(e) Accreditation requirements, viability recommendations, and specific college external/programmatic requirements

The outcomes of this process are focused, achievable improvement plans that directly address college strategic goals or areas of concern as determined through all the components of program review.

Validation

Validation occurs in late Fall. Deans and managers use the approved rubrics to provide initial validations and draft summary reports for units, which are shared and reviewed with the respective Vice President. Validation teams under the auspices of EPPIC also use the approved rubrics to review each unit’s comprehensive program review in its entirety and write a summary with recommendations and commendations to the unit. Final reports are forwarded to EPPIC for review, which then forwards them to the Academic Senate (which validates that the program review process was followed) for final recommendation to the President. Validated program reviews become the basis for each unit’s annual planning and resource requests. Final program review reports are also forwarded to the Strategic Planning Committee (SPC) as part of the internal scan to be used to help develop the Educational and Strategic Master Plan (ESMP). Progress towards recommendations made is to be addressed in subsequent annual program review updates.

Responsibility

EPPIC, units, deans/managers
# Alignment of Unit and College Planning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Outcomes</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual data update</td>
<td>OIE, based on recommendations from EPPIC</td>
<td>Updated data (measures) on campus priorities to be used for: (a) annual program review and (b) ESMP oversight committees to consider recommendations for action at the campus level</td>
<td>Data compiled in Summer; shared with ESMP oversight committees in early Fall (Sept); used for program review in mid Fall (Oct-Nov)</td>
</tr>
<tr>
<td>Annual program review</td>
<td>Units</td>
<td>Updated plans, status report on existing plans, additional resource requests</td>
<td>Mid Fall (Oct-Nov)</td>
</tr>
<tr>
<td>Compiling annual program review results</td>
<td>EPPIC</td>
<td>EPPIC writes a summary report with list of plans and ESMP alignment</td>
<td>Late Fall (Nov-Dec)</td>
</tr>
<tr>
<td>Using annual program review results</td>
<td>a. ESMP oversight committees (at the campus level)</td>
<td>Use of the (a) EPPIC summary report and (b) annual data update for: 1. ESMP oversight committees to consider recommendations for action at the campus level 2. EPPIC to consider recommendations for action (to the Academic Senate) at the unit level (Oversight committee progress is documented using the online ESMP Update Form)</td>
<td>Late Fall/Early Spring (Feb)</td>
</tr>
<tr>
<td>Assessment of ESMP implementation grid</td>
<td>ESMP oversight committees</td>
<td>ESMP oversight committees provide reports to their appropriate ‘parent’ committee on the status of achievement of ESMP goals (Progress is documented on the online ESMP Update Form)</td>
<td>Early Spring (Mar)</td>
</tr>
<tr>
<td>ESMP summary report</td>
<td>SPC</td>
<td>Summary of updates towards achievement of all ESMP goals, to be shared with EPPIC to inform the next program review cycle</td>
<td>Mid Spring (Apr)</td>
</tr>
<tr>
<td>Resource request prioritization</td>
<td>Budget prioritization committees; Budget Committee</td>
<td>Prioritized resource requests based on program review</td>
<td>a. Operating budgets: March b. Additional resource requests: Feb to Apr</td>
</tr>
</tbody>
</table>
Planning to Budget

This stage includes the prioritizing and allocating of resources towards the implementation of the Educational and Strategic Master Plan. Resources are allocated annually based on how well unit planning objectives (created in the ‘outcomes analysis and unit planning’ phase) help the campus implement the Educational and Strategic Master Plan.

Units may submit resource requests to support their unit planning objectives validated through the program review process. Units that do not satisfactorily complete their program reviews (comprehensive and annual) as determined through the validation process, may be ineligible for additional resources beyond the operating budgets necessary for these units to function.

There are four categories in which units may request resources:

<table>
<thead>
<tr>
<th>Operating budget</th>
<th>The operating budget is the amount of funding allocated to a unit at the start of a given fiscal year to support courses and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional resources</td>
<td>One-time requests over the annual operating budget that are submitted and prioritized on an annual basis.</td>
</tr>
<tr>
<td>Probationary faculty hires</td>
<td>A request to hire a probationary full-time faculty member, either as a replacement for a separated/retired full-time position or as a growth position.</td>
</tr>
<tr>
<td>Classified staff hires</td>
<td>A request to hire a full or part-time classified staff member, either as a replacement for a separated/retired position or as a growth position.</td>
</tr>
</tbody>
</table>

(1) Operating Budget Process for Departments/Units

In the Fall, units use the Operating Budget Allocation form to justify their operating budgets, which may include requests for changes. The review should include consideration of total cost of ownership for equipment and other ongoing costs related to previous year allocations. Based on these justifications, Vice Presidents work with the President to develop base operating budgets for their divisions.

<table>
<thead>
<tr>
<th>Academic Affairs</th>
<th>Student Services</th>
<th>Administrative Services</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chairs submit justifications (including how the expense supports the strategic plan) to their IDWG dean for their annual operating expenses</td>
<td>• Program directors submit their justifications (including how the expense supports the strategic plan) to their supervising deans for their annual operating expenses</td>
<td>• Supervisors/managers submit their justifications (including how the expense supports the strategic plan) to their supervising managers for their base annual operating expenses</td>
<td>Early Spring (at the same time as the resource request process)</td>
</tr>
<tr>
<td>• Deans work with the chairs to review and revise the budgets</td>
<td>• Deans work with the program directors to review and revise the budgets</td>
<td>• Supervisors/managers work with the AVP to review and revise the budgets</td>
<td></td>
</tr>
<tr>
<td>• Operating budgets are submitted to the Vice President of Academic Affairs for approval</td>
<td>• Operating budgets are submitted to the Vice President of Student Services for approval</td>
<td>• Operating budgets are submitted to the Vice President of Administrative Services for approval</td>
<td></td>
</tr>
<tr>
<td>• Vice President shares department operating budgets with Chairs Council</td>
<td>• Vice President shares operating budgets with Student Services Council</td>
<td>• Vice President shares operating budgets with Administrative Services Council</td>
<td></td>
</tr>
</tbody>
</table>

Vice Presidents in each area bring all preliminary operating budgets to the Budget Committee for review and approval as recommendations to the College President. The recommended operating budgets are also brought to the College Council as informational reports. Mid-Spring
(2) Request and prioritization for additional resources over the operating budget

As part of the unit planning process, units may submit requests for additional resources to support their unit planning objectives. Such resource requests are one-time requests. Anticipated ongoing costs associated with one-time resource requests are also identified. In the next cycle, such anticipated ongoing costs should be included in the unit’s operating budget request.

<table>
<thead>
<tr>
<th>Academic Affairs</th>
<th>Student Services</th>
<th>Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource requests are prioritized:</td>
<td>Resource requests are prioritized using the approved rubric.</td>
<td>Resource requests are prioritized using the approved rubric. Administrative Services council prioritizes resource requests and submits to the Vice President of Administrative Services for approval</td>
</tr>
<tr>
<td>• Requests that qualify for Perkins funds are reviewed by the appropriate CTE oversight body using the CTE rubric. Those requests that are not funded through Perkins will be considered by the Academic Affairs Resource Allocation Committee.</td>
<td>• Requests that qualify for Perkins funds are reviewed by the appropriate CTE oversight body using the CTE rubric. Those requests that are not funded through Perkins will be considered by the Student Services Council.</td>
<td></td>
</tr>
<tr>
<td>• The Academic Affairs Resource Allocation committee uses the approved rubric to create a single prioritized list</td>
<td>• Student Services Council prioritizes resource requests and submits to the Vice President of Student Services for approval</td>
<td></td>
</tr>
<tr>
<td>• Vice President shares prioritized list with the Chairs Council</td>
<td></td>
<td><strong>Informational only</strong></td>
</tr>
</tbody>
</table>

College committees may submit resource requests for college-wide needs to an appropriate operational dean/manager, who will submit the resource request to the appropriate VP resource request prioritization committee.
The Budget Executive Committee, as a representative subcommittee of the Budget Committee, will consolidate the three lists and recommend a college-wide Resource Request Prioritization List to the Budget Committee.

The Dean of CTE Chairs will present the process and prioritization of Perkins requests to the Budget Committee.

Upon recommendation by the Budget Committee, the final Resource Request Prioritization List will be forwarded to the College Council, which makes a formal recommendation to the College President for consideration. The College President reserves the right to make revisions to the prioritization list.

The College President will report his/her final decision to the College Council by its first meeting of the fall semester. This report will include the final prioritization list and explanations for any revisions to the priorities recommended by the College Council.

Senior Staff will identify potential funding sources (10100, SIEF, Perkins, BSI, Lottery, grants, Foundation, other) for each request.

If the college receives additional funds, funds will be allocated using the prioritization list. If additional funds remain after the entire priority list is fulfilled, the Budget Committee will make a recommendation to the College President on the allocation of remaining funds.

### Resource Request Budget Prioritization

<table>
<thead>
<tr>
<th>ACADEMIC AFFAIRS</th>
<th>STUDENT SERVICES</th>
<th>ADMINISTRATIVE SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depts/Programs</td>
<td>CTE Chairs</td>
<td>AVPs/Deans/Managers</td>
</tr>
<tr>
<td>CTE</td>
<td>CTE Chairs</td>
<td></td>
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<tr>
<td>unfunded</td>
<td>unfunded</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs Resource Allocation (Prioritizes IDWG #1-4 and unfunded CTE requests)</td>
<td>Student Services Council</td>
<td></td>
</tr>
<tr>
<td>Deans/Managers</td>
<td>CTE</td>
<td></td>
</tr>
<tr>
<td>Student Services Council</td>
<td>funded</td>
<td></td>
</tr>
<tr>
<td>Validation by appropriate Shared Governance committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Executive Committee (Creates single prioritized lists of additional resource requests based on ESMP priorities)</td>
<td></td>
<td></td>
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<tr>
<td>Budget Committee</td>
<td>College Council</td>
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<tr>
<td>President</td>
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</tbody>
</table>
### (3a) Probationary faculty hires

The process for prioritizing probationary faculty position requests ensures that hiring decisions are consistent with the AFT/LACCD Contract (Article 33) and support the college’s mission and Educational and Strategic Master Plan goals. Probationary position requests are allocated based on college need and mandated program requirements as documented by the program review process.

The probationary faculty position prioritization process is assessed by the Hiring Prioritization Committee (HPC) in February/March. In late Spring, units begin compiling information for their Probationary Position Requests, which are due to the Chair of Department Chairs on September 15. In late Fall, the HPC prioritizes the requests (October) using the approved rubric and presents the list to the Academic Senate (November) to approve as a formal recommendation to the President. The complete HPC process is explained in the Faculty Hiring Prioritization Policy.

### (3b) Classified hires

**Pending approval**

### Approval for Grant Proposals

Grant proposals can support existing programs or be used to fund college-approved new programs. Grant proposals must be reviewed and approved by the Grants Review Committee. Details can be found in the Grants Development Policy approved by the Academic Senate in March 2014.

### Plan Implementation

In the “act” stage, units are responsible for implementing their improvement plans and using their allocated resources, with oversight provided by Deans and managers. Committees with oversight of ESMP objectives monitor progress towards completion of supporting plans and strategies.
## Annual Integrated Planning Process Activity/Task Timeline

### Strategic Planning
- Program Review, Unit Planning and Resource Allocation (Faculty Hiring)

### Activity/Task Timelines

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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</thead>
<tbody>
<tr>
<td>Review mission (6 years)</td>
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<td>Close-out existing ESMP (6 years)</td>
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<td>Write new ESMP (6 years)</td>
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<tr>
<td>Determine annual ESMP priorities</td>
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<tr>
<td>Update college plans</td>
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<tr>
<td>Analysis of progress towards ESMP and college plans</td>
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<tr>
<td>Committee annual assessments</td>
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<tr>
<td>Committee reporting on ESMP strategies and measures (3x per year)</td>
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<tr>
<td>Program review and unit planning training</td>
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<tr>
<td>SLO assessments (ongoing)</td>
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<tr>
<td>Unit analysis of existing improvement plans</td>
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*Note: X represents an activity or task.*
<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Responsible Unit</th>
<th>Timeline</th>
<th>Results</th>
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<tbody>
<tr>
<td><strong>COLLEGE PROGRAM REVIEW AND PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review mission (6 years)</td>
<td>SPC</td>
<td>Feb-Mar</td>
<td>A mission statement that defines our commitment to student learning, is appropriate for our constituency, and is adopted and published</td>
</tr>
<tr>
<td>Close-out existing ESMP (6 years)</td>
<td>SPC</td>
<td>Apr</td>
<td>An ESMP that aligns with the District strategic plan, allows the college to meet its mission by responding to changing external realities, and is adopted and published</td>
</tr>
<tr>
<td>Write new ESMP (6 years)</td>
<td>SPC</td>
<td>Apr-May</td>
<td>Annual priorities that reflect the institution’s commitment to facing immediate internal and external challenges</td>
</tr>
<tr>
<td>Determine annual ESMP priorities</td>
<td>SPC</td>
<td>May-Jun</td>
<td>Updated plans that help the college achieve the goals and objectives of the ESMP</td>
</tr>
<tr>
<td>Update college plans</td>
<td>SPC</td>
<td>May-Jun</td>
<td>Review of ESMP accomplishments leading to continued planning</td>
</tr>
<tr>
<td>Analysis of progress towards ESMP and college plans</td>
<td>SPC</td>
<td>Apr-May</td>
<td>Review of committee accomplishments leading to continued planning</td>
</tr>
<tr>
<td>Committee annual assessments</td>
<td>SPC</td>
<td>May-Jun</td>
<td>Review of committee accomplishments leading to continued planning</td>
</tr>
<tr>
<td><strong>UNIT PROGRAM REVIEW</strong></td>
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<tr>
<td>SLO assessments [units must complete all SLO assessments prior to beginning program review]</td>
<td>SLO &amp; A</td>
<td>Ongoing</td>
<td>Improvement plans for courses, programs, and institution</td>
</tr>
<tr>
<td>Updated program review templates</td>
<td>PRE, EPPIC</td>
<td>End of Summer</td>
<td>Updated annual program review templates, including resource request form, questions and data needed for annual program review update for all units</td>
</tr>
<tr>
<td>OBE runs data from previous year (based on when District closes their reports)</td>
<td>OBE</td>
<td>Beginning of Fall</td>
<td>Updated data to be used for program review and planning</td>
</tr>
<tr>
<td>SharePoint interface creation</td>
<td>OBE</td>
<td>Oct 1</td>
<td>Updated online program review interface</td>
</tr>
<tr>
<td>Data collection from 1-part online Admin Services surveys</td>
<td>Admin Services</td>
<td>Late Nov-Early Dec</td>
<td>SUOs for planning</td>
</tr>
<tr>
<td>Program review training</td>
<td>PRE, EPPIC for Acad Affairs, Acad Affairs, Adm Serv</td>
<td>Oct-mid Nov</td>
<td>Familiarity with program review and planning processes</td>
</tr>
<tr>
<td>Dean/Manager validation training</td>
<td>PRE, EPPIC</td>
<td>No</td>
<td>Valuated annual program reviews</td>
</tr>
<tr>
<td>Units complete annual program review. Assessment and analysis of data leading to (a) new unit planning objectives, (b) revised, updated unit planning objectives, (c) resource requests. Includes analysis and reports on outcomes assessment, quantitative and qualitative data, resources, factors or trends (SWOC), progress towards completing unit objectives, and progress towards meeting validation team recommendations from CPR.</td>
<td>All units</td>
<td>Oct-Nov</td>
<td>(a) Review of progress towards implementation of improvement plans, (b) new or revised improvement plans in support of the ESMP, (c) determine if all programs are meeting college standards, (d) progress towards meeting targets</td>
</tr>
<tr>
<td>Validation of the above by Deans/managers, who meet with unit head to address any areas of concern</td>
<td>Deans/ managers</td>
<td></td>
<td>Validation of the above by Deans/managers, who meet with unit head to address any areas of concern</td>
</tr>
<tr>
<td>EPPIC Summary Report written and shared with committees with oversight over ESMP goals, Academic Senate, SPC, and Vice Presidents</td>
<td>EPPIC</td>
<td>Mid-Dec</td>
<td>Annual Program Review Summary Report approved by end of Fall semester</td>
</tr>
<tr>
<td><strong>CLASSIFIED HIRING</strong></td>
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<tr>
<td>Pending approval</td>
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<td>A prioritized classified staff hiring list based on ESMP priorities</td>
</tr>
<tr>
<td><strong>FACULTY HIRING</strong></td>
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<tr>
<td>HPC assessment of processes</td>
<td>HPC</td>
<td>Feb-Mar</td>
<td>A prioritized probationary faculty hiring list based on ESMP priorities</td>
</tr>
<tr>
<td>Departments write Probationary Position Requests</td>
<td>Departments</td>
<td>Mar</td>
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<tr>
<td>Deadline for submitting Probationary Position Requests</td>
<td>Departments</td>
<td>Mid Sept</td>
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<tr>
<td>HPC prioritization of requests</td>
<td>HPC</td>
<td>Late Oct-Early Nov</td>
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<tr>
<td>Academic Senate review of prioritized list</td>
<td>Academic Senate</td>
<td>Dec</td>
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<tr>
<td><strong>OPERATING BUDGETS</strong></td>
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<tr>
<td>Work with units to create operating budgets</td>
<td>Units and supervisors</td>
<td>Spring</td>
<td>Base operating budgets for all campus units</td>
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<tr>
<td><strong>RESOURCE REQUESTS</strong></td>
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<tr>
<td>Resource request template sent to units</td>
<td>PRE, EPPIC, Senate approval</td>
<td>Jan-Feb</td>
<td>A college-wide Additional Resource Request Prioritization List in support of the ESMP</td>
</tr>
<tr>
<td>Submission of resource requests</td>
<td>Units</td>
<td>Mar 1</td>
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<tr>
<td>Prioritization of resource requests</td>
<td>CTEC Chairs</td>
<td>Mid-Mar</td>
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<tr>
<td>Prioritization of resource requests</td>
<td>BAS, Stud &amp; Admin Serv Councils</td>
<td>Early Apr</td>
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<td>Budget Committee campus-wide prioritation</td>
<td>Budget</td>
<td>Late Apr</td>
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<tr>
<td>College Council consideration of prioritized budget</td>
<td>College Council</td>
<td>Mar</td>
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<tr>
<td>Allocation of resources</td>
<td>Budget, Budget Office</td>
<td>July 1</td>
<td>All units have approved budgets with funds in their line items</td>
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28
Glossary of Terms

**Academic and Professional Matters.** The College President will either rely primarily on the recommendation of the Academic Senate or reach mutual agreement with the Academic Senate on recommendations related to the following academic and professional matters, referred to as the “10+1”:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board and the academic senate.

The Academic Senate maintains a Collegial Consultation Agreement with the College President. This agreement delineates the collegial consultation process and identifies which of the academic and professional matters “rely primarily on the senate” and which are “mutual agreement” matters.

**Academic Senate.** The Academic Senate of LACC is the official voice of the faculty on academic and professional matters.

**Accrediting Commission for Community and Junior Colleges (ACCJC).** The ACCJC is the regional accrediting body that accredits LACC. It is one of the three commissions under the corporate entity of the Western Association of Schools and Colleges (WASC). Its web site is located at www.accjc.org.

**Accreditation.** Accreditation is “a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness” (*ACCJC Bylaws*, article I, section 2). Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies. Accreditation has two fundamental purposes: to assure the quality of the institution and to encourage institutional improvement.

**Achieving the Dream.** The goal of the Achieving the Dream National Reform Network is to help community college students succeed. LACC has been a participant in Achieving the Dream since 2011. LACC’s goals are to increase student success, academic excellence, and diversity. Strategies are to increase Associate degrees awarded and transfers to four-year colleges for all students; expand Career Technical Education (CTE); expand the role of Staff and Organizational Development and create opportunities that assist faculty in addressing students’ academic preparedness; create a distance education program that offers online certificates, degrees, and transfer requirements; complete the implementation of student learning outcomes and assessment processes; and create additional programs and activities that encourage student engagement and lead to greater student success.

**Administrators.** Academic, Student Services, and Administrative Services managers and supervisors, including the President, Vice Presidents, Deans, Associate Deans, and Assistant Deans.

**Annual Goals.** Annual goals support campus priorities, guide unit activities, and support budget requests.

**Assess and evaluate.** Assessment is the compiling and analysis of data, resulting in a status report. Evaluation is a review of data as it relates to targets and measures, resulting in recommendations for improvement.

**Basic Skills Initiative.** The Basic Skills Initiative (BSI) is a grant funded initiative from the California Community Colleges Chancellor’s Office (CCCCO). It began in 2006 as part of the strategic planning process and is reevaluated and renewed annually. The goal of the comprehensive strategic planning process is to improve student access and success.

**Classified Employee.** Non-teaching employees whose jobs are classified through the Personnel Commission.

**Core Competencies.** See ‘institutional student learning outcomes.’
IDWG. Academic Affairs Inter-Departmental Work Groups.

College Catalog. The catalog contains the course requirements for the given academic year and is used to determine whether students have met graduation or transfer requirements. The catalog contains descriptions of each course, certificate, and degree offered at LACC.

College Plans. College plans are individual plans that focus on specific organizational areas within the college. Examples of college plans are the Enrollment Management Plan and Facilities Master Plan.

Department. A department is an instructional or service unit composed of faculty members assigned to one or more disciplines or service areas, who share common academic or professional interests, concerns, or objectives.

District Academic Senate. The Board of Trustees recognizes the District Academic Senate, composed of various representatives of the college academic senates, and will consult collegially with it on academic and professional matters common to the District.

Educational and Strategic Master Plan. The Educational and Strategic Master Plan (ESMP) is created and revised by the Strategic Planning Committee (SPC) and is the primary document guiding high-level college-wide planning. The plan includes measurable outcomes that are designed to indicate the degree of success that has occurred through the implementation of the plan’s objectives.

Faculty. Those academic employees of the District who are employed in positions that are not designated as supervisory or management for the purposes of the Educational Employment Relations Act, encompassed in Government Code section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.

Integrated Planning Cycle. The coordination and integration of planning, program review, student learning outcomes, and budgeting. The integrated planning cycle allows LACC to engage in an “ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation” (ACCJC Standard I.B.3).

Institutional Student Learning Outcomes. ISLOs are acquired through learning opportunities in and out of the classroom during a student’s academic experience at the College. These outcomes guide individual departments and disciplines in the development of student learning outcomes for programs, courses, and services, and shape the decision making processes of the college.

Mission Statement. A statement that guides college-wide planning and defines the college’s broad educational purpose, intended student population, and commitment to achieving student learning (ACCJC Standard I.A).

Planning. The process by which LACC identifies the outcomes it wants to achieve (i.e., shared values) and specifies how it will measure achievement of those outcomes and tracks progress towards attaining those outcomes. Outcomes exist at every level of the organization. [For example, the college Educational and Strategic Master Plan identifies outcomes (goals and objectives) for the entire college, namely, Access, Student Success, Organizational Effectiveness, and Resources. These strategic outcomes are measured across the college. The college has also identified institution-level student learning outcomes, again measured across the college. Operational units also have outcomes that may apply to only that specific unit or to a specific course. Operational goals and actions (outcomes) must be defined and aligned with strategic goals and objectives. Operational outcome definition is part of the unit planning process.]

Program. An instructional program consists of a deliberate sequence of courses that result in a distinct outcome. These include: (a) a sequence of courses leading to a Discipline Specific Degree or Certificate of Achievement; (b) a sequence of courses leading to an Interdisciplinary Degree or Certificate of Achievement; (c) embedded General Education Competency and/or Requirement; (d) a sequence of courses or learning activities leading to intellectual mastery. Non-instructional services that facilitate student success and provide strategies for students to overcome the varied factors in life that may disrupt their education and reduce their stress are considered a “program.” See Appendix D for complete list of programs.

Program review. Program review is the process by which the college uses quantitative and qualitative data to assess and evaluate the performance of its operational units (“programs”), resulting in unit planning in alignment with the goals of the ESMP, and resource requests to support those plans. A comprehensive program review is conducted every six years, and updates occur annually. The results of program review inform college-level planning. The Educational Policies and Program Integrity Committee (EPPIC) oversees the program review process for all units. Departments and units in all campus divisions (Academic Affairs, Administrative Services, and Student Services) engage in program review.
Qualitative data. Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

Quantitative data. Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Quantitative data can be generalized and reproduced, but must be carefully constructed to be valid.

Service Outcomes. A service outcome tells either what a client will experience, receive, or understand as a result of a given service or, the action the unit will take, thereby improving delivery of its essential functions.

Student Learning Outcome. Student learning outcomes (SLOs) are the specific, measurable goals and results that are expected subsequent to a learning experience. SLOs identify the skills and knowledge that students should achieve through the programmatic offerings of the college, both instructional and student support. The college utilizes the results of the assessment process to improve student learning.

Subcommittee. A permanent sub-group convened by a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee or council.

Task Force. A constituency-represented group convened by a standing committee to address a special subject/issue and meet only until the subject/issue is resolved.

Unit. An academic department or administrative office with a specific area of responsibility. Examples include academic departments (which may have several disciplines) and non-instructional programs. See list of programs in Appendix D.

Viability Study. A program evaluation that is initiated to determine the current viability of a program, its ability to meet the mission of the college and provide for student needs. The goal of the viability review is recommendations for programmatic improvement, including the possibility of discontinuance.
Abbreviations

ACCJC: Accrediting Commission for Community and Junior Colleges
ASG: Associated Students Government
BAS: Budget Allocation Subcommittee (subcommittee of EPPIC)
CTE: Career and Technical Education
COMPASS: Committee on Pathways for Student Success (subcommittee of SPC)
CPR: Comprehensive Program Review
DE: Distance Education
EMT: Enrollment Management Team (subcommittee of SPC)
EPC: Educational Planning Committee (defunct)
EPPIC: Educational Policies and Program Integrity Committee
ESMP: Educational and Strategic Master Plan
HPC: Hiring Prioritization Committee (subcommittee of EPPIC)
IDWG: Inter-Departmental Work Group
ISLO: Institutional Student Learning Outcome
PRE: Program Review and Effectiveness Committee (subcommittee of EPPIC)
PSLO: Program Student Learning Outcome
SGC: Shared Governance Council (defunct)
SLO: Student Learning Outcome
SLO&A: Student Learning Outcomes and Assessment Committee
SPC: Strategic Planning Committee
Appendix A: Additional Resources (Links to Plans, Manuals, Handbooks)

Mission and Educational and Strategic Master Plan
- Mission Statement
- Educational and Strategic Master Plan 2014-2020

Plans to implement the Mission and Educational and Strategic Master Plan
- Educational and Strategic Master Plan Implementation Grid
- Basic Skills Plan
- Facilities Plan
- Information Technology Plan
- Human Resources Plan
- Student Equity Plan
- Student Success and Support Programs Plan

Manuals used to describe the integrated planning process
- Comprehensive Program Review Guide 2012
  - Academic Programs 2013-19 Unit Planning Guide
  - Student and Administrative Services 2013-19 Unit Planning Guide
- Learning Outcomes Assessment
  - Handbook on Academic Affairs Program Level Assessment
  - Handbook on Course Level Assessment
  - Handbook on Student Services Assessment
  - Handbook on Administrative Services Assessment

Policies and Agreements
- New Model for Governance (June 3, 2013 agreement)
- Classified Hiring Prioritization Policy
- Collegial Consultation Agreement between the Academic Senate and President of Los Angeles City College
- Faculty Hiring Prioritization Policy
- Grants Development Policy
- LACCD & AFT Collective Bargaining Agreement

Handbooks
- Academic Senate Handbook
- Committee Chair Handbook
- Curriculum Handbook
- Distance Education Handbook
- Department Chairs Handbook
- Institutional Integrity Handbook
- Faculty Handbook
- Strategic Plan Databook
Appendix B: The Mission of California Community Colleges

From California Education Code 66010.4.a:

(1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
   (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
   (B) The provision of adult noncredit education curricula in areas defined as being in the state’s interest is an essential and important function of the community colleges.
   (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution’s ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.
### Appendix C: Crosswalk of ESMP and College, District, State Plans

<table>
<thead>
<tr>
<th>Educational and Strategic Master Plan</th>
<th>Student Equity</th>
<th>SSSP</th>
<th>Basic Skills Matrices</th>
<th>District Strategic Plan</th>
<th>State SSI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access</strong></td>
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<tr>
<td>1.2: Ensure that students build early momentum toward success by accessing key programs, courses and services in their first year of enrollment.</td>
<td>A.2, C.1</td>
<td>One Stop</td>
<td>A.III.a., B.II.a., B.III.b., 2012 Matr</td>
<td>1.1, 1.2, 1.3, 2.4</td>
<td>2.2, 2.3, 3.1, 3.4, 4.1, 5.2, 8.2</td>
</tr>
<tr>
<td>1.3: Increase the number of first time college students who enroll directly from local feeder high schools.</td>
<td>A.1</td>
<td>Recruit</td>
<td></td>
<td>1.1</td>
<td>1.1, 2.3, 7.4</td>
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<tr>
<td><strong>Student Success</strong></td>
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<tr>
<td>2.1: Increase the number of students who successfully achieve their academic and career goals.</td>
<td>D.2, E.1</td>
<td>Early Alert, Act Plan It, Embed Counsel</td>
<td>B.I.c., B.III.D.III.b, D.V.b</td>
<td>2.1, 2.4</td>
<td>2.3, 2.4, 4.1</td>
</tr>
<tr>
<td>2.2: Improve rate at which new students enroll in and complete basic skills</td>
<td>A1, A2, B1, B2, C1, C2</td>
<td>Early Alert, FYE</td>
<td>A.III.a, B.II.c, B.III.b, D.V.b</td>
<td>1.3, 2.1, 2.2, 2.3, 2.4</td>
<td>2.3, 2.4, 3.4, 5.2, 7.4, 8.1, 8.3</td>
</tr>
<tr>
<td>2.3: Increase equity in student achievement.</td>
<td>B3, D1, D2</td>
<td>Ally Prog, Early Alert</td>
<td>B.I.c., C.I.d., C.II.</td>
<td>2.1, 2.4, 3.3</td>
<td>2.3, 2.4, 4.1, 6.1, 6.2, 7.4, 8.2</td>
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<tr>
<td><strong>Organizational Effectiveness</strong></td>
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<tr>
<td>3.1: Improve institutional capacity for planning that leads to measurable actions.</td>
<td>B.3</td>
<td>Data based Impr</td>
<td>A.I.b</td>
<td>3.1, 3.2</td>
<td>7.1, 7.3, 7.4, 8.1</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
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</tr>
<tr>
<td>4.1: Review and evaluate staffing processes to address college priorities.</td>
<td>B.3</td>
<td>Data based Impr</td>
<td>A.I.b</td>
<td>3.1</td>
<td>7.3, 7.4, 8.1</td>
</tr>
<tr>
<td>4.2: Ensure campus facilities and technology support priorities of student learning and success.</td>
<td>A.1</td>
<td></td>
<td></td>
<td>2.1, 2.4</td>
<td>2.3</td>
</tr>
<tr>
<td>4.3: Ensure college budget is balanced and achieves maximum efficiency supporting college strategic priorities.</td>
<td>Effective budget</td>
<td></td>
<td></td>
<td>4.1</td>
<td>Effective budget</td>
</tr>
<tr>
<td>4.5: Initiate and strengthen internal collaborations among campus programs and external partnerships with business and industry, other educational institutions and community groups.</td>
<td></td>
<td></td>
<td></td>
<td>4.3</td>
<td>4.1, 5.2</td>
</tr>
</tbody>
</table>
### Appendix D: List of Programs

#### Academic Affairs
- Art and Architecture
- Business
- Chemistry and Geophysical Sciences
- Child and Family Studies
- Cinema and Television
- Communication Studies
- Community Services
- Cooperative Education
- Dental Technology
- English and ESL
- Foreign Languages and Humanities
- Guardian Scholars
- Instructional Counseling
- Kinesiology
- Law and Administration of Justice
- Learning Skills
- Library
- Life Science
- Mathematics and CSIT
- Media Arts
- Music
- Nursing
- Philosophy
- Physics and Engineering
- Psychology
- Radiologic Technology
- Ralph Bunche Scholars Program
- Social Science
- Theater Arts

#### Administrative Services
- Bookstore
- Budget Office
- Business Office/Accounting
- Facilities Maintenance and Custodial Services
- Human Resources
- Information Technology
- Purchasing

#### Student Services
- Admissions and Records
- Assessment Services
- CalWORKS
- Career Center
- Extended Opportunity Programs and Services
- Financial Aid
- Foster and Kinship Care
- General Counseling
- International Student Services (ISS)
- Office of Special Services (OSS)
- School Relations and Outreach
- Student Life and Leadership Development
- Transfer Center
- TRIO/SSS
- Veteran’s Affairs
Appendix E: Integrated Planning Cycle Process Maps

MISSION & EDUCATIONAL AND STRATEGIC MASTER PLAN

FROM COLLEGE-LEVEL ASSESSMENT AND PLANNING

Strategic Planning Databook
- Internal & external scans, including:
  - Summary report of previous 6-year ESMP
  - 6-year ESMP annual progress reports
  - 6-year ESMP priorities
  - 6-year program review results
  - [District mission and strategic plan]

Focus groups

Strategic Planning Committee

Senate and College Council

College President

Board of Trustees

1. New Mission
2. New ESMP

PUBLISH & EDUCATE

TO INTEGRATED PLANNING CYCLE
ASSESSMENT/EVALUATION AND PLANNING
COLLEGE LEVEL

FROM ANNUAL PROGRAM REVIEW PROCESS

- EPPIC Program Review Summary
- Comparative data sets

Committees with oversight of ESMP measures

Annual ESMP Progress Assessments & ESMP implementation grid updates
- Updated ESMP

Strategic Planning Committee

Updated ESMP Implementation Grid
- ESMP Annual Progress Report
- Annual ESMP

Strategic Planning Databook

Internal and external scans

College Council

College President

TO BUDGET PRIORITIZATION PROCESS

TO REVISED MISSION/ESMP PROCESS
(Every 6 years)
ASSESSMENT/EVALUATION AND PLANNING
ANNUAL PROGRAM REVIEW

Annual Program Review Components:

- Previous year EPPIC Program Review Summary Report (EPPIC)
- Unit Review
  - Annual SLO assessments
  - Annual PLO assessments
  - SWOC
  - Resources
  - CTE reports (CTE Units)
  - Accreditation reports (CTE Units)
- Annual 5-year Outcomes Assessment Plan Update (SLO&A)
- Comparative access/success data (OIE)
- Updated program review templates (PRE)

Units

Program Review Assessment & Analysis

Updated/new planning objectives

Dean/Manager/Vice Presidents

Validation

EPPIC

EPPIC Program Review Summary Report

COLLEGE LEVEL PLANNING
SPC & ESMP oversight committees

RESOURCE REQUESTS
ASSESSMENT/EVALUATION AND PLANNING COMPREHENSIVE PROGRAM REVIEW

Comprehensive Program Review Components:

- Report on implementation of 5-year Outcomes Assessment Plan (SLO&A)
- Six-year comparative access/success data (OIE)
- Updated program review templates (PRE)
- Unit review
  - Review of unit mission
  - SWOC and analysis of trends and industry standards
  - Analysis of resources
  - Responses to external/programmatic requirements
  - Long-term needs
  - Student and employee surveys
BUDGET PRIORITIZATION

FROM UNIT AND COLLEGE-LEVEL PLANNING

ESMP Priorities, EPPIC Program Review Summary with Approved Unit Planning Objectives

Classified Hiring Request

Probationary Faculty Hiring Request

Operating Budget Request

Units

Additional Resource Request

Deans/Managers

Vice Presidents

Budget Committee

President

Approved Faculty Hiring List

Approved Operating Budgets

Approved Campus-wide Prioritized Resource Requests

RESOURCES ALLOCATED

ACTION

Approved Classified Hiring List

Classified Hiring Committee

HPC

Senate

TBA

VP or Dean

Budget Executive Committee

Budget Committee

College Council

BAS

CTE Chairs

Stud Srv Council

Admin Council

Budget Committee

Budget Executive Committee

Approved Campus-wide Prioritized Resource Requests

RESOURCES ALLOCATED

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