LOS ANGELES HARBOR COLLEGE

PLANNING

POLICY

AND

PROCEDURE

MANUAL

as proposed by the Academic Senate, May 16, 2002, and concurred in by the College President, June 4, 2002

with latest revisions adopted by the College Planning Council, September 22, 2008
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I. PRINCIPLES OF THE PLANNING PROCESS

1. The college master plan shall encompass:
   a.) a brief introductory strategic plan defining college mission, vision, values, goals, strategies, and key performance indicators, in addition to
   b.) the operational plans of the college’s administrative clusters and units. These operational plans are to be constructed in such a way that necessary functional plans (e.g., educational, facilities, staffing, Matriculation, VTEA, etc.) can be directly derived from them to meet all external reporting and compliance requirements.

2. Proposals may involve a single unit, or more than one unit, within one cluster or cutting across more than one, and may originate within or outside the affected unit/s or above the unit level. But all proposals, including grant applications and activities receiving special funding, must be integrated into unit operational plans with the approval of all affected units before further action at higher levels.

3. Unit plans shall be forwarded to the cluster level for integration as the cluster operational plan.

Simultaneously, activities prospectively eligible for funding from categorical sources or requiring specialized input shall also be referred to appropriate committees. Proposed activities raising questions within the purview of the Academic Senate shall be referred to the appropriate Senate committees. These specialized or clearance committees shall authorize activities or make recommendations for adjustments in proposed activities as provided in Sections V and VI of this Manual if needed. Clearance committees do not prioritize or allocate funding for the activities they authorize. But no activity requiring authorization by a clearance committee will be funded, or funded from a source requiring authorization by a clearance committee, until such authorization has been secured.

4. Cluster prioritizations shall be forwarded to CPC for integration as the college operational plan.

5. The Budget Committee will fund the activities authorized by the college operational plan from eligible funding sources in priority order as provided in the Budget Policy and Procedure Manual. No activity shall be budgeted that does not appear in the operational plan of the unit expending the funds involved.
II. ESSENTIAL REFERENCES

The following models have been developed through the planning process at Los Angeles Harbor College. These models should not be altered without consensus of appropriate groups. The Planning Lexicon contains definitions of terminology used throughout the planning process.

The Planning Timeline is an annual chart that reminds committees and individuals of their responsibilities within a monthly timeline in order for activities to occur at propitious times for all constituencies.

The Planning Flow Chart is a visual representation of the order in which a planning issue or concern may be brought through the planning process. This process is designed to assure that all proper parties are included in each instance of planning change based on a unit's need or vision.
# A. PLANNING LEXICON

<table>
<thead>
<tr>
<th><strong>College Master Plan</strong></th>
<th>A plan consisting of the college strategic plans as well as the operational plans of all constituencies.</th>
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<tbody>
<tr>
<td><strong>College Strategic Plan</strong></td>
<td>A concise statement of the enduring college-wide vision, values, mission, goals, strategies, and key performance indicators that inspire the operational plans.</td>
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<tr>
<td><strong>Includes:</strong></td>
<td></td>
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<tr>
<td>Vision</td>
<td>An ideal state of where the college sees itself in the futures.</td>
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<tr>
<td>Values</td>
<td>Agreed upon principles that guide the college and the population to be served.</td>
</tr>
<tr>
<td>Mission</td>
<td>States the purpose of the college and the population to be served as defined in state law.</td>
</tr>
<tr>
<td>Goals</td>
<td>Long-term outcomes identified to achieve the vision and the mission of the college.</td>
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<tr>
<td>Strategy</td>
<td>A plan, method, or sequence of activities for accomplishing a specific college goal.</td>
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<tr>
<td>Key Performance Indicators</td>
<td>Objective, measurable benchmarks specifically designed to gauge progress toward college goals.</td>
</tr>
<tr>
<td><strong>Operational Plan</strong></td>
<td>Cluster, unit, or functional plans that include specific measurable objectives and activities. (This is not to be confused with the fiscal form known as an operational plan annually submitted by the college to the district.)</td>
</tr>
<tr>
<td><strong>Includes:</strong></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>A specific action or actions that will be carried out to achieve the objectives.</td>
</tr>
<tr>
<td>Measurable Objectives</td>
<td>Statement of what will be achieved and how it will be measured with a timeline.</td>
</tr>
<tr>
<td><strong>Other Terms</strong></td>
<td></td>
</tr>
<tr>
<td>Clearance Committee</td>
<td>A committee based on specialized expertise or designated by specific funding rules and regulations to which proposed activities are referred for input or authorization.</td>
</tr>
<tr>
<td>Cluster</td>
<td>All the units reporting to a single senior staff member.</td>
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<tr>
<td>Consensus</td>
<td>A process by which all constituencies in a group agree to accept the group decision.</td>
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<tr>
<td>External Scan</td>
<td>An assessment of all external factors influencing the performance and behavior of LAHC and/or its units and the success of the college and/or unit plans.</td>
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<tr>
<td>Functional Plan</td>
<td>Covers a unified subject matter or issue that may emanate from that single aspect of all unit plans (e.g., educational, facilities, staffing, VTEA, etc.).</td>
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<tr>
<td>Internal Scan</td>
<td>An assessment of all internal factors influencing the performance and behavior of LAHC and/or its units and the success of the college and/or unit plans.</td>
</tr>
<tr>
<td>Program or Unit Review</td>
<td>The systematic review of the degree to which objectives of a program or unit have been achieved and upon which an operational plan is revised.</td>
</tr>
<tr>
<td>Unit</td>
<td>The smallest organizational subdivision assigned a budgetary activity code.</td>
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B. PLANNING FLOW CHART

Initiator/s of a proposal submit activity to units which are to implement the proposal.

Unit chair forwards copies of the activity form to Academic Senate or technical committees for any CLEARANCES the form specifies. "Clearance" committees include: e.g., Curriculum, APPC, PFE, Voc. Ed. (Academic Senate); e.g., ITAC, Facilities/Work Env., (specialized)

UNIT PRIORITIZES ACTIVITIES all incorporated into UNIT PLAN

CLUSTER PLANNING COMMITTEE integrates unit priorities as CLUSTER PLAN

The cluster planning committees are:
- ACADEMIC AFFAIRS COMMITTEE
  subcommittees: e.g., Staff Development
- STUDENT SERVICES COMMITTEE
  subcommittees: e.g., Matriculation, Enrollment Management
- ADMINISTRATIVE SERVICES COMMITTEE
  subcommittees: e.g., Facilities, Parking
- PRESIDENT'S subcommittees: e.g., ITAC

CPC integrates cluster priorities as COLLEGE PLAN

FHPC prioritizes faculty position requests according to college plan (responsible to Academic Senate)

Implementation of authorized plan changes tracked and assessed.

BUDGET COMMITTEE budgets activities from cleared sources in priority order.

College President
C. PLANNING TIMELINE
College Annual Planning Process

[original chart replaced by consolidated schedule integrating all college timelines
approved by CPC September 8, 2008]
III. PLANNING CONCEPTS

1. The basic aim of strategic planning is to actively evaluate and determine the direction of the college. To this end, each constituency in the college plays a vital role that has a place in the planning process. Beginning at the unit level, plans must reflect the learning needs of the students, the resources necessary, and be in support of the college mission, vision, values, goals, and strategies. Each successive level of decision-making is bound by those same principles.

2. All constituencies must take into account internal scan information, external scan information, and key performance indicators, as well as the vision of the faculty and specialized committees. The following guidelines relate to specific annual and ongoing activities for each level of decision.

A. UNIT PLANNING ACTIVITIES

1. The unit level participates in opening day planning forums and as a part of that day, discusses, reviews the past year, and plans the coming year of activities. These unit plans should be forwarded to the cluster level as soon as possible so that they may be integrated into the cluster plan due by December to be forwarded to CPC.

2. Recognizing that priorities and opportunities may arise at any time during the year, units are encouraged to reevaluate and forward proposed changes to their cluster. Although these changes may be developed throughout the year, continuous changes may disrupt the planning process. Therefore, the changes requested outside of the timeline by units should be timely in nature (such as special funding availability or in the event of an unpredicted major change in staffing), and should be well considered before forwarding to the cluster. By February and March, the unit plans form establishing annual unit priorities and budget requests should be completed for the coming year. Items not included in this budget may not be considered for the coming year as college-wide priorities are set.

3. In May and June, as a reflection of planning progress campus forums, events and evaluations of the past year, and taking into account new internal and external data, units review the effectiveness and status of the current year’s plans and begin to evaluate suggestions for changes to be decided in the coming September meeting.

4. Only authorized formats and procedures shall be used to complete unit plan forms. Correct procedures for unit and cluster plans are provided in the Appendix. Procedures for program review self-studies are described in the Program Review Model document submitted to the Academic Senate in 2001.

5. Flex credit shall be provided as fully as possible, and division chairs and the college planning office must receive sufficient clerical assistance, to ensure effective preparation and updating of planning documents.

B. FUNCTIONAL PLANNING GUIDELINES

Functional plans are single unifying plans based on multiple unit plans across or within clusters. For example, an operational plan that involves common aspects such as facilities, technology, and specialized or clearance committees convey legal standards and requirements regarding the specialized area. An example is the Matriculation Advisory Committee, which is
based in the Student Services cluster, yet cooperates and responds to Academic needs and requirements regarding prerequisites, English and math placements, and whose required database supports key performance indicators. A further example is the Partnership for Excellence Committee, which works primarily within the Academic cluster, but also across all disciplines and divisions reporting to the Academic Senate.

C. CLUSTER PLANNING GUIDELINES

1. Clusters must integrate the unit priorities as a cluster plan in order to forward their annual plan to CPC during December. This process may require further discussion with cluster constituencies and other clusters. The nature of an institution of higher learning is that areas interact and integrate needs with each other. Responsibilities are often divided and rest in multiple units, clusters, or groups. In addition to integrating unit plans, clusters must take into account any functional plans that appear through unified ideas in unit plans and those identified by specialized committees.

2. The cluster leadership determines who will enact which responsibilities when possible prior to forwarding the cluster plans to CPC where further discussion on this issue may take place.

3. Units may forward changing priorities and requests throughout the year to the cluster. The cluster should evaluate proposed changes and when time sensitive, forward the request to CPC for consideration within the current year. In the event that the change may be integrated into coming years, the cluster may refer the proposal back to the unit for future planning.

4. As with unit operational plans, only authorized formats and procedures shall be used to complete cluster operational plan forms.

D. College Planning Council PLANNING GUIDELINES

1. CPC bears the responsibility of integrating cluster plans as well as ensuring that the proper clearance committees have been utilized. Upon January and February's integrated plan, the College Strategic and Master Plans must also be reviewed and updated as necessary. By April and May, budget priorities must be recommended for the coming year.

2. Throughout the year, clusters may forward changing priorities and requests for CPC's consideration. When changes are time sensitive, CPC should evaluate the possible integration of the requests into the current year based on the college priorities. Otherwise, these changes may be referred back to the cluster for integration in coming years.

3. As with cluster operational plans, only authorized formats and procedures shall be used to complete the college operational plan.
IV. COMMITTEE ROLES
IN THE PLANNING PROCESS

During the trial period, the jurisdictions of the various committees identified on the Flow Chart in this Manual shall be followed with respect to:

1. the relationship of CPC to the Budget Committee and the cluster planning committees,
2. the relationship of the cluster planning committees to their respective subcommittees (i.e., Staff Development, Matriculation, Enrollment Management, Facilities, IT, etc.),
3. the routing or referral relationship of CPC and its committees to the planning-related committees of the Academic Senate (i.e., Curriculum, APPC, PFE, and PHPC).

A. THE BUDGET COMMITTEE

1. The Budget Committee shall facilitate the planning process by exercising the functions assigned it in this section consistent with the provisions of the Budget Policy and Procedure Manual.

2. The Budget Committee shall provide CPC and the cluster planning committees with all relevant college and district fiscal data and projections along with analysis of apparent fiscal trends and alternate proposed scenarios for response to these realities. The Budget Committee may provide clusters with projected allocation targets based on prior year percentages as a planning guide, but actual cluster funding results from CPC prioritization of proposed cluster activities as the college operational plan.

3. The Budget Committee shall fund the college operational plan according to Principles 3 and 5 of this manual. That is, the only instance in which the Budget committee may fund activities other than as ranked in the college operational plan is in the case of activities "cleared" for funding from designated sources, which the Budget Committee shall fund in the order in which these activities are ranked in the operational plan even if the activities so funded are ranked lower in the plan than activities not "cleared" for such funding.

B. CLUSTER PLANNING COMMITTEES AND "SPECIALIZED" COMMITTEES

1. All CPC committees shall function in accordance with the Brown Act.

2. Cluster management may meet independently of the cluster planning committee to develop cluster prioritization recommendations for presentation to the committee. These recommendations may also be considered at forums or retreats in which all cluster staff participate and which all cluster planning committee members are invited.

3. All "specialized" committees working within a cluster shall function as subcommittees of the cluster planning committee. These subcommittees shall report to the cluster planning committee and the minutes of subcommittee meetings will be appended to the minutes of cluster planning committee minutes. Constituency representatives on each cluster planning committee will report subcommittee concerns back to their consistencies where such attention to these matters is warranted.
C. "CLEARANCE" COMMITTEE PROCESS

1. As provided in the Planning Flow Chart, the form on which all activities are proposed will include routing check-offs specifying the "clearance" committees to which any proposed activity must be referred upon inclusion in a unit plan being forwarded to the cluster planning committee. As provided in Planning Principle 3, "clearance" committees do not determine the priority or allocate the funding for the activities they authorize or for which they mandate technical or legal specifications.

2. Activities involving instructional technology will be referred to the Instructional Technology Advisory Committee for input as to any technical specifications involved and reconciliation with college-wide instructional technology capabilities.

3. Activities requiring facilities upgrades or construction or raising work environment issues will be referred to the Facilities/Work Environment Committee for input as to any legal or contractual questions involved and reconciliation with existing college facilities commitments.

4. Whenever the Academic Senate representatives on a cluster planning committee conclude that an activity being considered for prioritization by the committee raises issues of academic and professional policy or principle, the proposed activity shall be referred to the Academic Planning and Policy Committee of the Academic Senate.

5. In securing consensus for the adoption of cluster and college-wide operational plans, each cluster planning committee and CPC shall respect the input submitted pursuant to sections 2, 3, and 4 above as fully as that body concludes is warranted.

6. Course offerings involved in any proposed activity shall have been approved by the Curriculum Committee.

7. Activities prospectively eligible for categorical funding shall be referred to the committees which establish such eligibility. No Partnership for Excellence funds may be allocated except for activities approved by the Partnership for Excellence Committee of the Academic Senate.
V. CONSTITUENCY ROLES IN THE PLANNING PROCESS

During the trial period of this document, the rights and responsibilities of the four constituencies of the college shall be construed in accordance with the position paper adopted in 2001 by the Academic Senate of the California Community Colleges on "The Faculty Role in Planning and Budgeting," particularly those provisions excerpted in this article:

1. The first principle of all planning and budget processes is that planning should drive budgeting and not vice versa.

2. [A college could perform] both the planning and budget functions through one committee, the Planning and Budget Committee. [Or a college could] have two separate committees for planning and for budgeting. In such cases, it is critical to recognize both the intimate relationship of the two functions, as well as the primacy of planning, and to ensure that the budget committee's work is that of meeting the fiscal demands of a prior plan, and not the reverse.

3. The Academic Senate believes that master plans should be vital, living documents, and that planning should be an ongoing activity.

4. The guiding principle in all that follows is that, in an academic context, the best planning will be bottom-up in nature.... Departments need to specify their goals, objectives, and action plans ... [related to] a list of "institutional core values," which could then serve as the goals for all planning.

5. [Department proposals could be submitted] on a standard three-part form as follows: description of proposed activity and how activity meets institutional core values ... ; steps that will be taken ... to accomplish this activity ... ; anticipated outcomes of the successful completion of this activity.

6. Each request for resources will be evaluated according to explicit criteria to which all participants in the process have agreed in advance.

7. Such departmental “master plans” should not be straight jackets; they should be flexible in the face of change and advances in knowledge, such as changes in student demographics, additions of new members to the department, or research into effective instructional modalities. On the other hand, if a department’s annual plan departs in some significant way from its long-range objectives, there should be a clear rationale for the departure and a correlative revision to the long-range plan. It is in this way, through critical reflection on changing conditions and their relation to long-range objectives, that master plans - both departmental and institutional - become vital documents and intelligent guides to the future.

8. Once drafted, the department plans need to be submitted to ... the next higher level.... This suggests that each broad division of the college - instructional services, business services, and student services - should have a master planning committee to review department plans coming from within that service area.

9. The college planning committee … will then synthesize these into an institutional planning report, making recommendations for changes to the institutional master plan where appropriate. It is critical that campus constituencies review these recommendations before they are finalized.

10. The synthesizing function ... will take various forms depending on policies that have been established for the allocation of funds.... It is theoretically possible - and even plausible - to take all of the proposed activities and meld them into a single ranked list, with their places in the ranking determined by their composite scores.... On the most simple model, all proposals would be arrayed on a single ranked list, and each proposal would be funded, beginning at the top and continuing until all available augmentation funds were committed.
ADDENDA

The present Manual is adopted pursuant to the section of the College Participatory Governance Document providing that the latter document “shall be supplemented by a Planning Policy and Procedures Manual and a Budget Policy and Procedures Manual, which shall detail the planning and budgeting process consistent with the provisions of the present document.” Accordingly CPC approves and the College President concurs in this Manual on the understanding that:

1. Every right and responsibility guaranteed the four constituencies under AB 1725 and affirmed in Article IV (“Roles of the Campus Constituencies”) of the Participatory Governance Document is fully reflected in the planning policy and procedures defined in this Manual.

2. Classified staff and students share in all CPC planning decisions as provided in Article II of the Participatory Governance Document, and shall be represented on each of the cluster planning committees as provided in Article VI, Sections 1, 2, and 3 of the Document, and in the planning group reporting to the college president under Section 4 of that article.

3. CPC and the cluster planning committees shall reach their decisions by the consensus procedure provided for in Article V, Sections 1 and 3, of the Participatory Governance Document.

4. Provisions affirming or further clarifying the guarantees above shall be incorporated into any revisions of Article V of this Manual (“Constituency Roles in the Planning Process”) if warranted as a result of practical experience during the Manual's trial period (2002-3).

It is further provided that:

1. As was noted by the Academic Senate in approving the present text of the Manual, “an appendix to the manual should be developed listing and categorizing all committees,” so as to resolve any uncertainties which may develop with regard to which “specialized” committees function as cluster subcommittees according to Article IV, Section B, of this Manual, and which if any have “clearance” functions beyond the committees specified in Article IV, Section C, of the Manual.

2. Article IV, Section A3, of the Manual assumes that, in funding activities according to their priority in the college operational plan, the Budget Committee shall fund in rank order those priorities the costs of which can be covered by available funding, by-passing activities having higher priority the costs of which exceed available funding.