

**PROPOSED REVISIONS  
LOS ANGELES HARBOR COLLEGE**

# **PLANNING POLICY AND PROCEDURE MANUAL**

*This version incorporates the changes agreed on in our meeting on the 23<sup>rd</sup>, plus others e-mailed or dropped by my ofc. since. Except for a few minor and purely stylistic adjustments, these latest changes are all in bold-face.*

**For action by the Academic Affairs Committee 4-7-10  
Academic Senate 4-8-10**

# CPC 4-12-10

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**I. PRINCIPLES OF THE PLANNING PROCESS**

1. The planning policy and procedures specified in this Manual provide for an **on-going**, systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation based **on** deep analysis of District and institutional research data and assuring broad involvement and participation in the institutional planning cycle.
2. The College Self-Study adopted every six years establishes the major concerns and commitments of the college for the coming six-year period through planning agenda items that inform all college planning for that period in fulfillment of the college mission.
3. The College Educational Master Plan promotes that mission through college vision and values statements and through the adoption of college **goals as well as strategies for achieving these goals, fully reflecting** program reviews and assessments of learning outcomes.
4. The college implements its Educational Master Plan through “annual plans” from which all expenditures for the coming year can be directly derived. The administrative units comprising each of the institution’s major subdivisions or “clusters” – academic affairs, student services, administrative services, and the President’s cluster – first set their priorities for the coming year, which then are merged into cluster priorities, which then are merged into college priorities. Funding is allocated only in accordance with these priorities; activities not included are not funded, with only the exceptions provided for in Sec. III, paragraph 4, of this Manual.
5. The process flows horizontally as well as vertically. The Educational Master Plan provides a college-wide frame of reference for a prioritization process that begins at the unit level, and the resulting unit, cluster, and collegewide priorities both reflect and reshape the Master Plan itself.
6. The outcome is the level of sustainable continuous quality improvement **defined by the Accrediting Commission for Community and Junior Colleges in its “Rubric for Evaluating Institutional Effectiveness – Part II: Planning”**:
  - a) The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
  - b) There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
  - c) There is ongoing review and adaptation of evaluation and planning processes.
  - d) There is consistent and continuous commitment to improving student learning, and educational effectiveness is a demonstrable priority in all planning structures and processes.

## II. ESSENTIAL REFERENCES

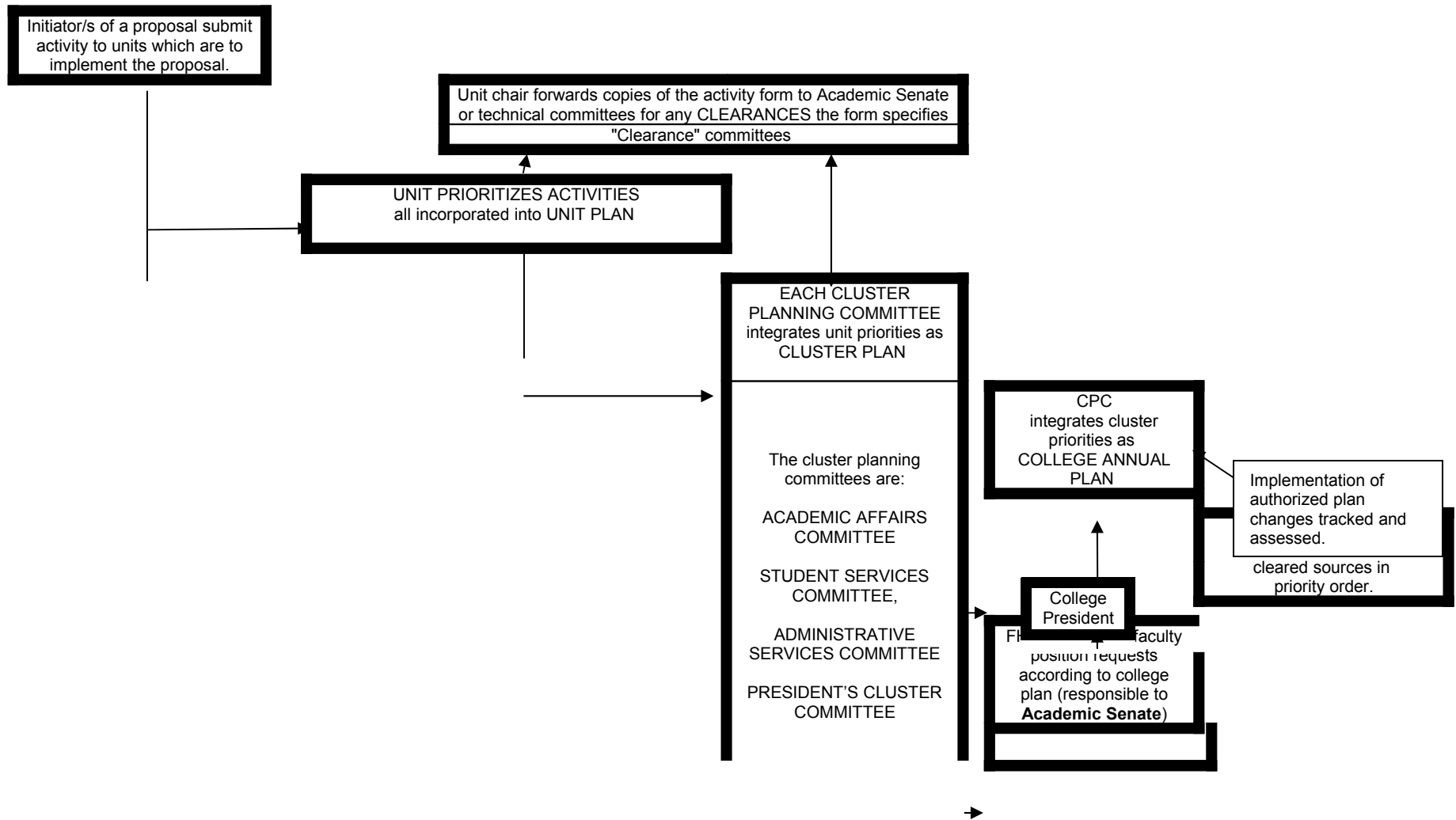
### A. PLANNING LEXICON

*[Changes here were given up on halfway thru in hopes someone who could deal with the stupid formatting would input it all ... to include a definition of the existing Operational Plan.]*

<b>Educational Master Plan</b>	A relatively brief statement of the college mission, vision, values, goals, and strategies, fully reflecting program reviews and learning outcomes assessments.
Mission	States the purpose of the college and the population to be served as defined in state law.
Vision	An ideal state of where the college sees itself in the futures.
Values	Agreed upon principles that guide the college and the population to be served.
Goals	Long-term outcomes identified to achieve the vision and the mission of the college.
Strategy	A plan, method, or sequence of activities for accomplishing a specific college goal.
Institutional Learning Outcomes	Objective, measurable benchmarks specifically designed to gauge progress toward college goals.
<b>Annual Plans</b>	Cluster, unit, or functional plans that prioritize <b>on-going</b> and desired activities in terms of specific measurable objectives.
<b>Functional Plans</b>	Cover a unified subject matter or issue that may emanate from that single aspect of all unit plans (e.g., educational, facilities, staffing, VTEA, etc.).
Clearance Committee	A committee based on specialized expertise or designated by specific funding rules and regulations to which proposed activities are referred for input or authorization.
Consensus	A process by which all constituencies in a group agree to accept the group decision.
External Scan	An assessment of <b>significant, major</b> external factors influencing the performance and behavior of LAHC and/or its units and the success of the college and/or unit plans.
Internal Scan	
Program Review	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.
Unit	The smallest organizational subdivision assigned a budgetary activity code.
Service Area	<b>[refer to Abbie, Ann]</b>
Program	
Pathway	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.
Cluster	

**B. PLANNING FLOW CHART**

*[should be adapted into a circular rather than a linear format]*



**C. PLANNING TIMELINE**  
College Annual Planning Process

*The Working Team is agreed that the master calendar now on the website should be adapted to this format but using the same annual dates sequence as on the website calendar. The chart below provides only a format ... phrasing, such as the misnaming of the Planning Office, will change.*

	September	October	November	December	January	February	March	April	May	June	July	August
<b>FORUMS/CAMPUS</b>	Opening Day Planning Forums				Planning Progress Forums			Planning Progress Forums				
<b>PLANNING OFFICE</b>	Gather input from campus units and clusters via surveys or forums; Update external scans		of goals, needs, outcome assessment, etc. training		Update Outcomes progress reports (Synthesize Internal/External scans; Survey results as appropriate)							
<b>PAC</b>	Plans subject to continuous updates				Integrate cluster priorities as college plan		Review and update College Strategic Master Plan	Recommend annual budget priorities		Plans subject to continuous updates		
<b>CLUSTERS</b>		Integrate unit priorities as cluster plan		Cluster plans forwarded to PAC	Plans subject to continuous updates			Conduct annual evaluation/review of cluster/unit plan; forward report to Planning Office and campus forum		Plans subject to continuous updates		

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<b>UNITS</b>	Unit plans forwarded to cluster	Plans subject to continuous updates	Establish annual unit priorities and budget requests (unit plan form)		Conduct annual review of unit plans	Plans subject to continuous updates
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### III. PLANNING CONCEPTS

1. The aim of strategic planning is to 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
2. Plans must be comprehensive across the whole range of **on-going** and intended unit and cluster activities, in order to make it possible to consider individual proposals in the general context of competing priorities, and to provide for funding reductions when strategically necessary and funding increases when strategically possible.
3. Each activity in a plan must not only address a college goal; the cluster planning committees and College Planning Council (CPC) must assess the extent to which activities addressing a goal collectively fulfill it, and provide additional guidance accordingly.
4. Recognizing that new opportunities and realities may arise at any time during the year, units, clusters, or the college itself may reprioritize activities whenever necessary, provided this is done in accordance with this Manual. **Transfers of funds within non-personnel line items are permissible provided they do not exceed the original total of the line items involved and are reported annually to the Budget Committee.**
5. The central item in each College Planning Council (CPC) agenda is review of the college annual plan and of the cluster plans which it incorporates. CPC decisions, wherever feasible, are made in the context of implementing or renewing planning priorities. Cluster and unit agendas are similarly structured, with decisions at the cluster and unit level, wherever feasible, made in the context of their respective plans. **The format of planning documents will be congruent across all clusters to enable CPC to integrate priorities accordingly.**
6. Units, clusters, and the college itself will review their planning procedures throughout the planning process, at meetings of the respective committees involved and through collegewide surveys and forums.
7. Every right and responsibility guaranteed the four constituencies under AB 1725 and affirmed in Article IV (“Roles of the Campus Constituencies”) of the College Participatory Governance Document is fully reflected in the planning policy and procedures in this Manual.
8. Classified staff and students share in all CPC decisions as provided in Article II of the Participatory Governance Document, and Classified staff and students 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.
9. CPC and the cluster planning committees shall function in accordance with the Brown Act and reach their decisions by the consensus procedure provided for in Article V, Sections 1 and 3, of the Participatory Governance Document.
10. Authorized planning forms and software are provided for in the Appendix IV.
11. The following guidelines relate to specific annual and ongoing activities for each level of decision in the planning process.

### A. UNIT PLANNING GUIDELINES

1. The unit plan is the basic building block of the college planning process. 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 categorical or special funding, must be integrated into unit plans with the approval of all affected units before further action at higher levels.

2. Program reviews are the basis for all unit plans, and shall be completed on the schedule, through the forms, and by the methods specified in the College Program Review Policy and Procedures Manual.

3. Unit plans shall consist of [a] a narrative portion stating the unit's principal concerns and reflecting the over-all results of relevant program reviews including learning outcomes assessments; [b] a spreadsheet in which the applicable variables needed for activities to be prioritized are shown in tabular form; and [c] **that unit's portion of the Operational Plan as prepared by the Office of Administrative Services and provided to the unit by the Budget Committee** supplemented by an assessment of **these on-going** activities sufficiently indicating their importance relative to each other and to intended new activities so that the plan can accommodate either over-all funding reductions or increases.

~~4. Flex credit for planning participants shall be provided as fully as possible. Division chairs and the college planning office must receive sufficient clerical assistance to ensure effective preparation and updating of planning documents.~~

4. Activities prospectively eligible for funding from categorical sources, or requiring specialized input, shall also be referred to appropriate "clearance" committees as provided in Sec. IV.

### B. CLUSTER PLANNING GUIDELINES AND COMMITTEES

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

***[2. moved up to become paragraph 4 above.]***

3. Cluster plans shall consist of [a] a narrative portion stating the cluster's principal concerns and reflecting the over-all results of relevant program reviews including learning outcomes assessments; and [b] a spreadsheet in which the applicable variables needed for the activities of the units comprising the cluster to be prioritized are shown in tabular form.

4. 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 **to** which all cluster planning committee members are invited.

5. 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

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subcommittee concerns back to their consistencies where such attention to these matters is warranted. These “specialized” committees are listed in Appendix I.

### C. COLLEGE PLANNING GUIDELINES

1. Cluster prioritizations shall be forwarded to CPC for integration as the college annual plan.
2. During the term of each annual plan, CPC shall reach its decisions within the framework and through the continual review of the plan, monitoring the fulfillment by CPC standing committees of their responsibilities in the planning cycle as specified in the College Participatory Governance Document and in this Manual, particularly in terms of [a] conformance with the consolidated schedule of planning-related timelines provided in the Manual; [b] transparent, continuous linkage of budget decisions with planning priorities based on authorized assessment measures and by District or College Research Office data; [c] the broadest possible involvement in and awareness of planning decisions through informed dialogue among all college constituencies; **[c] updating of the Educational Master Plan to reflect evolving trends through each annual plan**; [d] critical evaluation of cyclical performance.

### D. FUNCTIONAL PLANNING GUIDELINES

Functional plans are single unifying plans based on multiple unit plans across or within clusters involving common aspects such as staffing, facilities, or technology, often required for external reporting purposes, **and prefaced as appropriate with narrative over-views**. Activities in all “annual plans” are keyed to the functional categories listed in Appendix 2, and accordingly may be selected out by category for entry in functional plans in order of relative priority.

## IV. OTHER COMMITTEES IN THE PLANNING PROCESS

This section specifies the relationship of CPC to the Budget Committee and the cluster planning committees, and the routing or referral relationship of CPC and its committees to the planning-related committees of the Academic Senate

### A. THE BUDGET COMMITTEE

1. 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 annual plan.

2. The Budget Committee shall see to it that the activities authorized in the college annual plan are funded in priority order by available funding from applicable sources, and that no activity is by-passed for one having lower priority except when the costs of the former exceed funding available from applicable sources and the costs of the latter do not.

## B. "CLEARANCE" COMMITTEES

1. As provided in the Planning Flow Chart, the form on which all activities are proposed will include routing check-offs specifying the "clearance" committee/s to which any proposed activity must be referred upon inclusion in a unit plan being forwarded to the cluster planning committee.

2. Proposed activities raising questions within the purview of the Academic Senate shall be referred to the appropriate Senate committees. Committees possessing specified types of expertise may be designated to which proposed activities raising technical questions shall be referred. These "clearance" committees do not prioritize or allocate funding for the activities they authorize. **Activities** requiring authorization by a clearance committee will **neither** be funded, **nor** funded from a source requiring authorization by a clearance committee, until such authorization has been secured; and with respect to activities for which such authorization is not required, each cluster planning committee and CPC shall respect the input submitted as fully as that body concludes is warranted.

## V. ~~CONSTITUENCY ROLES~~ IN THE PLANNING PROCESS

~~—————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.~~

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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.