PROPOSED
LOS ANGELES HARBOR COLLEGE

PLANNING
POLICY
AND
PROCEDURE
MANUAL

For action by the Academic Affairs Committee 4-7-10
Academic Senate 4-8-10
CPC 4-26-10
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I. PRINCIPLES OF THE PLANNING PROCESS

1. The planning policy and procedures specified in this Manual provide for an ongoing, 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Annual Plans</td>
<td>Cluster, unit, or functional plans updated annually that prioritize ongoing and desired activities in terms of specific measurable objectives.</td>
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<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>
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<tr>
<td>Cluster</td>
<td>Groups of units which report to a senior staff member.</td>
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<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>Educational Master Plan</td>
<td>A relatively brief statement of the college mission, vision, values, goals, and strategies, fully reflecting program reviews and learning outcomes assessments.</td>
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<tr>
<td>(including the following):</td>
<td></td>
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<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>Vision</td>
<td>An ideal state of where the college sees itself in the future.</td>
</tr>
<tr>
<td>Values</td>
<td>Agreed upon principles that guide the college and the population to be served.</td>
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<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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<td>Institutional Learning</td>
<td>Objective, measurable benchmarks specifically designed to gauge progress toward college goals.</td>
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<td>Outcomes</td>
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<td>External Scan</td>
<td>An assessment of significant, major external 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>Functional Plans</td>
<td>A plan that covers a unified subject matter or issue that may emanate from a specific aspect of unit plans.</td>
</tr>
<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>
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<tr>
<td>Operational Plan</td>
<td>A district required budgetary form filed annually listing all line items being funded.</td>
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<tr>
<td>Program 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 institution-wide.</td>
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<tr>
<td>Service Area/Unit</td>
<td>Programs and services to help students reach their academic goals and to enhance their personal, intellectual and social development.</td>
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<tr>
<td>SLO Assessment Pathways</td>
<td>Groupings of units that work together toward common educational student goals. May be a group of programs.</td>
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<tr>
<td>Unit</td>
<td>The smallest organizational subdivision assigned a budgetary activity code.</td>
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B. PLANNING FLOW CHART

Set goals, plan improvement
- Initiator of a proposal submits to unit
- Unit prioritizes and submits to cluster

Evaluate student needs, programs and services
- Unit implements and assesses
- Assessments are evaluated and incorporated into new plans

Allocate needed resources
- Cluster integrates into cluster plan
- Budget committee reviews sources
- FHPC assists in hire prioritization

Implementation
- Cluster plans prioritized in CPC
- College President and budget committee clear activities
- Unit implements plan
### C. PLANNING TIMELINE

**College Annual Planning Process**

<table>
<thead>
<tr>
<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>
<th>July</th>
<th>August</th>
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<tbody>
<tr>
<td><strong>CAMPUS FORUMS</strong></td>
<td><strong>RESEARCH PLANNING</strong></td>
<td><strong>CPC</strong></td>
<td><strong>CLUSTERS</strong></td>
<td><strong>UNITS</strong></td>
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<tr>
<td>Opening Day Planning Forums</td>
<td>Gather internal scans from units and clusters via surveys or forums; Update external scans</td>
<td>Plans subject to continuous updates</td>
<td>Integrate unit priorities as cluster plan</td>
<td>Unit plans forwarded to cluster</td>
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<tr>
<td></td>
<td>Review goals, needs, outcome assessments, etc.</td>
<td>Integrate cluster priorities as college plan</td>
<td>Cluster plans forwarded to CPC</td>
<td>Plans subject to continuous updates</td>
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<td></td>
<td>Update outcomes progress reports (Synthesize Internal/External scans; Survey results as appropriate)</td>
<td>Review and update Educational - Master Plan</td>
<td>Plans subject to continuous updates</td>
<td>Establish annual unit priorities and budget requests (unit plan form)</td>
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<td></td>
<td></td>
<td>Recommend annual budget priorities</td>
<td>Conduct annual evaluation/review of cluster/unit plan; forward report to Planning Office and campus forum</td>
<td>Conduct annual review of unit plans</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Plans subject to continuous updates</td>
<td></td>
<td>Plans subject to continuous updates</td>
<td>Planning/Program Review Retreat</td>
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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 ongoing 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 available in 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 ongoing 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. 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. 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.

3. 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.

4. 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. 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 functional 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; [d] updating of the Educational Master Plan to reflect evolving trends through each annual plan; [e] 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 overviews. 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.

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.