

# Los Angeles Southwest College Strategic Planning Handbook

(Current as of December 19, 2011)

## PREFACE

*The procedures set forth herein are intended to help members of the Los Angeles Southwest College community to understand and implement an effective, participative, goal-driven planning and resource allocation process. Planning teams and committees should follow these procedures as closely as possible, but nothing herein should be construed as contrary to contract, board rules, or staff reporting obligations.*

## PLANNING AND BUDGET COMMITTEES

- I. The Strategic Planning Committee (SPC)
  - a) The SPC is the shared governance body whose charge it is to guide the strategic (long range) and annual planning process on campus.
  - b) The make-up of the membership of the SPC can be found in the Glossary at the end of this document.
  - c) The SPC meets as needed with the bulk of its annual activity taking place in the spring semester and follows the annual planning timeline as outlined in this handbook.
  - d) The SPC oversees college planning, its implementation, and provides an on-going framework for monitoring the college strategic and annual master planning efforts.
  - e) By reviewing and providing feedback on all college planning, the SPC has the opportunity to perform detailed analysis on college-level outcomes and raise critical questions that helps the college improve its overall performance and planning efforts.
  - f) Results of these periodic reviews are disseminated to the campus via a variety of methods, thus assuring public accountability for college planning efforts, to include but not limited to the following:
    - i. An up-to-date and well maintained planning website with all relevant and most current information available for public viewing
    - ii. At least one public forum in each primary term
    - iii. Regular campus email distribution
    - iv. Regular reports to campus constituencies by their representatives on the committee
    - v. Presidential communiqués to the campus
    - vi. Planning Team meetings are open (in consonance with the Brown Act and Roberts Rules of Order)
  
- II. The Budget Committee
  - a) The Budget Committee is a shared governance body whose charge it is to facilitate the annual budgeting process on campus and to provide input into the development of a strategic fiscal plan
  - b) The make-up of the membership of the Budget Committee can be found in the Glossary at the end of this document.
    - i. The Budget Committee convenes in early fall and meets regularly as needed throughout the year to discuss issues and developments which affect the

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budgeting process (e.g., changes in college plans, emerging state budget news, etc.).

- c) The Budget Committee provides an on-going framework for reviewing the college strategic and annual budgeting process and makes recommendations regarding the college budget and its implementation to the college president.
- d) By reviewing and providing feedback on all college budgeting, the Budget Committee has the opportunity to perform detailed analysis on college-level outcomes and raise critical questions that helps the college improve its overall performance and budgeting efforts.
- e) Results of these periodic reviews are disseminated to the campus via a variety of methods, thus assuring public accountability for college budgeting efforts, to include but not limited to the following:
  - i. An up-to-date and well maintained budgeting website with all relevant and most current information available for public viewing
  - ii. At least one public forum in each primary term
  - iii. Regular campus email distribution
  - iv. Regular reports to campus constituencies by their representatives on the committee
  - v. Presidential communiqués to the campus
  - vi. Budget Committee meetings are open (in consonance with the Brown Act and Roberts Rules of Order

## THE PLANNING PROCESS

III. Strategic and Annual Planning: *The planning process includes both strategic and annual components.*

- a) Strategic planning addresses bigger issues and considers fewer details than annual planning. Strategic planning looks three to five years into the future.
- b) Annual planning draws from the strategic plan the portion which is feasible to be accomplished in a given year and sets reasonable measurable objectives to accomplish that portion of the strategic plan which can be accomplished within a twelve month period of time.

IV. Strategic Planning

- a) One of the chief functions of the SPC is to bring synthesis to the many college-wide plans so that the college can have one integrated approach to planning that minimizes redundancy, maximizes efficiency, and increases productivity, employee morale, and student learning.
- b) The elements of an integrated strategic plan are found in Table 1 below.

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**Elements of an Integrated Strategic Plan**

Table 1

Career & Technical Education Plan	Human Resources Plan
Enrollment Management Plan	Program Review Objectives
Educational Master Plan	Staff Development Plan
Facilities Plan	Student Success Plan
Fiscal Plan	Technology Plan

- c) The first stage in strategic planning is to develop the overarching institutional goals which the college will use to guide all of its planning processes over a three to five year period. The suggested steps to establish these goals are as follows:
- i. Call an off-campus planning retreat of the SPC to be led by the college president or his/her designee
  - ii. Review the previous institutional goals
  - iii. Perform a SWOC analysis of the college
  - iv. Re-evaluate the currency of the college core values
  - v. Re-evaluate the efficiency of the institutional SLOs
  - vi. Review the most recent California Chancellor's Office (CCC) Strategic Plan
  - vii. Review the most recent LACCD strategic plan
  - viii. Using the above inputs the SPC develops a draft of five (not to exceed six) institutional goals for the next three to five years
  - ix. These goals are then sunshined to the local community, campus community, constituencies over the next two to four weeks during which time input is received.
  - x. The planning committee reconvenes in regular session discusses the various inputs and makes any changes it deems necessary and forwards the final draft on to the college council who forwards its recommendations to the college president.<sup>1</sup>
- d) The second stage in strategic planning is to develop the strategic institutional objectives which fit under each of the strategic goals as developed above. The suggested steps to establish these objectives are as follows:

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<sup>1</sup> The College Council makes its recommendations to the president on college-wide matters not reserved exclusively to the Academic Senate or collective bargaining groups.

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- i. Call an off-campus planning retreat of the SPC to be led by the college president or his/her designee
  - ii. Review the most recent California Chancellor's Office (CCC) Strategic Plan
  - iii. Review the most recent LACCD strategic plan
  - iv. Review the previous LASC strategic plan
  - v. Review the recently approved LASC strategic goals
  - vi. Review the LASC planning process and the elements of strategic plan as laid out in this handbook
  - vii. The first draft of the strategic plan is completed as follows:
    - a) SPC determines a methodology for integrating the objectives from each of the institutional elements displayed in Table 1 into themes that represent college-wide objectives
    - b) Using these themes the SPC develops three to six (not more than eight) strategic objectives under each of the strategic goals
    - c) Once the objectives have been created they should be prioritized and then labeled as to which year they are to be completed. For example, if the strategic plan is a three-year plan, Objective 1 might be set for Year 1, while Objective 2 set for Year 2, and so on.
  - viii. A draft of the strategic plan is sunshined to the local community, campus community, constituencies over the next two to four weeks during which time input is received.
  - ix. The planning committee reconvenes in regular session discusses the various inputs and makes any changes it deems necessary and forwards the final draft on to the college council who forwards its recommendations to the college president.<sup>2</sup>
- V. The Annual Planning Process: *Includes four phases.*
- a) Four Phases of the Annual Planning Process
    - i. *Phase 1:* Evaluation of the results of the previous cycle's annual objectives.
    - ii. *Phase 2:* Development of annual objectives for the next cycle to include the following:
      - a. All of the steps/activities necessary to accomplish each annual objective
      - b. A timeline for implementation and completion of each activity
      - c. A person assigned primary responsibility to oversee the activity
      - d. An assessment measure for determining the overall outcomes of the annual objective
    - iii. *Phase 3:* An implementation plan which includes an accountability process to ensure that annual objectives with their accompanying activities and follow-up assessments are carried out.
    - iv. *Phase 4:* An evaluation of the strategic (long range) goals

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<sup>2</sup> Ibid.

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- a. This evaluation may indicate an adjustment/change is necessary in the strategic goals for reasons unknown at the time or subsequent climatic changes

*\*Note that college planning teams should look both backward and forward as long range and short range plans are developed. That is, plans should be guided by the higher-level plans of the state chancellor's office, the district, and the overarching LASC institutional goals.*

- a) A visual display of the planning process which is to be used for both the strategic and annual planning and is displayed in Chart 1 below:

**Chart 1**



- b) As Chart 1 clearly shows, planning begins at the program level and then moves to the department. From there it goes to the dean and then to the vice president. The vice-presidents, after working with their deans, department chairs, area managers, and program specialist signoff on the plans and pass them on to the SPC.

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- c) When a planning objective or resource request is passed to the next level in the planning process those at the next level shall consider the following when deciding whether or not to incorporate those plans into their own plans or signoff on them:
  - i. The objective or resource being requested must be in consonance with the college strategic plan
  - ii. The resource being requested must be tied to an objective from the same program/area/department
  - iii. The objective or resource must be relevant to either enhancing, maintaining, or restoring that program's service or quality
  - iv. The rationale for adopting the objective or granting the resource request should be strong enough to make the case for adoption.
- d) The SPC considers the plans in the light of the overall college mission, values, and institutional goals. Once the SPC is finished an initial review, it passes the plans along to the various constituency groups on campus for feedback. After considering the feedback provided by the constituency groups, the SPC completes its strategic or annual plan and forwards it to the college council.
- e) After reviewing the plan, the college council can elect to send it back to the SPC for further modifications, or forward it on the president for final approval.<sup>3</sup>
- f) The president then forwards the approved plan to the Budget Committee for allocation of funds and the prioritization of funding items based on a predetermined and agreed upon criteria.
- f) Chart 1 shows the feedback loops to the planning process which are necessary at every level, so that any information that is modified or changed at the higher level is first communicated and documented for those at the lower levels of planning. This is done so that lower level planning teams receive due notice of the change and are given a reasonable timeframe to respond and provide further feedback. If the lower level feedback is not used to make modifications to the proposed plan then that feedback is to be sent forward to the next higher level along with the proposed plans.

## VI. Orientation of the Campus Community and Training of Participants

- a) The Strategic Planning Committee is charged with coordinating orientation and training activities related to the planning process.
- b) SPC will design and implement a training program and appropriate materials for prospective participants in the planning process.
- c) SPC will provide orientation sessions on the planning process in appropriate venues for the campus community.
- d) It is recommended that this orientation and training take place in mid to late fall each year so as to not conflict with the major planning cycle which takes place each spring.

## VII. The Annual Planning Timeline

- a) Each year the following annual plans shall be developed.
  - i. Annual Non-Instruction Program Review (NIPR)
  - ii. Annual Instructional Departmental Plan (IDP)
  - iii. Annual Integrated College Operational Plan (ICOP)

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<sup>3</sup> Ibid.

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b) The Annual College Planning & Budget Allocation Timeline is displayed at the end of the Glossary as follows:

July-August	Conduct Non-Instruction Program Review (NIPRs) Process
3rd week in Aug	NIPRs with Budget Allocation Requests (BARs) finalized and delivered to Deans
4th week in Aug	SPC completes self-evaluation process for LASC planning processes based upon the activities of the previous year and makes suggestions for changes to the planning process to the Academic Senate and College President
3rd week Sept	Deans review NIPRs and BARs and deliver to VP
Last two weeks of Sept	Instructional Program Reviews (IPRs) with Budget Allocation Requests (BARs) finalized and delivered to Deans
1st week of Oct	Deans review IPRs and BARs and deliver to VP
2 <sup>nd</sup> and 3rd week of Oct	Instructional Department Plans (IDPs) completed and delivered to Deans who review them and forward to VP
Last week of Oct	VP reviews NIPRs and deliver to SPC VP reviews IPRs and IDPs and deliver to SPC
Nov	SPC develops ICOP and delivers it to the campus community for feedback
1st week Dec	Feedback is received on the ICOP from the campus community
2nd week of Dec	SPC delivers its final version of the ICOP to the College Council
3rd week of Dec	College Council delivers the ICOP to the President
1st week in Jan	President delivers approved ICOP to the Budget Committee along with the Budget Allocation Requests
Last week of Jan	Budget Committee delivers a draft of the prioritized Budget Allocation Requests to the College Council for feedback
First week of Feb	College Council delivers its feedback on the budget allocation requests to the Budget Committee
2 <sup>nd</sup> week of Feb	Budget Committee delivers its final recommendations regarding allocation requests to the College Council for the new fiscal year
3 <sup>rd</sup> week of Feb	College Council delivers budget to the President Every three years, the SPC begins the process to develop the Strategic Plan (in Spring 2010, process to develop Strategic Plan for 2011 – 2014 begins)
March	Budget Committee reviews tentative budget and makes recommendations to the College Council
April (6 yr cycle)	Initiate comprehensive Instructional Program Review Process which will be finalized in the last two week of September
1st week of April	College Council delivers its feedback on the tentative budget to the Budget Committee
3rd week of April	Budget Committee delivers its final recommendations regarding tentative budget to the College Council for the new fiscal year
Last week of April	College Council delivers budget to the President

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## The Mainline Planning and Resource Allocation Process

### c) Planning Inputs

- i. By September 1 every year, the office of institutional planning and research shall produce a standard set of research reports for use in strategic and annual planning. These standardized instructional and non-instructional reports will include information on student enrollment patterns, retention and success, section characteristics, and student outcomes; non-instructional reports might include measures such as service counts or student survey results. *(The president (or his/her designee) and the Academic Senate (or its designee) shall consult on the specific contents of the instructional reports; the president (or his/her designee) and the area vice-presidents, deans, and managers (or designees) shall consult on the specific contents of the non-instruction reports; note: due to the research nature of these discussions, it is important that the campus researcher be included in these consultations.)* Non-instructional areas in particular are likely to generate their own data suitable for the evaluation of their operations. Each set of reports is relatively small, and designed to deliver the most useful information with the greatest clarity in the least space. Upon request and with advanced notice, the office of institutional planning and research should be available to provide planning teams the opportunity to receive training in the interpretation and use of data.
- ii. All levels in the planning cycle should consider the numerous other planning inputs throughout their planning process to include but not limited to the following:
  - a. Copies of plans developed during the prior cycle and currently in force, including:
    - i. The Integrated College Operational Plan (ICOP)
    - ii. The Educational Master Plan (EMP)
    - iii. Other institutional plans
    - iv. Applicable regulated plans
    - v. Applicable instructional departmental plans
    - vi. Applicable non-instruction program reviews
  - b. The college's core values and current strategic plan
  - c. Other relevant research or data as available (e.g., community characteristics and needs based on demographic analysis and environmental scanning; results of forums, or similar processes; government reports)
  - d. Applicable board of trustees policy directions
  - e. Applicable goals, charges, or directives of the president
  - f. Applicable accreditation standards, the self-study, and accreditation team recommendations
  - g. Applicable laws, regulations, and policies
  - h. Budget assumptions—including:
    - i. Information about unavoidable (e.g., health benefit increases, utilities, insurance, accreditation fees, legal fees) and allocations based on collective bargaining agreements, faculty hiring procedures, and similar processes

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- ii. Information about other major constraints on allocation of resources (e.g., the estimated FTES cap; annual full-time instruction obligation; categorical program requirements; other prior commitments)
  - iii. Preliminary allocations for next year (which are subject to change throughout the cycle), including amounts regarded as likely to be available for expenditure in discretionary allocation categories
- iii. Members of planning teams at each level have the following responsibilities:
- a. Active engagement in the process at their level, including meetings, training, gathering information, soliciting input as appropriate, and preparing drafts.
  - b. Collective decision-making about goals, objectives, and allocation priorities for existing resources at that level, and collective recommendations on issues and allocation priorities which require review at higher levels.
  - c. Gathering information on the status of implementation of the previous cycle's plan.
  - d. Communication about the planning process and its progress and results to colleagues and constituents.
  - e. Appropriate involvement in implementation of plans.
- d) Annual Instructional Departmental Plan (IDP)
- Note: For each Instructional Departmental Plan, planning is based primarily on the program reviews conducted by the disciplines or clusters of disciplines within that academic department.*
- i. Steps in this annual process include the following:
    - a. The dean responsible for the department initiates the planning process, convenes the team, and remains involved. The department chair (or chair's designee) serves as co-convenor of the team.
    - b. Each team evaluates the department's progress over the last year.
    - c. Using the evaluation, the department-specific research reports (if any), and the planning inputs as starting points, each team discusses and analyzes in depth the department's characteristics, strengths, and weaknesses, as well as opportunities and challenges that exist for the department.
    - d. Based on those discussions, each department prepares by consensus (see Glossary) an Instructional Departmental Plan, which includes the following:
      - i. A brief description of current department characteristics and performance, including its relationship to other college entities (e.g., what would happen to other entities in its absence?), with supporting data appended as needed
      - ii. A summary of the department's internal strengths and weaknesses
      - iii. A summary of external opportunities and challenges that face the department

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- iv. Department goals and objectives consistent with the mission, strategic directions, and goals of the college
  - 1. Annual
  - 2. Long-term (strategic)
- v. If needed, recommendations
  - 1. Items which merit further examination in the next department planning cycle or by other entities
  - 2. Ideas and issues for consideration in annual and strategic planning at higher levels
  - 3. Department or program additions, enhancements, reductions, or discontinuance
  - 4. Resource allocations, tied to specific goals and objectives, using existing department resources (These allocations require no further review in the planning process.)
  - 5. Resource allocation requests requiring external support, tied to specific goals and objectives and in priority order (these allocation requests must be reviewed at the next level in the planning process.)
- e) Annual Non-Instruction Program Review (NIPR)
  - i. Steps in the annual process include the following:
    - a. The dean responsible for the non-instruction program initiates the planning process, convenes the team, and remains involved. The non-instruction program manager (or manager's designee) serves as co-convenor of the team.
    - b. Each team evaluates the non-instruction program's progress over the last year.
    - c. Using the evaluation, the non-instruction program-specific research reports (if any), and the planning inputs as starting points, each team discusses and analyzes in depth the non-instruction program's characteristics, strengths, and weaknesses, as well as opportunities and challenges that exist for the non-instruction program.
    - d. Based on those discussions, each non-instructional program prepares by consensus (see Glossary) a non-instructional program review, which includes the following:
      - i. A brief description of current non-instruction program characteristics and performance, including its relationship to other college entities (e.g., what would happen to other entities in its absence?), with supporting data appended as needed
      - ii. A summary of the non-instruction program's internal strengths and weaknesses
      - iii. A summary of external opportunities and challenges that face the non-instruction program

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- iv. Its non-instruction program goals and objectives that are consistent with the mission, strategic directions, and goals of the college
    - 1. Annual
    - 2. Long-term (strategic)
  - v. If needed, recommendations
    - 1. Items which merit further examination in the next non-instruction program review planning cycle or by other entities
    - 2. Ideas and issues for consideration in annual and strategic planning at higher levels
    - 3. Non-instruction program additions, enhancements, reductions, or discontinuance
    - 4. Resource allocations, tied to specific goals and objectives, using existing non-instruction program resources (these allocations require no further review in the planning process.)
    - 5. Resource allocation requests requiring external support, tied to specific goals and objectives and in priority order (these allocation requests must be reviewed at the next level in the planning process.)
- d) As those who are primarily accountable to the president for the academic departments' or non-instructional programs' successes, the deans, department chairs, and program managers have a particular obligation in the planning process. They must bring to bear in all discussions their experience, leadership, knowledge, and institutional perspective, to help the planning teams create an IDP or NIPR which is educationally, operationally, and fiscally sound, both for the instructional department or non-instruction program and for the college as a whole. If he or she believes that a consensus team recommendation is unsound, despite their good-faith efforts to persuade the rest of the team to choose differently, then any of these individuals may add an alternative recommendation and the rationale for it to the IDP or NIPR to be forwarded with the IDP or NIPR to the appropriate vice-president. The vice-president must consider this alternative recommendation alongside the corresponding team recommendation before forwarding his/her recommendations to the SPC.
- e) If the planning team fails to reach consensus (see Glossary) on a particular position or recommendation, then the team takes a vote on the matter. If the majority of the team (i.e., 50 percent plus one) approves the position or recommendation, it is submitted to the vice-president clearly labeled as a "Majority Position" or "Majority Recommendation." If no position or recommendation receives the approval of the majority, then none is submitted to the vice-president.
- f) During preparation of the IDP or NIPR objectives, and resource allocation requests that have implications for college-wide plans (especially the Educational Master Plan) should be coordinated with the applicable institutional planning committees and/or appropriate staff supporting those committees.

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- g) Similarly, objectives, and resource allocation requests that have implications for other college structures or committees are forwarded to and coordinated with those structures or committees or applicable staff.
- h) By mid-October, the convener of each instructional department or non-instruction program planning team forwards its IDP or NIPR to the vice-president.
- i) An instructional department or non-instruction program that fails to submit a plan/program review in a given year loses the opportunity to receive resources beyond those already due or committed to it for that cycle. Repeated failure to submit a plan/program review shall be grounds for the president to authorize an in-depth review of the department's or non-instruction program's budget.
- j) All department and non-instruction plan/program reviews (including any alternative recommendations by the applicable dean, chair, or manager) remain available for the vice-president, Strategic Planning Committee, or Budget Committee to review until the final ICOP is adopted and approved by the president.

## VIII. The Annual Integrated College Operational Plan (ICOP)

- a) Upon receipt of the IDPs and NIPRs the SPC integrates these plans into one college-wide operational plan that serves the following purposes:
  - i. Creates college-wide objectives which set priorities that keep the college on course to accomplish its strategic objectives contained in its strategic plan
  - ii. Ensures that all plans begin submitted to it conform to the criteria stated in section Vd) above.
    - a. The objective or resource being requested must be in consonance with the college strategic plan
    - b. The resource being requested must be tied to an objective from the same program/area/department
    - c. The objective or resource must be relevant to either enhancing, maintaining, or restoring that program's service or quality
    - d. The rationale for adopting the objective or granting the resource request should be strong enough to make the case for adoption. .
  - iii. Provides an opportunity for departments and programs which have submitted objectives and resource requests which do not fit with the current year's college-wide year's priorities as it relates to accomplishing the strategic objectives an opportunity to be given timely feedback in order to modify those objectives and resource requests to fit the overall college-wide annual objectives.
- b) The SPC shall develop the ICOP using the four phases of the annual planning process found in section Va) above.
  - i. *Phase 1:* Evaluation of the results of the previous cycle's annual objectives.
  - ii. *Phase 2:* Development of annual objectives for the next cycle to include the following:
    - a. All of the steps/activities necessary to accomplish each annual objective
    - b. A timeline for implementation and completion of each activity
    - c. A person assigned primary responsibility to oversee the activity
    - d. An assessment measure for determining the overall outcomes of the annual objective

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- iii. *Phase 3:* An implementation plan which includes an accountability process to ensure that annual objectives with their accompanying activities and follow-up assessments are carried out.
- iv. *Phase 4:* An evaluation of the strategic (long range) goals
  - a. This evaluation may indicate an adjustment/change is necessary in the strategic goals for reasons unknown at the time or subsequent climatic changes.
  - c) After developing a draft of the ICOP, the SPC shall distribute electronic copies to the constituent leaders on campus who shall be asked to solicit feedback from their members regarding that year's ICOP. After receiving feedback from the various constituencies, the SPC shall develop its final draft and forward it to College Council by mid-May.

*NOTE: In addition to the ICOP, the SPC passes along all resource allocation requests which meet the criteria stated above, but the Budget Committee prioritizes them. However, the SPC shall, in concert with 5h) above, notify any lower level planning team of any modifications, changes, or deletions, made in its plans and provide it (the department or program) opportunity for feedback.*

## THE BUDGET PROCESS

- X. The Budget Committee
  - a) A visual display of the budgeting process which is displayed in Chart 2 below:

**Chart 2**

## Budget Organization and Process



- b) As Chart 2 shows, once the president has approved the final annual Integrated College Operational Plan (ICOP) it is passed along to the Budget Committee which takes primary responsibility for drafting the resource allocation priorities

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- c) Based on the approved ICOP the Budget Committee prepares a draft of the allocation of resources arranged in priority order and sends that draft to the College Council which provides feedback to the Budget Committee. After receiving feedback from the College Council the Budget Committee then forwards its final recommendations to the college president for approval.
- d) The Budget Committee prepares the Resource Allocation Priorities section, which includes:
- i. Recommended resource allocations, tied to specific objectives identified by the Strategic Planning Committee, in priority order
    - a. Reallocations of existing resources not already decided upon at the division level or below
    - b. Allocations of available new resources
  - ii. As part of the prioritization process the Budget Committee shall set aside a certain day and time when departments may elect to appear before the committee prior to beginning its deliberations to make presentations for its budget requests as long as the request meets the following criteria:
    - a. The request has come through the current annual planning process as outlined in this handbook and is a current item on the committee's agenda.
    - b. The request to appear was submitted within the timeline established for the current year by the Budget Committee's announcement of the presentation meeting.
    - c. No department's presentation time shall exceed the pre-announced time limit.
  - iii. The Budget Committee, at its option, may choose to ask certain programs, management areas, or departments to appear before the Budget Committee to further explain their rationale for their requests.
- e) After receiving all inputs and considering the consonance of the requests with the approved plan and overall college goals, the Budget Committee will develop a final allocation of resources in prioritized order and submit its recommendations to the college president for approval.
- f) The president shall send an information copy of his/her final decisions in regard to the ICOP and allocation of funds (Chart 2) on the list of prioritized resource request to each level of the planning process as displayed in Chart 1. If any of the president's final decisions departs significantly from the Strategic Planning Committee's or Budget Committee's recommendations the president shall notify in writing each level of the planning process and include the reasoning behind that departure within 10 of days of announcing said decision.
- g) The Budget Committee continues its work in the budget planning process throughout the year.<sup>4</sup>
- i. The main task of the standing Budget Committee is to plan and coordinate the resource allocation process for each planning cycle in light of the institutional

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<sup>4</sup> The co-chairs of the Budget Committee shall consider the teaching schedules of its faculty, especially during times that classes are not in session when scheduling meetings, working sessions, or decisions. For example, during such times, other means such as electronic communications by email, conference calls, or other means should be made as much as is reasonably possible for those not on campus to participate.

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- strategic goals, strategic objectives, state budget developments, and to exchange budget-related information with other planning entities as needed.
- ii. The Budget Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
  - iii. The Budget Committee's budgetary recommendations take into consideration those developed through other processes as applicable, such as faculty hiring procedures and collective bargaining agreements.
  - iv. The Budget Committee's functions also include the following responsibilities:
    - a. The Budget Committee uses the resource allocation priorities established as it prepares further recommendations to the president regarding the final budget.
    - b. The Budget Committee provides input into the development of the college's strategic fiscal plan
    - c. In light of the May Revise, the progress of the state budget through the legislative process, and other developments, the Budget Committee may recommend revisions in the resource allocation priorities according to the availability of funds, changes in State budget projections and priorities, and so on. If any revision is significant, the Budget subcommittee will include the reasoning for the revision in its final budget recommendation, which will be made available to members of the Strategic Planning Committee.
  - v. If the Budget Committee fails to reach consensus (see Glossary) on a particular recommendation, then the Budget Committee takes a vote on the matter. If the majority of the Budget Committee (i.e., 50 percent plus one) approves the recommendation, it is submitted to the president or College Council clearly labeled as a "Majority Position" or "Majority Recommendation." If no position or recommendation receives the approval of the majority, then none is submitted to the president or College Council.

## INSTITUTIONAL PLANS

### XI. Institutional and Regulated Plans

- a) General
  - i. Institutional planning committees and regulated planning committees function somewhat independently of the main planning line described above, but their work strongly influences and is heavily influenced by the mainline processes.
  - ii. Every institutional and regulated plan, like all other plans, must clearly show the extent to which each of its goals is consistent with the mission, strategic directions, and/or goals of the college as a whole.
  - iii. Every institutional and regulated planning committee submits its plan to the president, with a copy to the Strategic Planning Committee (except that the Curriculum Committee submits its recommendations to the Academic Senate, which in turn submits curriculum recommendations to the president). If it seeks

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- college resources beyond those already due or committed to the associated program, it must submit resource requests through the Budget Committee.
- iv. Unless otherwise specified herein or by applicable guidelines, institutional and regulated plans are reviewed annually and revised if necessary.
  - v. It is the responsibility of the SPC to coordinate the work of all of the institutional and regulated college planning committees so that there is synergy and coordination in college planning.
  - vi. As stated in IV b) of this handbook, the SPC uses a process that integrates these plans when developing the college strategic plan.
- b) Institutional Planning
- i. General
    - a. Institutional planning committees coordinate actively with Strategic Planning Committee.
      - i. All institutional planning committees have a charge to plan both strategically and annually.
      - ii. As part of their strategic planning they should create strategic objectives that conform to the following ideal.
        - 1. Once their strategic objectives have been created they should be prioritized and then labeled as to which year they are to be completed. For example, if the strategic plan is a three-year plan, Objective 1 might be set for Year 1, while Objective 2 set for Year 2, and so on.
    - b. The Educational Master Plan drives much of, though not all, the work of the Facilities Planning Committee, the Technology Committee, and other institutional planning committees.
    - c. Staff members who support each of the institutional planning committees serve as resources for planning teams, to help them judge the feasibility of potential recommendations.
  - ii. Career and Technical Education Committee
    - a. The Career and Technical Education Committee, in accord with applicable state law and regulations, is responsible for reviewing and recommending changes to the courses and programs offered at the college as they relate to career and technical education.
    - b. The Career and Technical Education Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
  - iii. Educational Master Planning Committee [*To be revised and augmented as needed by the Educational Master Planning Committee*]
    - a. The Educational Master Plan (EMP) lays out the vision and strategic direction for the overall instructional program at the college, and sets the principles and parameters under which it operates. The Educational Master Planning Committee performs a comprehensive review and (if needed) revision of the EMP at least once every two years.
    - b. The Educational Master Planning Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.

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- c. The Educational Master Planning Committee evaluates progress on the prior EMP by reviewing enrollment trends, demographic and environmental trends along with all activities of the instructional program including curriculum, programs, facilities, staffing, and budgeting. Using the evaluation and the planning inputs as starting points, the Educational Master Planning Committee analyzes the characteristics, strengths, and weaknesses of instruction as a whole, as well as the opportunities and challenges which face it.
- d. Based on its analysis, the Educational Master Planning Committee updates the Educational Master Plan, which may include but is not limited to the following elements:
  - i. Instructional/educational long-term goals and objectives consistent with the mission, strategic directions, and goals of the college
  - ii. Strategies for discipline additions, enhancements, assistance, reductions, or discontinuance
  - iii. If needed, recommendations
    - 1. Items which merit further examination in the next planning cycle or by other entities
    - 2. Ideas and issues for consideration by the Strategic Planning Committee, as well as other campus other entities
    - 3. Resource allocation priorities, tied to specific goals and objectives, which would require either redirection of resources or consideration by the Budget Committee
    - 4. Other recommendations as needed
  - iv. Other elements as needed
- iv. Enrollment Management Committee
  - a. The Enrollment Management Committee is responsible for developing and implementing both a strategic and annual enrollment management process that maximizes FTES enrollment growth while maintaining an optimum WSCH/FTEF efficiency and works together with deans and department chairs to coordinate the scheduling of classes so that students meet their academic goals in a timely manner.
  - b. The Enrollment Management Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- v. Facilities Planning Committee
  - a. The Facilities Planning Committee is responsible for developing and maintaining the Facilities Master Plan (FMP), for planning and setting priorities in facilities modifications, and for other functions as needed.
  - b. The Facilities Planning Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- vi. Human Resources Committee

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- a. The Human Resources Committee, in accord with state guidelines and in consultation with appropriate college constituencies, is responsible for developing and maintaining the Human Resources Plan.
- b. The Human Resources Committee will develop written internal procedures and timelines for linking and sharing information with the Faculty Hiring Committee and other planning groups within this planning process.
- vii. Program Review Committee
  - a. The Program Review Committee is responsible for facilitating the instructional and non-instructional program review processes on campus.
  - b. The Program Review Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- viii. Staff Development Committee
  - a. The Staff Development Committee is responsible for developing and maintaining the annual Staff Development Plan.
  - b. The Staff Development Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- ix. Student Success Committee
  - a. The Student Success Committee is responsible for developing and implementing both a strategic and annual plan that facilitates student success in all areas, especially as it relates to term-to-term persistence, within term retention, successful course completion, accomplishment of stated goals, transfer rates, and student learning outcomes (SLOs).
  - b. Student Success Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- x. Technology Committee
  - a. The Technology Committee is responsible for developing and maintaining the Technology Master Plan (TMP).
  - b. The Technology Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- xi. Other institutional planning Committees
- xiii. Other groups which develop who are responsible for other institutional plans will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.
- c) Regulated Plans
  - i. General
    - a. Each regulated planning committee coordinates its work, and shares its goals and recommendations, with area deans and vice-presidents.
    - b. Regulated Plans are reviewed and revised as required by applicable laws, regulations, rules, standards, or policies.

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- ii. Procedures and Timelines
  - a. All Regulated Planning Committees will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.

## ASSESSMENT AND EVALUATION

### XII. Mission Review

- a) The college mission statement will be reviewed every three years, to dovetail with the accreditation cycle.
  - i. Requests for review of the mission statement outside the regular triennial cycle may be submitted through the appropriate constituent group to the College Council.
- b) Mission Review Committee (MRC)
  - i. Convened by the co-chairs of the SPC
  - ii. Responsible for the review
  - iii. All constituent groups will have the opportunity to review and comment on any recommended changes to the mission statement before they are submitted to the president
    - a. Solicitation of input sources, e.g., faculty, classified staff, administrative staff, students, and, in every other three-year cycle, the community.
      - i. Community groups from which input should be sought include business groups, governmental agencies, educational institutions, and any other group that the MRC believes is appropriate.
    - b. Methods used to gather input must be soundly designed, and may include, but are not limited to, surveys, focus groups, interviews, and public forums.

### XIII. Review and Revision of the Planning Process

- a) The Strategic Planning Committee will evaluate annually the planning and budgeting process as to its efficacy. The committee will remain open to input from all sources, and will actively solicit feedback from planning process participants, constituency groups, and other appropriate entities. Using this input and feedback, it will compare the process as implemented with the process as designed, examine the outcomes of the process, and, through the consultation process, recommend any changes in the planning process it deems necessary to improve its operation and results to the Academic Senate and college president.

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## GLOSSARY

Annual Integrated College Operational Plan (ICOP)	The annual college-wide operational plan developed using the annual planning process as displayed in Chart 1 of this handbook. The ICOP reflects annual college objectives which are used to move the college forward toward accomplishing its long range strategic plan.
Budget Committee	The shared governance body whose charge it is to facilitate the budgeting processes on campus. It is co-chaired by a presidentially appointed administrator and an academic senate appointed faculty member who are also members of the committee comprised the following constituency members composed of: <ul style="list-style-type: none"><li>• Vice President of Administrative Services, who convenes it</li><li>• One Dean</li><li>• One Department Chair</li><li>• Two Academic Senate representatives</li><li>• Two AFT/Faculty representatives</li><li>• One AFT/Classified representative</li><li>• One ASO representative</li><li>• One representative of Local 721 Supervisory</li><li>• One Group Representative (Classified Managers, Program Managers, Local 45 Crafts, and Local 99 SEIU shall meet together and choose the designee from among their constituencies.)</li></ul>

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College Council	<p>The College Council is the overarching shared governance group for the college. The College Council makes its recommendations to the president on college-wide matters not reserved exclusively to the Academic Senate or collective bargaining groups. The Council contains representation from all of the governance groups and the Associated Student Organizations (ASO). The membership is balanced between instructional and non-instructional members, and the Council is co-chaired on a rotating basis by the Academic Senate President and a college vice-president and includes representatives from the following groups.</p> <ul style="list-style-type: none"> <li>• One College Vice-President</li> <li>• Academic Senate President</li> <li>• Three Academic Senate Representatives</li> <li>• AFT Faculty Chapter President</li> <li>• Three AFT/Faculty representatives</li> <li>• One Dean (Teamster)</li> <li>• One AFT Staff Guild</li> <li>• One At-Large Classified Staff</li> <li>• ASO President</li> <li>• One Bldg. &amp; Trades</li> <li>• One Local 99</li> <li>• One Local 721</li> </ul>
Consensus	<p>General agreement among nearly all participants in a deliberative process. Consensus does not necessarily imply complete unanimity or complete agreement with every particular; rather, it indicates that overall, nearly all the participants believe that the item under discussion represents an acceptable solution to the problem at hand. Planning teams and committees shall strive for consensus in making recommendations, but if any member of a planning team or committee believes that consensus on an issue is not sufficiently broad to justify the label, then he or she will be granted a vote on that issue upon request. In such a vote, the side that commands 75 percent or more of those voting will prevail.</p>
Consonance	<p>Accord, harmony, or agreement; absence of contradiction. In the context of planning, especially at the instructional department or non-instructional program levels, some latitude should be allowed in applying the term. Consonance does not imply a lockstep correspondence between, say, one goal and another. A non-instruction program or academic department objective, for example, might well be consonant with the college's strategic direction even if pursuing it does not directly contribute to moving the college in that direction, as long as it is not contrary to such movement.</p>

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Division	One of the four major organizational sections of the College: Academic Affairs, Student Services, Administrative Services, and the President's Division (Institutional Planning, Research, Development, Public Relations, Marketing, the President's Office; etc.)
Educational Master Plan Committee	The group responsible for preparation of the Educational Master Plan (EMP). Composition of the committee is determined by mutual agreement between the president and the Academic Senate.
Instructional Department Planning Team	<p>The group responsible for preparation of an Instructional Departmental Plan (IDP). Composed of:</p> <ul style="list-style-type: none"> <li>• The academic dean who convenes it</li> <li>• The department chair or department chair's designee, who co-convenes it</li> <li>• All department full-time faculty and staff</li> <li>• One student representative</li> <li>• One part-time faculty representative (or more, at the team's discretion)</li> <li>• If part-time staff serve in the department, one part-time staff representative (or more, at the team's discretion)</li> </ul> <p>Each team member has one vote. The team, by consensus, may elect to delegate its functions to a representative subgroup of its own members.</p>
Institutional Plan	An institutional plan typically focuses on a particular set of issues or developments that have broad implications for the college as a whole. For example, the Facilities Master Plan (FMP) and the Technology Master Plan (TMP) are institutional plans.
Institutional Planning Committee	The group responsible for preparation of an Institutional Plan. Membership includes applicable managers, representative(s) of each shared governance constituent group, and representative(s) of operational functions related to the respective committee's tasks. Existing and proposed Institutional Planning Committees include, but are not limited to, the Educational Master Planning, Facilities Planning and Review, Technology Steering, Human Resources, and Curriculum Committees.
Mainline Planning and Resource Allocation Process	See the "Planning and Resource Allocation Process Structure" document. The mainline process includes planning teams, the Strategic Planning Committee, the Budget Committee, the president, the vice chancellor, the chancellor, and the board of trustees.

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Mission Review Committee (MRC)	<p>The Committee responsible for the periodic review of the Mission statement of the college. Composed of:</p> <ul style="list-style-type: none"> <li>• The Co-Chairs of the SPC who convene it</li> <li>• Three other administrative representatives, appointed by the president</li> <li>• Four Academic Senate representatives</li> <li>• Three classified representatives, appointed jointly by the applicable unions</li> <li>• Two ASO representatives</li> <li>• Two community representatives, appointed by the president</li> </ul>
Plan	The output or product of a planning team.
Planning Team	The group charged with carrying out the planning process at a given level. See Instructional Department Planning Team, Non-Instructional Program Planning Team, Strategic Planning Committee, and Budgeting Committee.
Program Review Committee	<p>The group responsible for facilitating the program review process in instructional and non-instructional areas. Composed of:</p> <ul style="list-style-type: none"> <li>• One faculty coordinator appointed by the Academic Senate</li> <li>• Four Student Services non-instructional program managers or managers' designees; no more than one designee may be a Student Services Administrator</li> <li>• Two Administrators</li> <li>• Six faculty members appointed by the Academic Senate</li> <li>• Institutional Researcher (non-voting)</li> </ul> <p>Each committee member has one vote. The committee, by consensus, may elect to delegate its functions to a representative subgroup of its own members for certain tasks.</p>
Regulated Plan	<p>A Regulated Plan crosses fewer management areas or department boundaries than an I institutional plan; includes goals and activities geared to meet the requirements of specific rules, policies, standards, laws, and/or regulations typically external to the college; includes a formal planning, implementation, and evaluation process; and pertains to a program, service, requirement, or process that is, in effect, permanent. For example, the Matriculation Plan, Student Equity Plan, Staff Development Plan, the annual Basic Skills Plan sent to the state, the ARCC report, and the accreditation self-study are regulated plans.</p>

# Los Angeles Southwest College Strategic Planning Handbook

(Current as of December 19, 2011)

Strategic Planning Committee	<p>The shared governance body whose charge it is to guide the strategic (long range) and annual planning processes on campus for preparation of the Integrated College Operational Plan (ICOP). It is co-chaired by the Dean of Institutional Effectiveness and an academic senate appointed faculty member who are also members of the committee comprised of the following:</p> <ul style="list-style-type: none"><li>• Three representatives of the Academic Senate</li><li>• Three representatives of the AFT/Faculty</li><li>• Executive Vice President</li><li>• Vice President of Administrative Services</li><li>• Two representatives of the AFT/Classified</li><li>• One student representative</li><li>• One dean (Teamster)</li><li>• One department chair</li><li>• One representative of Local 721 Supervisory</li><li>• One Group Representative (Classified Managers, Program Managers, Local 45 Crafts, and Local 99 SEIU shall meet together and choose the designee from among their constituencies.)</li><li>• Institutional researcher (non-voting)</li></ul> <p>As needed, the committee may request the regular or occasional participation of resource people with special expertise.</p>
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(Revised: Fall 2008)

## Annual Planning & Budget Allocation Timeline

July-August	Conduct Non-Instruction Program Review (NIPRs) Process
3rd week in Aug	NIPRs with Budget Allocation Requests (BARs) finalized and delivered to Deans
4th week in Aug	SPC completes self-evaluation process for LASC planning processes based upon the activities of the previous year and makes suggestions for changes to the planning process to the Academic Senate and College President
3rd week Sept	Deans review NIPRs and BARs and deliver to VP
Last two weeks of Sept	Instructional Program Reviews (IPRs) with Budget Allocation Requests (BARs) finalized and delivered to Deans
1st week of Oct	Deans review IPRs and BARs and deliver to VP
2 <sup>nd</sup> and 3rd week of Oct	Instructional Department Plans (IDPs) completed and delivered to Deans who review them and forward to VP
Last week of Oct	VP reviews NIPRs and deliver to SPC VP reviews IPRs and IDPs and deliver to SPC
Nov	SPC develops ICOP and delivers it to the campus community for feedback
1st week Dec	Feedback is received on the ICOP from the campus community
2nd week of Dec	SPC delivers its final version of the ICOP to the College Council
3rd week of Dec	College Council delivers the ICOP to the President
1st week in Jan	President delivers approved ICOP to the Budget Committee along with the Budget Allocation Requests
Last week of Jan	Budget Committee delivers a draft of the prioritized Budget Allocation Requests to the College Council for feedback
First week of Feb	College Council delivers its feedback on the budget allocation requests to the Budget Committee
2 <sup>nd</sup> week of Feb	Budget Committee delivers its final recommendations regarding allocation requests to the College Council for the new fiscal year
3 <sup>rd</sup> week of Feb	College Council delivers budget to the President Every three years, the SPC begins the process to develop the Strategic Plan (in Spring 2010, process to develop Strategic Plan for 2011 – 2014 begins)
March	Budget Committee reviews tentative budget and makes recommendations to the College Council
April (6 yr cycle)	Initiate comprehensive Instructional Program Review Process which will be finalized in the last two week of September
1st week of April	College Council delivers its feedback on the tentative budget to the Budget Committee
3rd week of April	Budget Committee delivers its final recommendations regarding tentative budget to the College Council for the new fiscal year
Last week of April	College Council delivers budget to the President