

**LOS ANGELES HARBOR COLLEGE**

**PLANNING  
POLICY  
AND  
PROCEDURE  
MANUAL**

**Adopted**

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## **I. PRINCIPLES OF THE PLANNING PROCESS**

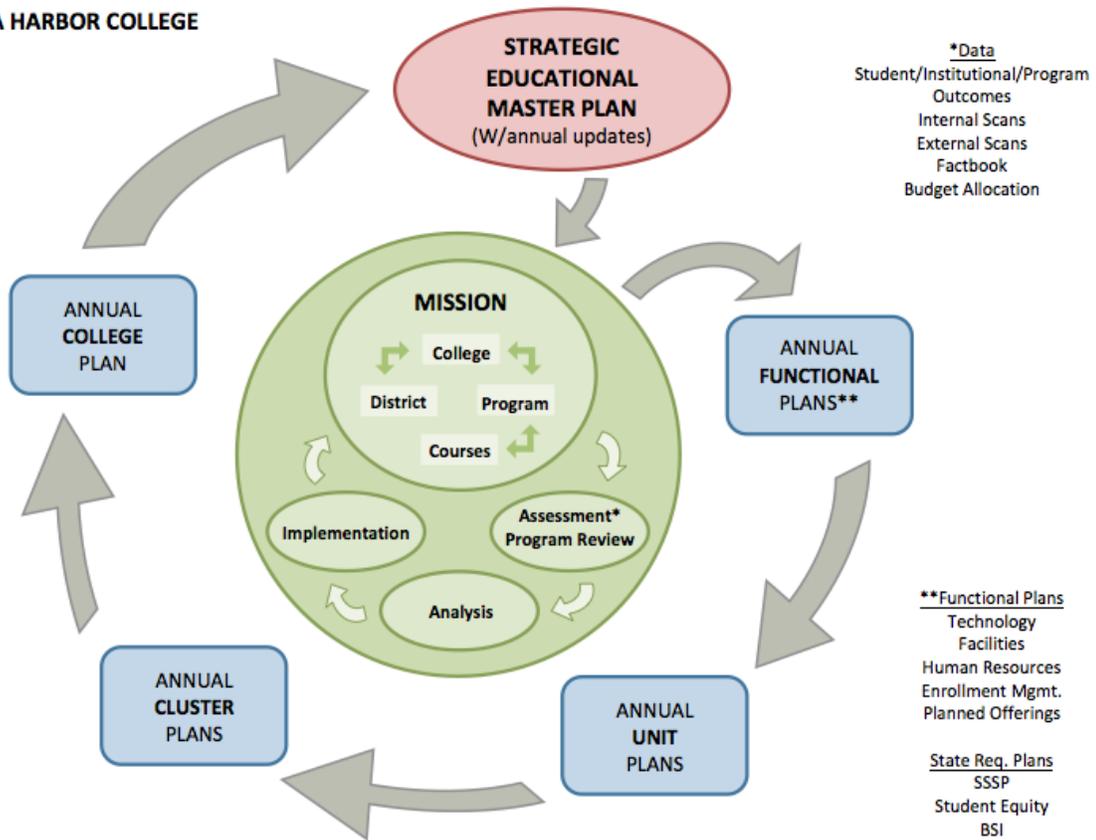
1. The planning policy and procedures specified in this Manual provide for an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation based on deep analysis of District and institutional research data and assuring broad involvement and participation in the institutional planning cycle.
2. The College Self-Evaluation Report adopted every six years establishes the major concerns and commitments of the college for the coming six-year period in fulfillment of the college mission.
3. The College Strategic Educational Master Plan (SEMP) promotes that mission through college vision and values statements and through the adoption of college goals that reflect program reviews and assessments of learning outcomes. These goals parallel the district's goals as well as provide strategies for achieving them.
4. The college implements its SEMP 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, and administrative services– 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 SEMP provides a college-wide frame of reference for a prioritization process that begins at the unit level, and the resulting unit, cluster, and college-wide priorities both reflect and reshape the SEMP itself. The planning process is a “bottom up” as well as “top down” process.
6. The outcome of this planning meets the required level of sustainable continuous quality improvement as 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**

|   |   |
|---|---|
| <b>Annual Plans</b>   | Cluster, unit, or functional plans updated annually that prioritize ongoing and desired activities in terms of specific measurable objectives.                                |
| <b>Functional Committee</b>   | A committee based on specialized expertise or designated by specific funding rules and regulations to which proposed activities are referred for input or authorization.      |
| <b>Cluster</b>  | Groups of units which report to a senior staff member.  |
| <b>Consensus</b>  | A process by which most constituencies in a group agree to accept the group decision.   |
| <b>Strategic Educational Master Plan (including the following):</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 future.  |
| 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 and the district.  |
| 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 and district goals.   |
| <b>External Scan</b>  | 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.      |
| <b>Functional Plans</b>   | A plan that covers a unified subject matter or issue that may emanate from a specific aspect of unit plans.   |
| <b>Internal Scan</b>  | 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.                     |
| <b>Operational Plan</b>   | A district required budgetary form filed annually listing all line items being funded.  |
| <b>Program Review</b>   | The systematic review of the degree/certificate to which objectives of a program or unit have been achieved and upon which an operational plan is revised institution-wide.   |
| <b>Service Area/Unit</b>  | Programs and services to help students reach their academic goals and to enhance their personal, intellectual and social development.   |
| <b>Academic Pathways</b>  | Groupings of units that work together toward common educational student goals. May be a group of programs.  |
| <b>Assessment</b>   | Continuous evaluation and review of Student Learning Outcomes (SLO), Service Area Outcomes (SAO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ISLO) |
| <b>Unit</b>   | The smallest organizational subdivision assigned a budgetary activity code.   |

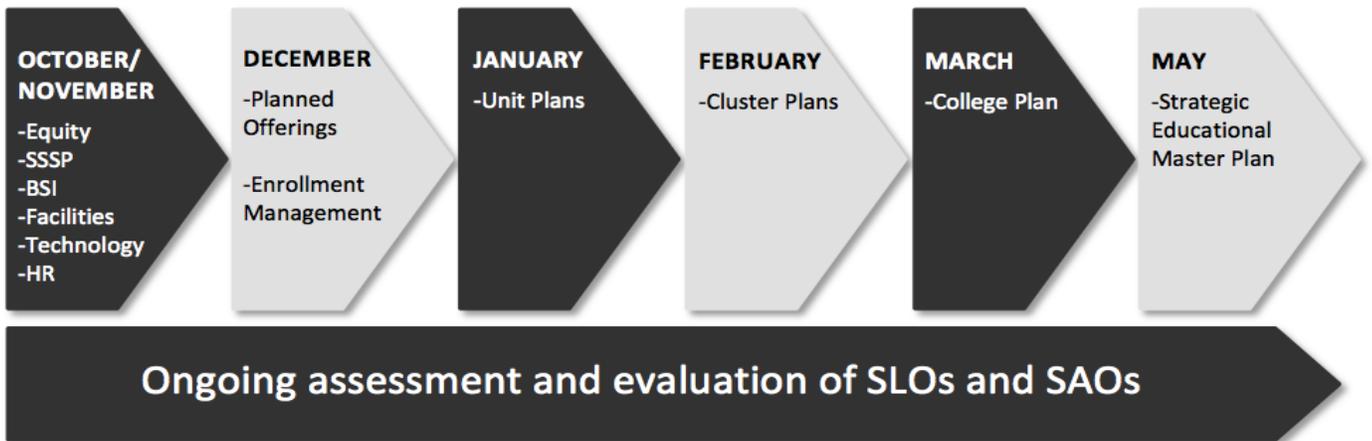
## B. Planning Diagram

LA HARBOR COLLEGE



C. PLANNING TIMELINE

# LAHC Planning Timeline



### **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 should support and/or align with college goals. The activities will be formulated in a measurable manner and denote responsibility. The cluster planning committees and College Planning Council (CPC) must assess the validity of the planned activities and provide guidance accordingly.
4. Recognizing that new opportunities and realities may arise at any time during the year, units, clusters, or CPC 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.
6. The format of planning documents will be congruent across all clusters to enable CPC to integrate priorities accordingly.
7. Units, clusters, and CPC itself will evaluate their planning procedures throughout the planning process, at meetings of the respective committees involved and through college-wide surveys and forums.
8. Every right and responsibility guaranteed the three 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.
9. 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.
10. 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.

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 (Part 'A');
  - b. Two spreadsheets showing the unit's 'core' activities: a spreadsheet prioritizing the principal activities assigned to all regular employees in the unit and indicating the approximate cost or share of workload for these activities, along with the minimum new equipment and supply costs involved [Part 'B']; and a spreadsheet showing any legally mandated activities regular employees in the unit are ineligible to perform and that are consequently otherwise assigned, along with the minimum new equipment and supply costs involved, as well as, for units servicing these resources, the minimum required costs for operational resources such as water and power [Part 'C'];
  - c. A spreadsheet showing all other activities the unit regards as essential, in their relative order of importance and with their estimated costs [Part 'D'], from which increases or reductions in over-all unit funding will be accommodated.
  - d. A spreadsheet showing new activities requiring no expenditures but essential to the achievement of unit objectives [Part 'E'].
4. Activities prospectively eligible for funding from categorical sources, or requiring specialized input, shall also be referred to appropriate 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 in the same five-part format as provided for unit plans above.
2. Cluster management may meet independently of the cluster planning committee to develop cluster prioritization recommendations for presentation to the committee. These recommendations may also be considered at forums or retreats in which all cluster staff participate and to which all cluster planning committee members are invited.
3. All "specialized" committees working within a cluster shall function as subcommittees of the cluster planning committee. These subcommittees shall report to the cluster planning committee and the minutes of subcommittee meetings will be appended to the minutes of cluster planning committee minutes. Constituency representatives on each cluster planning committee will report

subcommittee concerns back to their consistencies where such attention to these matters is warranted.

### **C. COLLEGE PLANNING GUIDELINES**

1. Cluster prioritizations shall be forwarded to CPC for integration as the college annual plan in the same five-part format as provided for cluster plans above. In any fiscal year in which the College Budget Committee estimates that all items within Part 'B' and Part 'C' of the college plan fall within the Committee's best estimates of the college's final budget allocation for that year, the Budget Committee is authorized to fund all these items without prioritization by CPC, and CPC shall prioritize only the items in Part 'D' of the plan for funding by the Budget Committee in priority order, as provided in Article IV, Section A, of this Manual.

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. Each annual plan will demonstrate sustainable and continuous quality improvement as defined by the following:

- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

### **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. Functional plans include Technology, Facilities, Human Resources, Enrollment Management, and Planned Offerings. Plans required by state (SSSP, Student Equity, and BSI) are also part of the planning process. Activities in all annual plans are keyed to these 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 expenditures as a planning guide, but actual cluster funding results from CPC prioritization of proposed cluster activities as the college annual plan.

2. Items and activities listed in the college annual plan shall be funded in priority order from available funds. In cases where a prioritized item or activity cannot be funded due to high cost, and available funds are sufficient for an item or activity of next lesser priority, the expenditure may be allowed. The same conditions shall apply if grants or categorical funds are being used to cover allowable prioritized items and activities.

**B. FUNCTIONAL COMMITTEES**

1. As provided in the Planning diagram, the form on which all activities are proposed will include routing check-offs specifying the functional committee/s to which any proposed activity must be referred upon inclusion in a unit plan.

2. Activities proposed in unit plans that fall under the purview of the Academic Senate will be routed to the appropriate Senate committee for review. Activities that fall under the purview of other functional committees will be referred to those committees as appropriate. Input from the functional committees to cluster planning committees and the College Planning Committee will address the activities themselves, not funding priorities or sources.