PARTICIPATORY DECISION MAKING AND INTEGRATED PLANNING HANDBOOK

Los Angeles Southwest College
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L.A. Southwest College Mission

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.

L.A. Southwest College Vision

We strive to inspire, enrich, and transform our students to become active participants in shaping our local community and the changing global world.

L.A. Southwest College Core Values

To fulfill the college mission, Los Angeles Southwest College faculty and staff are guided by the following core values:

Accountability and Integrity
We are accountable to our community through the ethical implementation and assessment of our mission and vision, and in the responsible management of our resources.

Collegiality
We work actively to create communities of mutual respect and shared concern that support and sustain open debate and progressive discourse.

Excellence and Innovation
We strive to create a culture of excellence and continuous improvement through the use of innovative pedagogy and technologies that challenge our students, faculty, staff, and administrators to meet the highest educational and professional standards.

Student Learning and Success
We respond to the needs of students by creating a learner-centered environment that promotes student success and academic excellence.

Civic Engagement
We provide quality services and opportunities to tomorrow’s leaders by encouraging public awareness and participation in the community.
INTRODUCTION

The Participatory Decision-Making and Integrated Planning Handbook describes the participatory decision-making processes and integrated planning cycle at Los Angeles Southwest College. The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation.

This document begins with an overview of the college's decision-making processes and organizational structure. Following this overview is a description of the integrated planning cycle and each planning component in the cycle including the purpose, process, and timeline for each. In this way, the Handbook describes how the constituent groups participate in and contribute to the process of making decisions and the various components of the integrated planning cycle.

This Handbook is reviewed and revised annually by the Strategic Planning Committee in response to users' requests for clarification and enhancement. For definitions of terms used in this Handbook, please refer to the Glossary of Terms and Abbreviations Sections on page 29. This Handbook may be downloaded from the Los Angeles Southwest College website: http://portal.lasc.edu/cc/SPC.

The processes set forth within are intended to help members of the Los Angeles Southwest College community to understand and implement an effective, participative, goal-driven integrated planning process. Planning teams and committees should follow the outlined procedures as closely as possible, but nothing herein should be construed as contrary to contract, board rules, or staff reporting obligations. The undersigned representatives of Los Angeles Southwest College have agreed on the integrated planning cycle and processes described in this Handbook.

Los Angeles Southwest College President

College Council Co-Chair

AFT Faculty Chapter President

AFT Staff Chapter Chair

Local 45 Crafts

Associated Students Organization President

Academic Senate President

College Council Co-Chair

Teamsters Local 911

Local 721 Supervisory

Local 99 SEIU
PARTICIPATORY DECISION-MAKING

In 1988, the California Legislature and the Governor approved AB 1725, which directed the California Community College Board of Governors to develop regulations that,

...ensure faculty, staff, and students (have) the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (70900.5).

The goal of participatory decision-making at Los Angeles Southwest College is to provide a working environment that encourages the participation of the entire campus community in the process of making decisions that directly and indirectly affect them. Participatory decision-making is an open, consistent, and continuous process that provides the opportunity for all individuals on campus who are affected by a decision to have their ideas represented in the decision-making process either through personal or representative participation.

Los Angeles Southwest College has three primary and complementary pathways for decision-making:

1. **Administrative Structure and Processes**, whereby the operations of the college are implemented within established policies and procedures facilitated by management staff;
2. **Constituent Groups** who assure representation and participation and speak for the interests of their members; and
3. **Committee System** wherein the various constituencies review and recommend policies, regulations, and processes of the College and District that affect all aspects of the college community.
Los Angeles Southwest College is one of nine colleges in the Los Angeles Community College District. As a member of a multi-college district, the College responds to the directions of the Board of Trustees and the District Chancellor. The College President presides over all decision-making on campus. The College President implements decisions through the Vice Presidents and their respective Deans, Managers, and Directors. The primary units of the administrative structure are Academic Affairs, Administrative Services, Student Services, and the Office of the President which includes Institutional Effectiveness, Public Information, and Resource Development (see Appendix A on page 33 for detailed College Organizational Charts). In addition, the President sits on the College Council as an ex-officio member where (s)he receives recommendations from the participation and representation of all constituency groups on campus.

Los Angeles Southwest College Administrative Structure

![Diagram of Los Angeles Southwest College Administrative Structure](image-url)
**College Council**

The College Council is the central governing body at Los Angeles Southwest College. Its charge is to ensure the implementation of shared governance on campus by guaranteeing the representation and involvement of all groups and constituencies in the development of policies in a participative, objective, and constructive manner. The College Council provides the President with recommendations on a variety of policy matters regarding academics, business, and personnel.

The College Council receives regular reports from the College President and each college committee. In addition to the regular standing reports, any constituent can place items on the agenda for the College Council to discuss. In this manner, the College Council can ensure that all vital decisions are vetted through a committee made up of members that are representative of the campus community.

The inclusion of all constituent groups and diverse viewpoints promotes effective collaboration in college planning. As such, the Academic Senate, Associated Student Organization (ASO), and collective bargaining units are all present at College Council. Two-way communication between the individual members of College Council and their constituent groups is critical for optimal functioning of the planning process.

The College Council is co-chaired on a rotating basis (annual rotation) by the Academic Senate President and a College Vice President appointed by the College President. This shared governance group is comprised of one College Vice President, the Academic Senate President, three Academic Senate representatives, the AFT Faculty Chapter President, three AFT Faculty representatives, one Dean (Teamsters), one AFT Staff Guild member, one at-large classified staff, the ASO President, one Building and Trades representative, one Local 99 representative, and one Local 721 member.
CONSTITUENT GROUPS

District-Level Decision-Making Entities
Board of Trustees
The eight-member Los Angeles Community College District (LACCD) Board of Trustees is an independent policy-making body that bears the primary responsibility for the fulfillment of the District’s stated mission. It exercises oversight of the College’s educational programs and guarantees the College’s integrity and financial health. The Board of Trustees are elected representatives of the community, and are the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor’s Office). Board members are elected at large for terms of four years. The President and Vice President of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting in July. A student member is elected annually by the student body from all nine LACCD colleges.

District Chancellor
The District Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing recommendations to the Board. In keeping with the provisions of the Educational Code, the Board delegates its authority to the Chancellor, gives her/him the autonomy to make decisions without interference, and holds her/him accountable for those decisions. The Chancellor and college presidents, through this delegation of authority, consult collegially with the faculty Academic Senates, the Collective Bargaining Units, and the Associated Student Organizations on all policies and decisions as specified in the Board Rules. The Academic Senates, the Collective Bargaining Units, and the Associated Student Organizations retain the right to present their comments on the Chancellor’s recommendations directly to the Board of Trustees.

College President
The College President is the official designee of the College and is directly responsible to the Board. The College President has the right to reject or modify any participatory governance decision. However, in the spirit of professionalism and collegiality, the College President informs the respective group(s)/committee(s) of her/his objections (if any) to their recommendations.

College Constituent Groups
The four constituent groups of the college – students, faculty, classified staff, and administrators – work together in committees and administrative units to further the work of the college for the benefit of the students. Each constituency is organized to support its members.

Students
Students are represented by an Associated Student Organization (ASO), which monitors student needs, keeps students informed on student-related issues, and promotes cultural, social, and leadership opportunities for all students. According to Title 5 § 51023.7, the governing board is required to adopt policies and procedures that give students the opportunity to participate effectively in district and college governance. This participation is defined as participation in the formulation and development of policies, procedures, and processes for jointly developing recommendations that will have or will have a significant effect on students. In its role representing all students, ASO offers opinions and recommendations to the college administration and to the Board of Trustees. Additionally, the Board
shall not take action on a matter having a significant effect on students until the recommendations and positions taken by students are given every reasonable consideration.

Faculty
Faculty members perform duties as instructors, counselors, or librarians in areas for which they possess appropriate qualifications. Faculty provide recommendations regarding relevant policies and procedures through active participation on District/College committees, councils, and task forces. Faculty also implement activities based on applicable recommendations and District/College goals, and they perform other contractually identified professional responsibilities.

Full-time and part-time faculty members are represented in governance by the Academic Senate and the American Federation of Teachers (AFT). According to Title 5 § 53200, the Academic Senate at each college assumes primary responsibility for making recommendations to the administration of the college and the Board with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards of policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles in the accreditation process, including Self Evaluation and annual reports
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional plans and budget development
11. Other academic and professional matters as mutually agreed between the governing board.

Classified Staff
Classified staff members include college and district employees in a wide range of positions, including administrative assistants, clerks, custodians, and grounds workers. According to Title 5 § 51023.5, the governing board is required to adopt policies and procedures that provide staff with the opportunity to participate effectively in district and college governance. This is defined as participation in the development of policies, procedures, and processes for jointly developing recommendations that have or will have a significant impact on staff. Additionally, the Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration. Collective bargaining units including the AFT College Staff Guild, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employees Union, and Supervisory Employees Union, conduct elections to appoint classified staff to district and college governing councils.

Administrators
Administrators provide leadership and support for faculty and staff in the planning, implementation, and monitoring of district and college activities while maintaining compliance with federal, state, and district regulations, laws, and policies. Administrators are included in the general participatory governance process and recommend policies, procedures, and priorities for the college to the President, and they carry out their responsibilities in a manner that supports and maintains the spirit and letter of participatory governance. The California Teamsters Public, Professional and Medical Employees Union
conduct elections to appoint Assistant Deans, Associate Deans, and Deans to district and college governing councils.

How to Get Involved
The College encourages employees and students to become knowledgeable and involved with decision-making processes and policies for the college, as well as in their own departments and areas. Deans, supervisors, and department chairs, as well as governance leaders and representatives to college committees are excellent sources of information. Although comprised of official members, college governance committees are open to all faculty, staff, and students wishing to become involved or more knowledgeable of the decisions made throughout the college. For more information on the college governance committees and their responsibilities, please see Appendix C on page 39 and the committee websites.
LASC’S PARTICIPATORY GOVERNANCE SYSTEM

The Standing Committees that make up LASC’s Participatory Governance System are shown below. Standing Committees bring together members of the various college constituencies, and participate in the decision-making process within the scope of their committee charge. To learn how college governance groups are defined, see Appendix B on page 37. Appendix C on page 38 contains information about the charge and membership of each committee.
Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link to one another in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation. The results of these assessments lead to improvements in the college’s services to its students. Each stage of the planning process is guided by the higher-level plans of the State’s Chancellor’s Office and the Los Angeles Community College District.

**Los Angeles Southwest College Integrated Planning Cycle**

The components of the college’s integrated planning cycle are listed below. Each component is described in more detail in the sections that follow.

**Mission Statement** - Describes the college’s broad educational purposes, its intended student population and its commitment to student learning and student achievement.

**Strategic Plan** - Articulates how the college plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the college.

The components of the college’s integrated planning cycle are listed below. Each component is described in more detail in the sections that follow.

**Mission Statement** - Describes the college’s broad educational purposes, its intended student population and its commitment to student learning and student achievement.

**Strategic Plan** - Articulates how the college plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the college.
**Master Plans** - The three Master Plans: (1) Education Master Plan, (2) Technology Master Plan, and (3) Facilities Master Plan, describe the institutional objectives and activities that will be undertaken to achieve the college’s Institutional Goals as articulated in the Strategic Plan.

**Program Reviews and Program Plans** - Program Reviews and Program Plans describe how each program will contribute to the achievement of the institutional goals and the strategic objectives developed in the three Master Plans.

**Integrated College Operational Plan** - The Integrated College Operational Plan (ICOP) draws from the Master Plans and Program Plans. It includes measurable objectives and activities which can be accomplished within a 12-month period.

**Resource Allocation** - Resources are prioritized and allocated based on college-wide and program plans.

**Implementation** – The college implements college-wide and program plans by completing the activities identified in the Integrated College Operational Plan (ICOP).

**Evaluation** - The college evaluates its progress in meeting its Institutional Goals and Objectives and completing the activities identified in the ICOP. The college also evaluates the planning and decision-making processes in its integrated planning cycle.
MISSION STATEMENT

Overview
The mission statement is the benchmark for assessing institutional effectiveness and is the basis for the College’s planning and decision making. The mission statement is reviewed every six years and revised if needed.

College Mission
The mission was most recently reviewed and revised in 2014.

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.

Accreditation
The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard most relevant to the development of the college mission statement is:

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity
The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard 1.A.

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviews and updated as necessary.

**Process and Timeline for Mission Statement Review**

*Role of the Mission Review Task Force –* The Mission Review Task Force reviews the college mission statement every six years to dovetail with the accreditation cycle. The Mission Review Task Force is convened by the SPC Co-Chairs.

Beginning in Fall 2013*, and every six years thereafter (Fall 2019, Fall 2025, etc.), the Mission Statement is reviewed through the steps below:

1. The Strategic Planning Committee co-chairs initiate the review of the mission statement by convening a Mission Review Task Force.

2. The Mission Review Task Force develops a process to solicit college-wide input about the mission.  
   - The process will provide all constituent groups (faculty, classified staff, administrative staff, students, community groups) with the opportunity to review and comment on any recommended changes to the mission statement before they are submitted to the President.  
   - Methods used to gather input must be soundly designed and may include, but are not limited to, surveys, focus groups, interviews, and public forums.

3. The process is implemented with the approval of the College Council.

4. The Mission Review Task Force reviews the input and the relevant ACCJC Standard on mission statements.

5. Following this dialogue, the Task Force drafts a recommendation to revise or affirm the mission statement, incorporating input as warranted, and forwards the recommendation to the College Council.

6. College Council reviews the recommendation and provides feedback

*Requests for review of the mission statement outside the regular cycle may be submitted through the appropriate constituent group to the College Council.
**Purpose**
The College Strategic Plan provides a blueprint for the future of Los Angeles Southwest College over the next six years. It serves as the foundation of all other plans, and for the allocation of campus resources.

**Key Elements**
The College Strategic Plan takes into account the:

- History of the College
- Core values of the institution as represented in its mission and vision
- Data from within the College
- Data from authoritative external sources.

The Strategic Plan at Los Angeles Southwest College consists of the following elements:

1. **Mission** – defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning
2. **Vision** – an aspirational description of what the college would like to achieve in the long-term future
3. **Core Values** – the college’s core priorities in its organizational culture
4. **Institutional Goals** – broad statements that articulate how the college intends to address current and anticipated challenges
5. **Performance Measures** – metrics that will be used to measure progress toward the achievement of Institutional Goals.

**Accreditation**
The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard most relevant to the development of the Strategic Plan is:

**Standard I.B. – Assuring Academic Quality and Institutional Effectiveness**

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

4. The institution uses assessment data and organizes its institutional process to support student learning and student achievement.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

**Process and Timeline for Strategic Plan Evaluation**

The Strategic Planning Committee oversees the long-term and annual evaluation of the Strategic Plan.

| August 2013 – March 2014 and every six years thereafter | 1. The Strategic Planning Committee evaluates progress made towards the goals of the previous strategic plan.  
2. The Strategic Planning Committee evaluates external data and initiatives that will impact the College over the next six years.  
3. Using this evaluation, the Strategic Planning Committee develops a draft Strategic Plan and distributes it to all constituency groups to gain feedback.  
4. Constituency feedback is incorporated into the Plan.  
5. A final draft of the Plan is reviewed and approved by the Academic Senate, the College Council, and the College President. |
|---|---|
| Strategic Planning Retreat (1 week before the start of the fall semester) | 1. Quantitative and qualitative data is examined in the Annual Progress Report on the Strategic Plan to evaluate the College’s progress towards the achievement of its Institutional Goals.  
2. If necessary, modifications are made to the plan. |
**MASTER PLANS**

**Purpose**
The Master Plans operationalize the Institutional Goals established in the Strategic Plan. The Master Plans specify the objectives and specific activities that will be taken to achieve Institutional Goals. These plans bring synthesis to the many college-wide planning efforts in order to minimize redundancy, maximize efficiency, and to increase productivity, and student learning.

The three Master Plans at Los Angeles Southwest College:
1. Education Master Plan
2. Technology Master Plan
3. Facilities Master Plan

**Elements of the Master Plans**
The core components of the Master Plans are:

- **Institutional Goals** (from the Strategic Plan) are broad statements that articulate how the college intends to address current and anticipated challenges.

- **Institutional Objectives** describe how the Institutional Goals will be achieved. Institutional Objectives are developed following SMART criteria, meaning that objectives are Specific, Measurable, Attainable, Relevant, and Time-bound.

- **Activities** describe the specific steps that will be taken to achieve the Institutional Objectives. Each activity specifies the primary individual responsible and the target completion date.
  
    - **Individual Responsible** – identifies the primary individual assigned with the responsibility to launch, oversee, and complete the activity. This individual may collaborate with others to complete the activity. The assignment of individual responsible is key for accountability.
  
    - **Target Completion Date** – conveys the timeline for completion for the activities and the priority of how soon effort is to be dedicated to the activity.

**Accreditation**
The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to the development of the Master Plans are:

Standard I.B. – Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

4. The institution uses assessment data and organizes its institutional process to support student learning and student achievement.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard III.B.2. – The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Standard III.C.2. – The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
PROGRAM REVIEW AND PROGRAM PLANS

Purpose

The Program Review process is designed to provide faculty and staff with an opportunity to reflect on program effectiveness and to identify ways to improve program success. These regular reviews include analyzing data, identifying program objectives and requesting the resources required to meet these objectives. The objectives developed in the Program Review process directly inform the annual Integrated College Operational Plan (ICOP) and ultimately resource allocation.

LASC engages in a Program Review process for all instructional and non-instructional programs.

Instructional Program Reviews

Disciplines or clusters of disciplines within an academic department complete Comprehensive Instructional Program Reviews (IPR) every six years with annual Instructional Program Review Updates. The brief annual IPR updates are intended to streamline the planning and budgeting process and ensure that the changing needs of individual programs are reflected in each year’s institutional plan. During the annual update, program faculty and staff analyze data, evaluate the effectiveness of the previous year’s activities, and develop objectives and resource requests for the following year.

Non-Instructional Program Review

Each Student Service (including the library and other learning support services) and Administrative Service program at LASC completes an annual Non-Instructional Program Review. Staff members use data, student feedback, and other inputs to evaluate the effectiveness of the previous year’s activities and develop objectives and resource requests for the following year.

Accreditation

The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to the development of program reviews and program plans are:

Standard I.B.5. – The institution assesses accomplishment of its mission through program review and evaluation of program goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard II.A.2. – Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, program and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
Standard II.A.16. – The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B.3. – The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.1. – The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Standard III.B.2. – The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Standard III.C.2. – The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Standard III.D.2. – The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
### Process and Timeline for the Program Review Process

The table below outlines the process and timeline for the **Instructional Program Reviews**. A calendar with this information can also be found on page 44 of this Handbook.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>The Office of Institutional Effectiveness (OIE) distributes a list of standard data elements that will be provided in August to evaluate area performance. If additional and/or alternate data will be needed, a request for these data must be submitted to OIE no later than May.</td>
</tr>
<tr>
<td>1st week of fall semester</td>
<td>Faculty initiators for each program review are identified. OIE distributes the area-specific data needed to complete the Program Reviews to the appropriate deans, directors, and/or faculty.</td>
</tr>
<tr>
<td>1st week of fall semester</td>
<td>Faculty initiators begin working on the program review and solicit input from all faculty in the program.</td>
</tr>
<tr>
<td>End of the 6th week of the fall semester</td>
<td>Faculty initiators submit their program review and program plan to their department chair.</td>
</tr>
<tr>
<td>7th week of the fall semester</td>
<td>Department chairs examine the program review and program plan and make any changes or modifications that are necessary.</td>
</tr>
<tr>
<td>End of the 8th week of the fall semester</td>
<td>Department chairs submit their program review and program plan to their dean.</td>
</tr>
<tr>
<td>9th week of the fall semester</td>
<td>Deans examine the program reviews and program plans, make comments, and/or return it to the department chair for revisions.</td>
</tr>
<tr>
<td>End of the 10th week of the fall semester</td>
<td>Deans submit their program reviews and program plans to the Vice President of Academic Affairs.</td>
</tr>
<tr>
<td>11th week of the fall semester</td>
<td>Vice President of Academic Affairs examines the program reviews and program plans, makes comments, and/or returns it to the dean for revisions. Program Review Committee begins reviewing and evaluating program reviews and program plans.</td>
</tr>
<tr>
<td>End of the 12th week of the fall semester</td>
<td>Vice President of Academic Affairs approves the program reviews and program plans.</td>
</tr>
<tr>
<td>1st week of December</td>
<td>Budget Committee begins prioritizing resource requests from program reviews and program plans.</td>
</tr>
<tr>
<td>2nd week of December</td>
<td>Academic Senate approves Instructional Program Reviews.</td>
</tr>
<tr>
<td>4th week of January</td>
<td>Budget Committee completes resource request prioritization and submits a prioritized list to College Council.</td>
</tr>
<tr>
<td>1st week of February</td>
<td>College Council reviews the resource request prioritization and recommends a final prioritized list to the College President.</td>
</tr>
<tr>
<td>1st week of March</td>
<td>College President submits final budget to District Office.</td>
</tr>
</tbody>
</table>
The table below outlines the process and timeline for the **Student Services Non-Instructional Program Review Process** (including Athletics, Child Development Center, Community Services, Library and Student Success Center). A calendar with this information can also be found on page 44 of this Handbook.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February to April</td>
<td>Student Service Units administer point-of-service surveys to gather data for their program reviews and program plans.</td>
</tr>
<tr>
<td>September 1</td>
<td>The Office of Institutional Effectiveness (OIE) distributes a list of standard data elements that will be provided in August to evaluate area performance. If additional and/or alternate data will be needed, a request for these data must be submitted to OIE no later than May.</td>
</tr>
<tr>
<td>3rd week of fall semester</td>
<td>Initiators for each program review are identified. OIE distributes the area-specific data needed to complete the Program Reviews to the appropriate deans, directors, and/or initiators.</td>
</tr>
<tr>
<td>4th week of fall semester</td>
<td>Initiators begin working on the program review and solicit input from all faculty and staff in the program.</td>
</tr>
<tr>
<td>End of the 8th week of the fall semester</td>
<td>Initiators submit their program review and program plan to their dean.</td>
</tr>
<tr>
<td>9th week of the fall semester</td>
<td>Deans examine the program reviews and program plans, make comments, and/or return it to the initiator for revisions.</td>
</tr>
<tr>
<td>End of the 10th week of the fall semester</td>
<td>Deans submit their program reviews and program plans to the Vice President of Student Services.</td>
</tr>
<tr>
<td>11th week of the fall semester</td>
<td>Vice President of Student Services examines the program reviews and program plans, makes comments, and/or returns it to the dean for revisions. Program Review Committee begins reviewing and evaluating program reviews and program plans.</td>
</tr>
<tr>
<td>End of the 12th week of the fall semester</td>
<td>Vice President of Student Services approves the program reviews and program plans.</td>
</tr>
<tr>
<td>1st week of December</td>
<td>Budget Committee begins prioritizing resource requests from program reviews and program plans.</td>
</tr>
<tr>
<td>2nd week of December</td>
<td>Academic Senate approves applicable Non-Instructional Program Reviews (e.g. Child Development Center, Library, Student Success Center).</td>
</tr>
<tr>
<td>4th week of January</td>
<td>Budget Committee completes resource request prioritization and submits a prioritized list to College Council.</td>
</tr>
<tr>
<td>1st week of February</td>
<td>College Council reviews the resource request prioritization and recommends a final prioritized list to the College President.</td>
</tr>
<tr>
<td>1st week of March</td>
<td>College President submits final budget to District Office.</td>
</tr>
</tbody>
</table>
The table below outlines the process and timeline for the **Administrative Services Non-Instructional Program Review Process**. A calendar with this information can also be found on page 44 of this Handbook.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>The Office of Institutional Effectiveness (OIE) distributes a list of standard data elements that will be provided in August to evaluate area performance. If additional and/or alternate data will be needed, a request for these data must be submitted to OIE no later than May.</td>
</tr>
<tr>
<td>4th week of fall semester</td>
<td>Initiators for each program review are identified. OIE distributes the area-specific data needed to complete the Program Reviews to the appropriate deans, directors, and/or initiators.</td>
</tr>
<tr>
<td>5th week of fall semester</td>
<td>Initiators begin working on the program review and solicit input from all faculty and staff in the program.</td>
</tr>
<tr>
<td>End of the 10th week of the fall semester</td>
<td>Deans submit their program reviews and program plans to the Vice President of Administrative Services.</td>
</tr>
<tr>
<td>11th week of the fall semester</td>
<td>Vice President of Administrative Services examines the program reviews and program plans, makes comments, and/or returns it to the initiator for revisions.</td>
</tr>
<tr>
<td>End of the 12th week of the fall semester</td>
<td>Vice President of Student Services approves the program reviews and program plans.</td>
</tr>
<tr>
<td>1st week of December</td>
<td>Budget Committee begins prioritizing resource requests from program reviews and program plans.</td>
</tr>
<tr>
<td>2nd week of December</td>
<td>Program Review Committee begins reviewing and evaluating Administrative Service Non-Instructional program reviews and program plans.</td>
</tr>
<tr>
<td>4th week of January</td>
<td>Budget Committee completes resource request prioritization and submits a prioritized list to College Council.</td>
</tr>
<tr>
<td>1st week of February</td>
<td>College Council reviews the resource request prioritization and recommends a final prioritized list to the College President.</td>
</tr>
<tr>
<td>1st week of March</td>
<td>College President submits final budget to District Office.</td>
</tr>
</tbody>
</table>
INTEGRATED COLLEGE OPERATIONAL PLAN

Purpose
The Annual Integrated College Operational Plan (ICOP) summarizes the annual program plans, and also draws from the college’s three Master Plans the portions which are feasible to be accomplished in a given year. The ICOP is designed to operationalize the strategic plan and provide measurable, short-term objectives that can be readily assessed annually to ensure that the Institutional Goals and Objectives are met in a systematic and timely manner.

The development of the annual ICOP involves the following four key activities:

1. Evaluation of the results of the previous year’s annual objectives
2. Development of annual objectives for the next year
3. Development of an implementation plan for the next year which includes:
   - The activities necessary to accomplish each annual objective
   - A timeline for implementation and completion of each activity
   - A person assigned primary responsibility to oversee the activity
   - An assessment measure to determine the overall outcomes of the annual objective

Primary Components
The primary components in the Annual Integrated College Operational Plan (ICOP) are:

- **Institutional Goals** – These broad statements are developed as part of the Strategic Plan and articulate how the college intends to address its current and anticipated challenges and opportunities.

- **Institutional Objectives** – Each Master Plan will develop Institutional Objectives that will describe how the Institutional Goals will be achieved. Institutional Objectives are developed following SMART criteria, meaning that objectives are Specific, Measurable, Attainable, Relevant, and Time-bound.

- **Activities** – Activities describe specific steps that will be taken to achieve the Institutional Objectives. Each activity specifies the responsible faculty, staff, and/or administrator and the target completion date.
**Process and Timeline for the Integrated College Operational Plan**

The table below outlines the process and timeline for the Integrated College Operational Plan. A calendar with this information can also be found on page 44 of this Handbook.

<table>
<thead>
<tr>
<th>Week 1 to week 12 of fall semester</th>
<th>All programs on campus complete program review and program plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd week of February</td>
<td>Initial draft of ICOP for the next year is developed from program plans.</td>
</tr>
<tr>
<td>1st week of March</td>
<td>Strategic Planning Committee reviews initial draft of ICOP.</td>
</tr>
<tr>
<td>Strategic Planning Retreat (1 week before the start of the fall semester)</td>
<td>Retreat attendees review Educational Master Plan, Facilities Master Plan, and Technology Master Plan. The activities from each plan which are feasible to be accomplished in the coming year are prioritized and added to the ICOP. Master Plan activities from the previous year ICOP are assessed and evaluated.</td>
</tr>
<tr>
<td>2nd week of fall semester</td>
<td>ICOP is placed on the college website and distributed to the campus community.</td>
</tr>
</tbody>
</table>
RESOURCE ALLOCATION

Purpose
The Resource Allocation process ensures that appropriate resources are provided to accomplish the College’s Institutional Goals and Objectives.

Priorities for budget adjustments are established through two processes:

1. Institutional priorities for full-time faculty positions are established by the Faculty Position Hiring Prioritization Committee.
2. Institutional priorities for all other budget adjustments are determined by the Budget Committee.

Resource allocations are linked to Institutional Goals and Objectives in these ways:

1. The Annual Program Plans include a requirement that programs link all budget requests to a program objective. All program objectives are then directly linked to Institutional Goals and Objectives.

2. Requests for funding are prioritized by the Budget Committee using a rubric that gives the highest scores to budget requests that will contribute to the achievement of the Institutional Goals and/or Objectives and/or are the result of Student Learning Outcome measurements.

Budget Committee
The main task of the Budget Committee is to plan and coordinate the resource allocation process for each planning cycle. This coordination is guided by Institutional Goals and Objectives, State and District budget developments, and the need to exchange budget-related information with other planning entities, as needed.

The Budget Committee establishes a Budget Allocation Rubric that is used to prioritize the allocation of budget allocation requests. This rubric gives the highest scores to budget requests that will contribute to the achievement of the Institutional Goals and/or Objectives and/or are the result of Student Learning Outcome measurements.

Accreditation
The Accrediting Commission for Community and Junior Colleges (ACCJC) Standard(s) most relevant to linking plans to budget allocation are:

Standard I.B.9. – The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional
effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

**Standard III.D.1.** – Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

**Standard III.D.2.** – The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**Standard III.D.3.** – The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**Process and Timeline for the Annual Budget Allocation Process**

The table below outlines the process and timeline for the Annual Budget Allocation Process. A calendar with this information can also be found on page 44 of this Handbook.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week of December</td>
<td>Budget Committee begins prioritizing resource requests from program reviews and program plans.</td>
</tr>
<tr>
<td>4th week of January</td>
<td>Budget Committee completes resource request prioritization and submits a prioritized list to College Council.</td>
</tr>
<tr>
<td>1st week of February</td>
<td>College Council reviews the resource request prioritization and recommends a final prioritized list to the College President.</td>
</tr>
<tr>
<td>1st week of March</td>
<td>College President submits final budget to District Office.</td>
</tr>
</tbody>
</table>

*In light of the State Budget 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 Committee will include the reasoning for the revision in its final budget recommendation, which will be made available to members of the Strategic Planning Committee.*
IMPLEMENTATION

Purpose
Implementation refers to the initiation of and follow-through on the Activities identified in the Program Plans, College Master Plans and the Initiatives identified in the Integrated College Operational Plan.

The responsible faculty, staff, and/or administrator assigned to specific Activities is expected to:

- Manage the timelines for the Activity
- Develop appropriate processes to support the implementation of the Activity
- Request a budget adjustment if an Activity requires funding
- Provide data and other types of evidence to assess the levels of success following Activity Implementation
- Document the progress on completing the Activity to contribute to the preparation of the annual Progress Report on the Integrated Strategic Plan.

The timelines for implementation of Activities vary. Therefore, there is no single process and timeline for this component in the integrated planning cycle.
EVALUATION

Purpose
Assessment and evaluation related to plan implementation documents the College’s progress in completing the Activities derived from the Institutional Objectives and Initiatives identified in the Integrated College Operational Plan.

Each year, the Office of Institutional Effectiveness prepares an Annual Progress Report on the Strategic Plan. The Report documents the annual assessment of the College’s progress toward meeting its Institutional Goals. This Report is presented at the Annual Planning Retreat which is held the week before the start of the fall semester.

The Report is a combined assessment of the College Strategic Plan, the three Master Plans (Education Master Plan, Technology Master Plan, and Facilities Master Plan), and Program Plans. It tracks the progress toward Outcome Measures by Institutional Goal and the status of Activities outlined in each of the three Master Plans, and the Program Plans. The table below illustrates the types of information that is included for each Institutional Goal. The Report provides a streamlined system for tracking the progress of college-wide plans and reinforces the alignment between the plans.

Sample Annual Assessment of Strategic Plan and Master Plans

<table>
<thead>
<tr>
<th>Goals</th>
<th>College Strategic Plan</th>
<th>EMP Status of Activities (In Progress (IP), Planned (P), Completed (C), Ongoing (O))</th>
<th>TMP</th>
<th>FMP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baseline  6-Year Target</td>
<td>Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Success</td>
<td>Retention</td>
<td>86.4%  90%</td>
<td>88%</td>
<td>Qualitative: Key interventions that contributed to progress and challenges to be addressed in the next year</td>
<td>26 Total 6 = O 10 = C 4 = IP 6 = P</td>
</tr>
<tr>
<td></td>
<td>Success</td>
<td>59.5%  70%</td>
<td>62%</td>
<td></td>
<td>10 Total 4 = O 2 = C 2 = IP 2 = P</td>
</tr>
<tr>
<td></td>
<td>Persistence</td>
<td>53.1%  60%</td>
<td>56%</td>
<td></td>
<td>4 Total 2 = C 1 = IP 1 = P</td>
</tr>
<tr>
<td></td>
<td>Certificates</td>
<td>27  50</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degrees</td>
<td>276  350</td>
<td>285</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfers</td>
<td>115  150</td>
<td>120</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic and Professional Matters - Describe the areas for which the Academic Senate has primary responsibility for making recommendations to the administration of the college and the Board:
1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards of policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles in the accreditation process, including Self Study and annual reports
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional plans and budget development
11. Other academic and professional matters as mutually agreed between the governing board

Accreditation - Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies. Accreditation has two fundamental purposes: to assure the quality of the institution and to encourage institutional improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC) - ACCJC accredits associate degree granting institutions in California, Hawaii, and the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC).

Administrators - Academic Managers and Supervisors (President, Vice President, Dean, Associate Dean, and Assistant Dean).

Classified Employee - Non-teaching employees whose jobs are classified through the LACCD Personnel Commission as part of a merit system.

Consensus - Accord, harmony, or agreement, absence of contradiction. In the context of planning, particularly 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 one goal and another. A non-instructional 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.

Consult Collegially - The Board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion by:
1. Relying primarily upon the advice and judgment of the Academic Senate, or
2. Agreeing that the Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulations, or policy of the Board effectuating such recommendations.
**Core Indicators** - Measurable outcomes that are designed to indicate the degree of success that has occurred due to the implementation of the college’s Strategic Plan.

**Formative Evaluation** - Formative evaluation occurs on a regular ongoing basis during the planning and implementation cycles. It is a type of program evaluation that focuses on obtaining information that is helpful in planning the program and improving its implementation and performance.

**Full-Time Equivalent Student (FTES)** - FTES refers to the term “full-time equivalent student” enrollment, a calculation used by the State to determine funding levels per student. For the California Community College, one FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. The number, 525, is derived from the fact that 175 days of instruction are required each year and a student attending three hours per day for 175 days will be in attendance for 525 hours.

**Full-Time Student** - A student who is taking a full load each term. At California community colleges, 12 or more semester units is considered full-time. A Part-Time Student is a student who is taking less than 12 units.

**Program Review** - The program review process is a cycle of continuous self-review and refinement of college programs in support of the college mission and strategic priorities. Through program review, departments or units that make up a college can assess how well they are fulfilling their local goals and the goals of the college. Program review is an integral part of the college’s strategic and educational planning process as they help to identify program needs and suggest procedures for the systematic improvement of a program.

**Shared Governance** - The Academic Senate and the administration of the Los Angeles Southwest College agree, in the spirit of AB 1725, pursuant to sections 53200-53206 of the Education Code, the college President, serving as the authorized representative of the LACCD Board of Trustees, will “rely primarily” upon the recommendations of the Academic Senate in formulating, changing, and/or approving policies in areas as they relate to the instructional program and academic professional matters.

**Student Learning Outcomes (SLO)** - Student Learning Outcomes are specific, measurable goals and results that are expected subsequent to a learning experience.

**Summative Evaluation** - Summative evaluation occurs at the end of each planning cycle to provide information to be used to create the next planning agenda. This type of evaluation focuses on the ultimate success of the planning agenda and decision about whether it should be continued unchanged or modified to enhance effectiveness.
ABBREVIATIONS

ACCJC - Accrediting Commission for Community and Junior Colleges
BAR – Budget Allocation Request
CCCCO - California Community Colleges Chancellor’s Office
CTE - Career and Technical Education
EMP – Education Master Plan
FMP – Facilities Master Plan
FTEF – Full-Time Equivalent Faculty
FTES – Full-Time Equivalent Student
ICOP – Integrated College Operational Plan
IPR – Instructional Program Review
LACCD – Los Angeles Community College District
LASC – Los Angeles Southwest College
NIPR – Non-Instructional Program Review
SPC – Strategic Planning Committee
TMP – Technology Master Plan
WSCH – Weekly Student Contact Hours
APPENDICES

A. LASC Organizational Structure
B. Criteria for Defining Governance Groups
C. College Committees
D. Six-Year Planning Cycle
E. Annual Planning Cycle
APPENDIX A

Vice President
Academic Affairs

Dean
Math, Science, &
Kinesiology
- Dept Chair
Mathematics
- Dept Chair
Natural Sciences, Health,
& Kinesiology

Dean
A&H, BSS, EFL, & Library
- Dept Chair
Arts & Humanities
- Dept Chair
Behavioral & Social
Sciences
- Dept Chair
English & Foreign
Languages
- Dept Chair
Library

Dean
Career &
Technical/Workforce
Development
- Dept Chair
Business
- Dept Chair
Non-Credit
- Director
Career Pathways/Transfer
Center
- SFP Program Director
Contract Education

Dept Chair
Child Development &
Family & Consumer
Studies
- Dept Chair
Nursing & Allied Health
- Manager
Community Services
### CRITERIA FOR DEFINING GOVERNANCE GROUPS

The table describes the criteria for defining four types of governance groups (outside of the Academic Senate) at Los Angeles Southwest College.

<table>
<thead>
<tr>
<th>COLLEGE COMMITTEES</th>
<th>ADVISORY COMMITTEES</th>
<th>STEERING COMMITTEES</th>
<th>TASK FORCES/AD HOC GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The committee’s charge determines its purpose</td>
<td>- Created in response to campus wide or operational issue</td>
<td>- Its purpose is to determine the order in which business will be conducted in the parent body</td>
<td>- Examine a specific subject or issue</td>
</tr>
<tr>
<td>- Deliberates on issues of campus-wide focus</td>
<td>- Its purpose is to collect, sort, and prioritize information and to provide advice pertinent to issue(s) at hand</td>
<td>-</td>
<td>- Assists the college or operational unit with information gathering, problem solving, or trouble shooting</td>
</tr>
<tr>
<td>- Recommends policy or functional issues and may or may not have operations responsibility depending upon its charges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEMBERSHIP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Made up of representatives from all constituency groups</td>
<td>- Determined by the operational unit or group that created it</td>
<td>- The parent body appoints members</td>
<td>- Determined and selected by the establishing unit, may or may not be limited to a particular operational unit</td>
</tr>
<tr>
<td>- Constituency presidents appoint committee members</td>
<td>- Determined in accordance with the expertise needed on the committee, may include external partners</td>
<td>- Members belong to the parent body</td>
<td></td>
</tr>
<tr>
<td>- Strategic Planning Committee oversees membership allocations to ensure proper levels of representation</td>
<td>- Should include at least one representative of each constituency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INITIATOR</strong></td>
<td>College Council</td>
<td>Any operational unit or group</td>
<td>Any operational unit or group</td>
</tr>
<tr>
<td>- Continuing duration</td>
<td>- May have continuous or intermittent duration as required by its charge</td>
<td>- Dependent on its charge</td>
<td>Any unit needing advice</td>
</tr>
<tr>
<td>- Under the direction of the Strategic Planning Committee and College Council, may be reorganized or disbanded. Committee members may recommend this action themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DURATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Determined by nature of its charge</td>
<td>- Only has the power to advise or make recommendations to the unit that created it</td>
<td>- Determined by the parent body</td>
<td>- Limited to an advisory function</td>
</tr>
<tr>
<td>- The College Council has authority over that charge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POWER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The College Council has authority over that charge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

COLLEGE COMMITTEES

To fulfill the mission and the goals of the college strategic plan, LASC administrators, faculty, classified staff, and students meet regularly in a variety of committees. These bodies meet regularly to assure implementation of strategic plan objectives, to coordinate efforts and leverage resources, and to share best practices. These groups are presented below in three broad classifications: College-wide committees, committees of the Academic Senate, and committees of the Faculty AFT. A diagram of the reporting structure of these committees can be found on page 10 of this Handbook.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Charge</th>
<th>Make-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council</td>
<td>Serves as the overarching shared governance body for the college; makes recommendations to the President on college-wide matters not reserved exclusively to the Academic Senate or collective bargaining groups.</td>
<td>Co-Chairs: Academic Senate President and one college vice president appointed by the College President (co-chaired on a rotating basis, annually) Membership: Academic Senate President, one college vice president, three Academic Senate representatives, AFT Faculty Chapter President, three AFT Faculty representatives, one at-large classified staff, one member from the following groups: ASO, Teamsters, AFT Staff Guild, Local 45, Local 99, and Local 721</td>
</tr>
<tr>
<td>Strategic Planning Committee</td>
<td>Guides the strategic (long range) and annual planning processes on campus; oversees college planning, its implementation, and provides an ongoing framework for monitoring the college strategic and annual master planning efforts.</td>
<td>Co-Chairs: An Academic Senate appointed faculty member and the Dean of Institutional Effectiveness Membership: Two Academic Senate representatives, two AFT Faculty representatives, one vice president, two AFT Classified representatives, one student representative, one dean, one classified manager group representative, one Local 721 representative, one department chair</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>Facilitates the annual budgeting process on campus and provides input into the development of a strategic fiscal plan</td>
<td>Co-Chairs: One Academic Senate appointed faculty member and one presidentially appointed administrator Membership: Vice President of Administrative Services, one dean, one department chair, two Academic Senate representatives, two AFT Faculty representatives, one AFT Classified representative, one ASO representative, one Local 721 Supervisory representative, and one group representative ( Classified Managers, Program Managers, Local 45 Crafts and Local 99)</td>
</tr>
<tr>
<td>Enrollment Management Committee</td>
<td>Develops and implements 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.</td>
<td>Co-Chairs: Vice President of Academic Affairs and one Academic Senate appointed faculty member Membership: Campus constituent volunteers.</td>
</tr>
<tr>
<td>Associated Students Organization</td>
<td>Represents all students. Sponsors activities including publications, assemblies, awards, student services, and club and social activities.</td>
<td>Chair: Elected annually by all LASC students, regardless of ASO membership status Membership: Membership in the ASO is not mandatory. However, student body activities are financed by money received from student membership.</td>
</tr>
</tbody>
</table>
### APPENDIX C

<table>
<thead>
<tr>
<th>Committee</th>
<th>Charge</th>
<th>Make-Up</th>
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</thead>
<tbody>
<tr>
<td>Student Success/ATD Committee</td>
<td>Develops and implements 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. Oversees implementation of ATD interventions.</td>
<td>Co-Chairs: One Academic Senate appointed faculty member and one presidentially appointed administrator. Membership: Campus constituent volunteers.</td>
</tr>
<tr>
<td>Education Master Planning Committee</td>
<td>Develops the Education Master Plan (EMP) that 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; performs a comprehensive review and (if needed) revision of the EMP at least once every two years.</td>
<td>Co-Chairs: Academic Senate President and Academic Affairs Vice President Membership: Composition is determined by mutual agreement between the President and the Academic Senate</td>
</tr>
<tr>
<td>Facilities Planning Committee</td>
<td>Develops and maintains the Facilities Master Plan. Sets facility priorities for improvements and maintenance. Develops written procedures and timelines for communication to other groups. Integrates activities among groups in developing priorities and plans.</td>
<td>Co-Chairs: One Academic Senate appointed faculty member and one presidentially appointed administrator Membership: Vice President of Administrative Services, one ASO representative, three Academic Senate representatives, one AFT Faculty representative, one classified manager group representative, one trades representative, one AFT Classified representative</td>
</tr>
<tr>
<td>Technology Planning Committee</td>
<td>Provides guidance in instructional and administrative technology to include equipment, training, deployment of technology resources and assistance in distance education learning delivery</td>
<td>Co-Chairs: College Information Technology Manager and one Academic Senate appointed faculty member Membership: Campus constituent volunteers.</td>
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### Academic Senate Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Charge</th>
<th>Make-Up</th>
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</thead>
<tbody>
<tr>
<td>Academic Senate</td>
<td>Primary responsibility for making recommendations in the areas of curriculum and academic standards at the College.</td>
<td>Chair: Tenured faculty member elected for a two-year term by a majority of the voting, dues-paying members of the faculty, both full-time and adjunct. Membership: All full-time and adjunct faculty of the college.</td>
</tr>
<tr>
<td>Academic Rank Committee</td>
<td>Responsible for following District Academic Senate Rules and Regulations, distributing rules and procedures to faculty, evaluating applications for completeness, determining if applicants have met requirements, notifying applicants of advancement of rank or rejection of rank with explanation.</td>
<td>Chair: Faculty member appointed by the Academic Senate. Membership: The committee shall have a minimum of six members.</td>
</tr>
</tbody>
</table>
## APPENDIX C

| Curriculum Committee | This committee shall be responsible for:  
1. Approval or rejection of new courses and programs.  
2. Approval or rejection of new majors.  
3. Changes in course requirements for a major or certificate program.  
4. Changes in unit value of any course.  
5. Review of existing courses and programs  
7. Review course prerequisites and co-requisites.  
8. Review of general education pattern for both Associate of Arts degree and for certification to the CSU and UC systems.  
9. Approval, exclusion, review, and revision of any program that uses courses taught at this college. | Chair: Faculty member appointed by the Academic Senate.  
Membership: All Department Chairpersons or their representatives shall serve on the committee, as well as the following individuals: Articulation Officer, voting member; Matriculation Coordinator, voting member; Non-Credit Program Coordinator, voting member; Institutional Researcher, non-voting member. The Vice President and Deans of Academic Affairs are ex-officio members of the committee and shall serve as designated by the college president. |
| --- | --- | --- |
| Department Chairpersons Committee (Chair of Chairs) | This committee shall be responsible for:  
1. Deliberating on problems and proposals that will affect the College Departments particularly as they relate to program integrity and improvement.  
2. Deliberating on problems and proposals that affect their ability to be effective department chairpersons.  
3. Making recommendations to the Senate on Academic and Professional matters that affect their departments.  
4. Keeping the Senate informed on issues of concern related to scheduling, course offerings, curriculum, budget, and other Academic and Professional matters.  
5. At the direction of the Senate, performing other actions and duties as assigned by the Academic Senate President in carrying out the purposes and policies of the Senate. | Chair: Department Chair elected annually by the committee of instructional department chairpersons  
Membership: This committee shall consist of all College Department Chairpersons. These departments are Arts, Behavioral and Social Sciences, Business, Counseling, English and Foreign Language, Learning Skills Institute, Library, Life/Physical Science/Health/Physical Education, Math/Engineering/Technology, and Nursing. The President of the Senate shall be an ex-officio member of the committee. The Committee shall elect its chairperson yearly. |
### Distance Education Committee

The committee is charged with the following:
1. Supporting instructors with resources, workshops, seminars, and webinars.
2. Maintaining contact and communication with IT Department and Learning Management System support services.
4. Determining proficiency in a CMS and shall serve as a resource to the college on distance learning issues.
5. Making assignments and evaluating faculty remain the responsibility of the department chair (AFT Agreement, Article 40 (Section B.2)).

Chair: Coordinator appointed by Academic Senate and College President.
Membership: Campus constituent volunteers, but shall contain an equal number of Academic Senate and Faculty AFT representatives.

### Professional Growth Committee

This committee shall be responsible for:
1. Coordinating professional development.
2. Planning and coordinating flex activities.
3. Approving individual faculty requests for travel from staff development funds.
4. Taking to the Staff Development Advisory Committee suggestions for College-wide activities for staff development.
5. Encouraging faculty to take full advantage of professional development.
6. Reporting once each semester to the Academic Senate.

Chair: Faculty member appointed by the Academic Senate.
Membership: There shall be a minimum of five faculty members on the committee, three of which shall serve on the Staff Development Advisory Committee.

### Program Review Committee

Reviewing the documents and procedures for Program Review, make recommendations to the Senate for change where appropriate, maintain copies of completed program reviews, maintain a schedule for program review, write and submit to the Senate an annual report on the recommendations of the reviewers.

Chair: Academic Senate appointed coordinator.
Membership: The academic senate appointed coordinator who convenes it, two Student Services non-instruction program managers or managers’ designees, two Administrative Services non-instruction program managers or managers’ designees, one Academic Dean, Dean of Institutional Effectiveness, and five faculty members appointed by the academic senate.

### Student Learning Outcomes Committee

Provide leadership to the development, implementation and assessment of SLO’s by course, program and institution. Provides leadership to Service Outcomes.

Co-Chairs: Presidentially appointed administrator and Faculty member appointed by Academic Senate President.
Membership: Campus constituent volunteers.

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**Additional Committees Required by the Faculty AFT Agreement**
## APPENDIX C

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<thead>
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<th>Committee</th>
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| Faculty Hiring Prioritization Committee | A college shall establish a faculty position hiring prioritization committee or equivalent under: 1) the auspices of its Academic Senate; or 2) its shared governance Committee with the consent of its Academic Senate to recommend hiring prioritization for tenure track faculty positions. | Chair: Faculty member appointed by the Academic Senate.  
Membership: This Committee shall have a minimum of three faculty members including AFT representation.                                                                                     |
| Work Environment Committee       | The WEC shall recommend policy and monitor all work environment matters including, but not limited to: grounds and facilities, parking, classroom conditions, allocation and conditions of faculty office space, air quality, temperature control, day and night lighting, VDT usage, health, sanitation and safety (including visible presence of sheriffs and adequate response rates to emergency situations), and progress toward the district’s sustainable building efforts and other “green” practices. To promote the goal of improving the quality of the work environment, the WEC shall develop recommendations regarding work environment issues and then seek to reach agreement with the administration so that the administration may implement these recommendations. Such recommendations shall be considered for implementation in the development of the annual college budget. The Work Environment Committee shall track its recommendations and report the results to the faculty. In addition to its other responsibilities, the WEC shall develop and recommend standards regarding the provision of faculty office space which shall be applicable when new buildings are designed for construction on campus or existing buildings are substantially renovated. | Co-Chairs: The College WEC shall be co-chaired by an Academic Senate appointee and a classified staff member. The co-chairs shall be elected by the committee.  
Membership: The committee shall include faculty members designated by the AFT Chapter President, administrators designated by the College President and other employees as designated by their contracts with the District. Faculty members shall comprise at least 50% of the whole committee. Faculty members shall also total at least twice the number of administrator members. |
## APPENDIX D

### SIX-YEAR PLANNING CYCLE CALENDAR

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<td>College Strategic Plan</td>
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<td>Technology Master Plan</td>
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<tr>
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<td>Program Review and Program Plans</td>
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- **Planning**
- **Implementation**
# APPENDIX E

## ANNUAL PLANNING CYCLE CALENDAR

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<thead>
<tr>
<th></th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
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<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructional Program Review and Program Plan</strong></td>
<td>1st week of Fall Semester</td>
<td>7th week</td>
<td>9th week</td>
<td>11th week</td>
<td>13th week</td>
<td>倡议者</td>
<td>部门主任</td>
<td>院长</td>
<td>VP, PR</td>
<td>学术委员会</td>
<td>魁北克</td>
<td>1st week of December</td>
</tr>
<tr>
<td><strong>Student Services Non-Instructional Program Review and Program Plan</strong></td>
<td>4th week of Fall Semester</td>
<td>9th week</td>
<td>11th week</td>
<td>13th week</td>
<td>倡议者</td>
<td>院长</td>
<td>VP, PR</td>
<td>学术委员会</td>
<td>1st week of December</td>
<td>1st week of February</td>
<td>1st week of March</td>
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</tr>
<tr>
<td><strong>Administrative Services Non-Instructional Program Review and Program Plan</strong></td>
<td>5th week of Fall Semester</td>
<td>11th week</td>
<td>13th week</td>
<td>倡议者</td>
<td>VP, PR</td>
<td>学术委员会</td>
<td>1st week of December</td>
<td>1st week of February</td>
<td>1st week of March</td>
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<tr>
<td><strong>Budget Prioritization and Approval</strong></td>
<td>1st week of December</td>
<td>1st week of February</td>
<td>1st week of March</td>
<td>Budget Comm Prioritizes Requests</td>
<td>College Council</td>
<td>President</td>
<td>LACCD District Office</td>
<td>1st week of December</td>
<td>1st week of February</td>
<td>1st week of March</td>
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<tr>
<td><strong>Integrated College Operational Plan</strong></td>
<td>1 Week before Fall Semester</td>
<td>Final Draft Developed at Planning Retreat</td>
<td>2nd week of February</td>
<td>1st week of March</td>
<td>OIE Develops first draft from Program Plans</td>
<td>SPC Reviews draft</td>
<td>LACCD District Office</td>
<td>1st week of December</td>
<td>1st week of February</td>
<td>1st week of March</td>
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