# Integrated Planning and Governance Handbook

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# Introduction

Effective participatory governance is essential to the vitality of an institution of higher education, for it requires more than just simply sharing in the decision-making processes. Rather, it requires active participation by all stakeholders in the dialogue that leads to sound decisions that improve the college for the benefit of its students.

While it is certainly true that California law and regulations require all stakeholders to participate in the governance of the community colleges, active participation in college governance is more than a legal right stated in AB 1725. It is recognized as a best practice to be followed, and in fact is a standard that colleges must meet for accreditation. It is true that the President makes the final decisions on recommendations brought forward from the College Council or Academic Senate. However, a President makes the best decisions when recommendations come forward that are born of thoughtful dialogue based on mutual trust and respect between all stakeholders and that that dialogue is rooted in sound evidence. If that is the case, then a President can accept recommendations with confidence that they represent the best way forward for the good of the institution and the benefit of its students. Participatory governance is our collective professional responsibility as faculty, administrators, staff, and students to work together actively and thoughtfully for the good of the institution.

## Integrated Planning at LACC

The goal of integrated planning is to produce, support, assess, and improve student learning. This handbook guides the institution towards sustainable and continuous quality improvement, as well as ensuring transparency by clearly defining and helping all campus constituencies understand the institution's key processes.

The purposes of this handbook are to:
- Describe how ongoing and systematic evaluation and planning allows us to meet our goals and mission
- Show how our structure and processes allow us to support, assess, and improve student learning
- Explain how our resources are allocated to support student learning
- Guide the campus in using data to support dialogue about processes and the improvement of institutional effectiveness

## Revision

In spring 2021 the College Council requested that the Integrated Planning and Governance Handbook be revised to reflect approved changes to the governance structure that are intended to help the college achieve the activities and objectives of the new Educational and Strategic Master Plan. The Integrated Planning and Governance Handbook (2021) is based on the Integrated Planning and Governance Handbook originally approved in 2015.

## Approval

The Integrated Planning and Governance Handbook is approved by mutual agreement between the Academic Senate of Los Angeles City College and the President of Los Angeles City College, in consultation with the AFT Local 1521 Los Angeles Faculty Guild; the AFT Local 1521A College Staff Guild; SEIU Local 99 Los Angeles/City and County School Employees Union; SEIU Local 721 Supervisory Employees Union, Los Angeles/Orange Counties Building and Construction Trades Council; and the California Teamsters Local 911 Public, Professional and Medical Employees Union.

*Mary Gallagher*
Mary Gallagher (Mar 14, 2022 16:47 PDT)                           Mar 14, 2022

Mary Gallagher, President                                        Date
Los Angeles City College

Mickey Hong, President                                           **12/10/2021**
Los Angeles City College Academic Senate                         Date

Christine Park, Chapter President                                **12/10/2021**
AFT Local 1521 Los Angeles College Faculty Guild                 Date

*Natalie Embrey*                                                 12/15/2021
Natalie Embrey, Chapter Chair                                    Date
AFT Local 1521A College Staff Guild

Esther Sunday, Shop Steward                                      1/31/22
SEIU Local 721 Supervisory Employees Union                       Date

Ismael A Villanueva (Mar 10, 2022 14:28 PST)                     Mar 10, 2022

Ismael Villanueva, Shop Steward                                  Date
SEIU Local 99 Los Angeles City and County School Employees Union

*Michael Sundy*
Michael Sundy (Mar 11, 2022 07:04 PST)                           Mar 11, 2022

Mike Sundy, General Foreman                                      Date
Los Angeles/Orange Counties Building and Construction Trades Council

Armando Rivera-Figueroa, Union Representative                    **12/10/2021**
California Teamsters Local 911 Public, Professional and Medical Employees Union   Date

Stefanie Stone (Mar 14, 2022 15:03 PDT)                          Mar 14, 2022

Stefanie Stone, President                                        Date
Los Angeles City College Associated Student Government

# Mission Statement

*Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.*

**Assessment and Revision of the Mission Statement**

The mission statement describes LACC's broad educational purposes, intended student population, the types of degrees and other credentials offered, and our commitment to student learning and student achievement. The mission statement also guides the college's Educational and Strategic Master Plan (ESMP) goals and objectives, which inform campus planning and decision-making.

The mission statement is reviewed and revised prior to the writing of each ESMP. During this review and revision, key constituents meet to ensure that the mission statement remains relevant to student learning, that it continues to address the needs of our student population, and that it aligns with the District mission and strategic plan. For example, as part of the preparation for the writing of the new ESMP, the mission statement was revised in Fall 2019 to include specific language about the types of degrees and certificates offered.

Assessment and revision of the mission statement occurs in the Strategic Planning Taskforce prior to the writing of the new ESMP. Any proposed changes must be approved by the Academic Senate, College Council, and the LACCD Board of Trustees.

# Educational and Strategic Master Plan (ESMP)

The Educational and Strategic Master Plan (ESMP) describes the goals and objectives that have a direct impact on student learning, achievement, and success.

## Assessment and Revision of the ESMP

The ESMP is assessed annually and revised periodically.

The Strategic Planning Taskforce reviews data to aid in the development of the plan, including:
- Summary report of previous ESMP, including objectives met, action plans completed, and outcomes
- Performance measures (Vision for Success, District, college targets) since the writing of the previous ESMP

The Strategic Planning Taskforce submits the new ESMP to the Academic Senate and College Council, leading to the approval by the College President and the Board of Trustees.

## Annual Priorities

The College Council, using program review outcomes from the previous year, defines annual priorities for the college. Resource requests are prioritized, in part, on these annual priorities.

## Supporting Documents

The Educational and Strategic Master Plan (ESMP) aligns with the California Community Colleges and Los Angeles Community College District strategic plans:

| California Community Colleges | Vision for Success, Strong Workforce Guided Pathways, Student Equity and Achievement | |
|---|---|---|
| Los Angeles Community College District | Access to Educational opportunities Premier learning environments Student success and equity | Organizational Effectiveness Fiscal Integrity |
| LACC | Goal 1: Clarify the path for students Goal 2: Help students enter the path Goal 3: Keep students on the path Goal 4: Ensure students are learning | Goal 5: Use resources effectively |

Campus planning supports the college in achieving ESMP goals. The Integrated Planning Handbook defines the institution's key processes, with supporting documents describing more specific processes.

| Student Access and Success | Resources | Organizational Effectiveness |
|---|---|---|
| Student equity and achievement strategies<br><br>Career education regional priorities and goals<br><br>Academic Plan | Facilities Plan<br><br>Budget strategies<br><br>IT Plan<br><br>Staff Development Plan<br><br>Human Resources Plan | Guided Pathways Scale of Adoption Assessment<br><br>Integrated Planning and Governance Handbook<br><br>New Employee Handbook<br><br>Program Review processes<br><br>Online Education Handbook<br><br>Curriculum Handbook |

Both college-wide and local unit planning help the campus meet its ESMP goals and mission.

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ESMP Goals and College Mission
*Assessed by the College Council*
↓
ESMP Objectives
*Assessed by oversight committees*
↓
ESMP Subobjectives
*Assessed by oversight teams*
↓
Program Review Action Plans and Learning Outcomes Planning
*Assessed through Annual/Comprehensive Program Review and Learning Outcomes Assessments*

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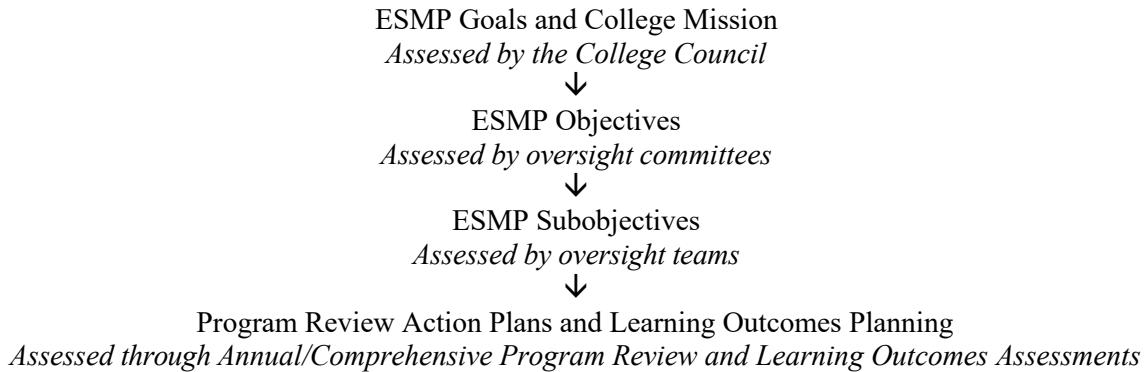
# Participatory Governance

At LACC, all campus constituencies (administration, classified staff, faculty, and students) work collaboratively and collegially. Through participatory governance, established by the passage of California Assembly Bill 1725 in 1989, constituencies make recommendations to the college president through the college governance structure. Participatory governance policies are stipulated in LACCD Board Rules. The Board of Trustees recognizes the academic senate's role in faculty government and establishing for procedures for participation in setting policies on academic and professional matters, with the primary function of the academic senate being to make recommendations to the administration of the college and the Board (LACCD Board Rules, Chapter XVIII, Article 1). The Board recognizes the role that students have in formulating and developing college policies and procedures that have a significant effect on students (LACCD Board Rules, Chapter XVIII, Article 2). Policies are implemented through a cyclical process, with recommendations developed and approved in committees, implemented, and assessed and revised as necessary. This integrated planning cycle allows a network of stakeholders to share in the creation and revision of policies, resulting in continuous quality improvement. Campus stakeholders are relied upon for their expertise, with the college president making the final decision on all recommendations regarding campus-wide policies and procedures.

**Definition of Committees.** Each committee has an operating agreement that defines roles and responsibilities, outlines the reporting structure, and describes how the committee assesses its work towards continuous quality improvement of the institution. Operating agreements are posted online and updated periodically as identified in the agreement itself, with any changes approved by the College Council or Academic Senate as appropriate.

**Membership of Committees.** Participatory governance at LACC is a process that focuses on collaboration and ensures that all campus constituencies have a voice. The College Council, for example, has membership from all key campus stakeholders: faculty, administration, staff, and students. This composition supports institution-wide dialogue and allows all campus personnel to participate in decision-making processes. Furthermore, while the Academic Senate membership is strictly faculty, its committees include membership from all stakeholders. All full-time faculty members are required to serve on at least one committee or equivalent (LACCD & AFT Agreement, Article 32.II).

**Recommendations for Change.** All individuals at the campus can bring forward recommendations or ideas for change. Individuals can present their ideas to their immediate supervisor, who in turn can take the idea to their supervisor. Recommendations can be made directly at open committee meetings or through constituency representatives. Faculty and staff also contribute to change by participating in program review. Recommendations to improve any aspect of the college can be made through LACC's Suggestion Box page: lacitycollege.edu/Utilities/Web/Suggestion-Box

**Implementation of Plans, Policies, and Key Considerations.** The participatory governance structure is designed so that institutional plans, policies, and other key considerations are acted upon in a timely manner.

- The College Council submits formal written recommendations on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement to the college President. If the recommendation is accepted, the President signs and returns the form at the next meeting. If the recommendation is rejected, the President provides a written response at the next meeting. The outcome is noted in the minutes (standing agenda item of "status of previous recommendations"), is shared with the chair of the committee that originated the recommendation, and the recommendation is posted online by the College Council co-chairs.
- The Academic Senate submits formal written recommendations on academic and professional matters
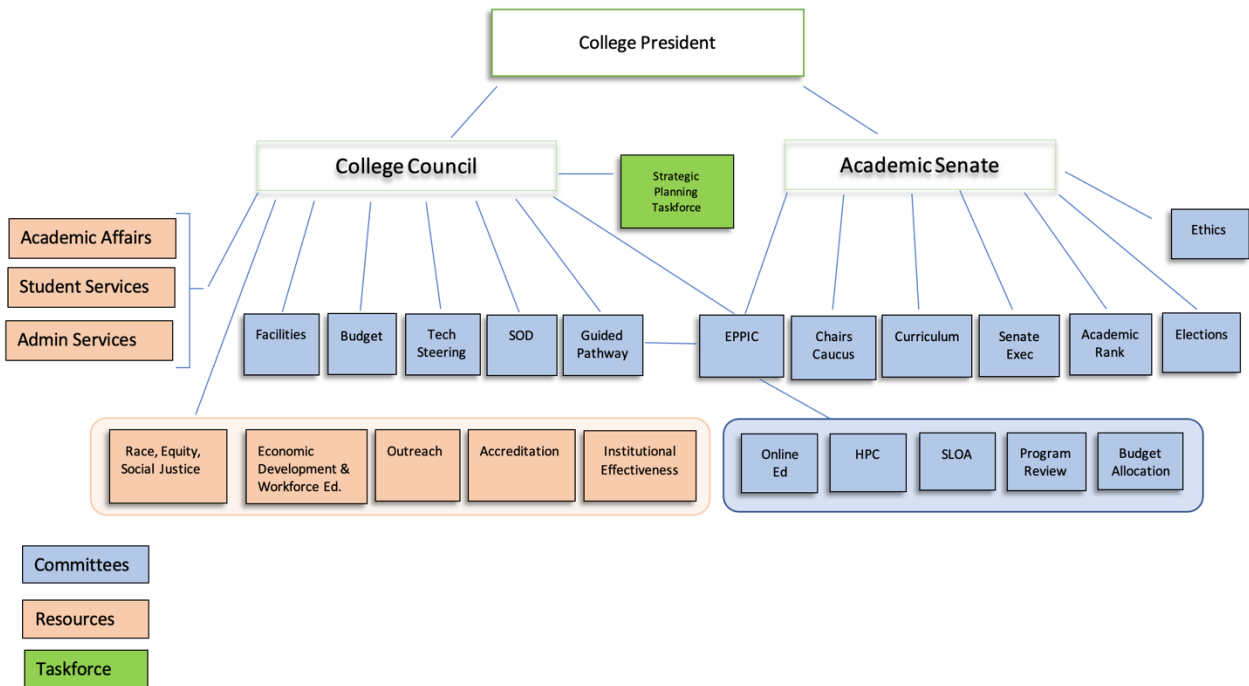
to the college President. The college President can approve, approve with modifications, or reject a resolution. If modified or rejected, the President provides a written explanation to the Academic Senate per Title 5 section 53203. The outcome is noted in the minutes (standing agenda item of "status of previous recommendations"), is shared with the chair of the committee that originated the recommendation, and the recommendation is posted online by the Academic Senate President.

## College Committees

| COLLEGE COUNCIL AND STANDING COMMITTEES | |
|---|---|
| **COLLEGE COUNCIL** | Makes recommendations to the college President on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement. The College Council makes recommendations to the College President on college-wide process and policy implementation matters, including approval of the Integrated Strategic Plan, the college's annual planning goals, college-wide budget priorities, facilities policies, and other policies that do not involve academic and professional matters. It is also responsible for assuring the continuous assessment and improvement of all major college planning and decision-making process, including accreditation review and reporting. Student learning and success is central to its function. |
| Staff and Organizational Development | Oversees the campus professional development program (Title 5, Section 55720), which offers faculty and staff opportunities to participate in activities that enhance institutional effectiveness practices and promote engagement by all employee groups. |
| Technology Steering Committee | Plans and coordinates the application of technology to the execution of the College's mission and Educational and Strategic Master Plan. Serves as a resource on technology-related issues for all divisions, units, and programs. Serves as the advisory committee to the Information Technology department. Reviews and makes recommendations towards the implementation of the Technology Resources Master Plan. |
| Facilities Planning Committee | A committee of the College Council responsible for the:<br>• Review of, and recommendation of revisions to, the college Facilities Master Plan.<br>• Review of, and making recommendations on, campus scheduled maintenance and all capital construction projects.<br>• Review of updates and revisions to all capital construction projects, and providing recommendations on proposed capital construction changes to the College Council.<br>• Review and recommending updates and/or changes to the campus landscape plan.<br>• Review and recommending revisions to facilities usage policies.<br>• Review, research, and providing recommendations on facility matters related to emergency planning, disaster preparedness, and safety<br>• Any functions of the retired Bond Steering Committee that are not explicitly listed above. |
| Budget Committee | Makes recommendations to the College Council on college-wide budget allocations in alignment with institutional priorities. Also makes recommendations on budget augmentations and reductions during a given fiscal year. |
| Guided Pathways Committee | Oversees the college's guided pathways efforts. The committee reports to the College Council on all matters and to EPPIC on academic and professional matters. The Guided Pathways committee creates and tracks implementation of the activities that support the Educational and Strategic Master Plan (ESMP). The committee coordinates and communicates with oversight committees and works with the Vice Presidents to ensure objectives of the ESMP are being met. |
| Strategic Planning Taskforce | Meets periodically to review the mission, close out the Educational and Strategic Master Plan, and write the new Educational and Strategic Master Plan. |

| ACADEMIC SENATE AND STANDING GOVERNANCE COMMITTEES | |
|---|---|
| **ACADEMIC SENATE** | The governing body of the Los Angeles City College Faculty Association. In accordance with section 53200 of Title 5 of the California Code of Regulations, the Academic Senate bears responsibility for recommendingpolicies and standards to the college President on academic and professional matters. |
| Chairs Caucus | Meets to consider and make recommendations to the Academic Senate based on Department Chairs' concerns. |
| Curriculum | Responsible for the approval of new courses/programs and revisions to existing courses/programs. |
| Senate Executive | Includes the Senate officers, the Chair of Chairs, the EPPIC Chair, and the past Senate president. This body is responsible for oversight of Senate operations and for reviewing and providing direction, as needed, on policyrecommendations brought forward from Senate committees. The Executive Committee participates in consultation meetings with the Senior Staff. |
| Educational Policies and Program Integrity Committee (EPPIC) | Makes recommendations, as appropriate, to the Academic Senate and College Council on unit and program level analysis and input into the planning system. This committee is charged with ensuring the quality of student learning and promoting student success at the department, program, and unit levels. This committee oversees the entire program review process, reviews all of the results of program reviews from all areas of the campus (Academic Affairs, Student Services and Administrative Services), and ensures that all improvement plans, and recommendations align with the college's core purpose of providing quality student learning and promoting student success. Provides unit level analysis and input for the comprehensive strategic planning cycle. It also provides accountability to ensure that department, program, and unit level goals and objectives, in alignment with the Educational and Strategic Master Plan, are implemented. |
| Professional Ethics | Makes policy recommendations to the General Session in relation to all matters of professional conduct of all LACC faculty, to consider cases of faculty misconduct and violations of academic freedom, and to address anyissues related to faculty and student relationships as they arise. |
| Program Review and Effectiveness (PRE) | This subcommittee of the Academic Senate Educational Policies and Program Integrity Committee (EPPIC) designs, organizes, and implements the program review process for all campus programs. |
| SLO and Assessment (SLO&A) | The purpose of the committee is to review, analyze, and evaluate all campus assessment activities for academicprograms, student support services, administrative service areas, and the library. It also makes evidence-drivenrecommendations on how to improve assessment activities across the campus. In addition, the committee delivers a campus-wide assessment of student learning needs and makes recommendations on the use of assessment results to improve student learning. |
| Hiring Prioritization Committee (HPC) | Ensures that: <br>• Probationary positions are filled in a manner that is consistent with the AFT/LACCD Contract (Article 33), the College's mission and the goals established in the ESMP and program review <br>• Probationary positions are allocated in response to student demand as documented by the program review process. <br>• The prioritization process is conducted in a fair and thoughtful manner. <br>• The selection processes for approved new faculty are initiated in a timely manner to generate diverse pools of highly qualified candidates. |
| Online Education | Makes recommendations to EPPIC on academic and professional standards related to online education, including certifying faculty in the use of college-approved distance education platforms; recommending policies on preparing faculty for teaching in the online education mode; and ensuring accreditation standards regarding online education programs are maintained. |

## Committees and Reporting Structure

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                              ┌─────────────────────┐
                              │  College President  │
                              └─────────────────────┘
                    ┌──────────────────┐        ┌──────────────────┐
                    │  College Council │        │  Academic Senate │
                    └──────────────────┘        └──────────────────┘
                         Strategic                              Ethics
                         Planning
                         Taskforce

  Academic Affairs
  Student Services
  Admin Services     Facilities  Budget  Tech    SOD  Guided    EPPIC  Chairs  Curriculum  Senate  Academic  Elections
                                          Steering     Pathway          Caucus              Exec    Rank

            Race, Equity,   Economic        Outreach  Accreditation  Institutional    Online  HPC  SLOA  Program  Budget
            Social Justice  Development &                            Effectiveness    Ed                 Review   Allocation
                            Workforce Ed.
```

**Committees**

**Resources**

**Taskforce**

## Committee Chair Responsibilities

Operational duties and responsibilities of committee chairs include scheduling dates, times, and location for meetings; building each meeting's agenda; collecting relevant documents in advance of the meeting; distributing agenda, relevant documents, and previous meeting minutes in advance of the meeting; officiating and conducting meetings; overseeing the completion of the Committee Annual Assessment Form each year; and collecting and posting online the data/evidence that supports the campus accreditation efforts towardsthe standards identified in the operating agreement.

## Constituency Roles and Responsibilities

Administration, classified staff, faculty, and students participate in campus decision-making processes. Participants in participatory governance bring forward ideas from their constituencies and work together on policy and planning.

### Faculty

Departments create their own approaches to day-to-day operational processes. The most recent LACCD & AFT Collective Bargaining Agreement establishes the process and policies on such items as work environment, calendars, class size, assignments, evaluation, professional growth, and hiring.

**Participatory Governance**. The Academic Senate is responsible for the formal recommendations regarding academic and professional matters (California Education Code §70902(b)(7), California Code of Regulations Title 5, §53200, and LACCD Board Rules Chapter XVIII, Article 1). The Academic Senate Executive Committee consists of the elected Senate officers (president, vice president, and treasurer), the Senate president appointees (secretary, parliamentarian, and chair of EPPIC), chair of the chairs, and immediate past president of the Senate. Academic Senate meetings are open, and all faculty members are encouraged to communicate regularly with their representatives and to participate in Senate sponsored events, activities, and meetings. Senate agendas and minutes are posted on the BoardDocs website. The Senate president is also responsible for appointing faculty to all college standing committees, ad hoc committees, and task forces that involve academic and professional matters, as stated in Title 5 and the most recent LACCD & AFT Collective Bargaining Agreement. Faculty representatives gather and disseminate information from these meetings and collect feedback from their peers. The Senate provides input into the planning and program review process through its EPPIC, PRE, SLO&A, and Online Education committees, and its appointments to other participatory governance committees. The Senate President meets regularly with senior staff to discuss faculty concerns. A Collegial Consultation Agreement between the Academic Senate and President of Los Angeles City College details how the Academic Senate makes recommendations to the President on academic and professional matters.

**Collective Bargaining.** The AFT Faculty Guild 1521 is the collective bargaining representative for all LACC faculty members. The AFT Faculty Guild chapter president appoints representatives to all college standing committees, ad hoc committees, and task forces, as stated in Title 5 and the most recent LACCD & AFT Collective Bargaining Agreement.

### Classified Staff

Classified staff members collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, personnel, and the college. Staff members participate in decision-making by serving on college standing committees, ad hoc committees, and task forces by their respective collective bargaining units as stated in in California Education Code §70902(b)(7) and Title 5 §51023.5.

**Participatory Governance.** Classified staff representatives gather and disseminate information from these meetings and collect feedback from their peers.

**Collective Bargaining.** Classified staff are represented by collective bargaining units: Classified SIEU-Local 99, AFT Classified Staff Guild 1521A, Supervisory Employees Local 721, Building and Construction Trades. Classified staff are appointed to college standing committees, ad hoc committees, and task forces

by their respective collective bargaining units as stated in Ed Code and Title 5.

## Administration

Administrators are responsible for seeking faculty, staff, and student input to improve programs and services, and to work with their direct supervisors and appropriate committees to represent the ideas and issues of their areas. Administrators serve on college standing committees, ad hoc committees, and task forces as appointed by the college president. Inter-Departmental Work Group (IDWG) Deans meet with the Vice President of Academic Affairs to solve problems and discuss operational issues. Senior staff meets weekly and includes the President and all the Vice Presidents. The Vice President of Student Services chairs the Student Services Council to problem solve and discuss operational issues. The Vice President of Administrative Services chairs the Administrative Services Council to problem solve and discuss operational issues.

**Participatory Governance.** Administrators are appointed by the college President to serve on a variety of LACC and District standing committees, ad hoc committees, and task forces. Administrative representatives gather and disseminate information from these meetings and collect feedback from their peers.

**Collective Bargaining.** The Teamsters Local 911 represents the Deans. The union appoints representatives to serve on college standing committees, ad hoc committees, and task forces as specified in committee operating agreements.

<div align="center">LACC Unions</div>

| SEIU-Local 99 | AFT Faculty Guild 1521 |
|---|---|
| Teamsters Local 911 | AFT Classified Staff Guide 1521A |
| Supervisory Employees Local 721 | Building and Construction Trades |

## College President

The President has primary responsibility for the quality of the college teaching and learning environment. The President provides leadership in planning, organizing, implementing procedures and policies, controlling budgeting and expenditures, selecting and developing personnel, and assessing institutional effectiveness. The President also informs college communities about the philosophy, functions, activities, organizational programs, and events of the campus (LACCD Board Rules, Chapter II, Article 3).

**Participatory Governance.** The President receives and considers for approval formal written recommendations from the College Council on resource allocation, operational decision-making, and institution-wide quality assurance and process improvement, as well as from the Academic Senate on academic and professional matters. The President holds regular meetings with the senior staff (Vice Presidents) and the management team (deans and classified management), and regularly consults with leadership from the Academic Senate, AFT Faculty Guild 1521, and classified staff collective bargaining units.

## Associated Student Government

The Associated Student Government (ASG), overseen and advised by the Associate Dean of Student Life, is responsible for representing all students to the college President, Academic Senate, and college standing

committees (California Code 70902(b)(7), and California Code of Regulations Title 5 Section 51023.7). The ASG appoints eligible students to serve on college standing committees as specified in committee operating agreements. Thus, students participate in the formulation and development of college policies and procedures that have or will have a "significant effect on students" (LACCD Board Rule XVIII, Article 2). Each LACC student has specific rights and responsibilities as a student enrolled in the college; these are listed in the college catalog. All students are encouraged to vote in student elections, participate in student clubs, and voice their opinions through college surveys about student satisfaction with the college specific departments and services.

**Participatory Governance.** Students participate in decision-making processes in a variety of ways. The ASG meets regularly and appoints student representatives to standing committees as specified in the committee operating agreements. Students gather and disseminate information from these meetings and collect feedback from their student peers.

# Integrated Planning Cycle

LACC's mission and strategic planning is aligned with the District mission and strategic plan. LACC accomplishes its mission by implementing action items to support the goals and objectives of its Educational and Strategic Master Plan (ESMP). The ESMP guides all other college plans, strategies, and learning outcomes, and forms the basis for the program review process. The process of continuous quality improvement is achieved through the stages of the integrated planning cycle.
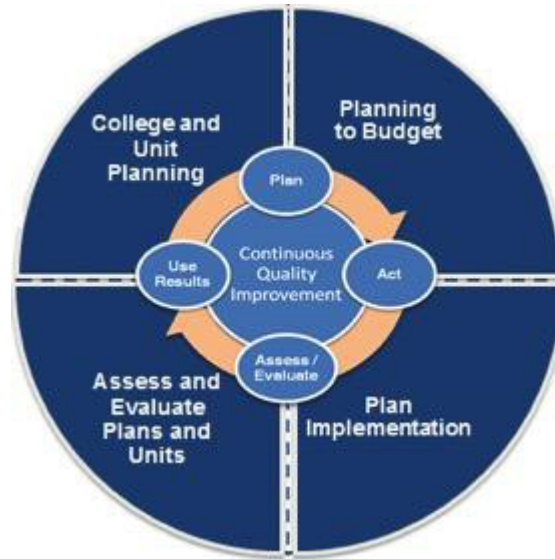


### Assessment, Evaluation, and Planning

In these stages, college-wide and unit assessment, evaluation, and planning takes place. In the College Review, committees assess and evaluate college plans and strategies using data collected from internal program reviews and external scans. They "close the loop" by using the results of the assessment and evaluation to update college plans and create annual priorities. Through Program Review, units assess and evaluate their action plans using data collected from the results of comprehensive program review, annual program reviews, ESMP priorities, and learning/service outcome assessments and close the loop by using the results for further planning and to develop supporting resource requests. Committees and units are provided with updated data annually.

### Planning to Budget

This stage includes the prioritizing and allocating of resources towards the implementation of the ESMP.

### Plan Implementation

In this stage, units implement their action plans using allocated resources, and committees with oversight of ESMP objectives implement their strategies. At the start of each cycle, the Strategic Planning Taskforce, in collaboration with the Vice Presidents, provides campus-wide training on the integrated planning process.

District Mission

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LACC Mission

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Educational and Strategic Master Plan

**College level:** Update college plans and create annual priorities based on assessment and evaluation at college and unit level. Submit supporting resource requests.

**Unit level:** Use outcomes assessment and evaluation to update or create new action plans. Submit supporting resource requests.

**College level:** Budget prioritization leading to allocation of resources.

**PROGRAM REVIEW**

College and Unit Planning

Planning to Budget

Plan

Use Results

Continuous Quality Improvement

Act

Assess / Evaluate

Assess and Evaluate Plans and Units

Plan Implementation

**College level:** Assessment of ESMP measures and progress reports on all college plans.

**Unit level:** Outcomes assessment and evaluation of action plans.

**College level:** Committees with oversight of ESMP objectives monitor progress.

**Unit level:** Implement action plans using allocated resources.

**Processes within the Integrated Planning Cycle**
*See Appendix for process maps*

## Assessment, Evaluation, and Planning

In these stages, assessment, evaluation, and planning occur at the college and unit levels. At the unit level, assessment, evaluation, and planning comprise the "program review" process.

## I. College Review

### 1. Assess and Evaluate College Plans and Strategies

Assessment is the compiling and analysis of data, resulting in a status report. Evaluation is a review of data as it relates to targets and measures, resulting in recommendations for improvement.

| | |
|---|---|
| **Process** | Review of ESMP and supporting plans<br>• Committees and subcommittees with responsibility for ESMP objectives periodically review the action plan tracking tool and provide progress reports to the Guided Pathways Committee (ongoing)<br>• Committees and subcommittees with appropriate oversight of supporting plans and strategies assess and evaluate progress at each meeting. A summary is included in the annual assessment at the end of the spring semester.<br>• Guided Pathways Committee provides monthly reports to the Academic Senate and College Council and shares an ESMP annual progress report with those committees at the end of the spring semester. |
| **Anticipated Change / Results** | Report on college progress towards ESMP goals, improvements that resulted from outcome assessments, responses to internal and external recommendations, responses to college external/programmatic requirements, and how allocated resources resulted in improved outcomes |
| **Responsibility** | Committees and subcommittees with responsibility for ESMP objectives; College Council |
| **Evidence Used** | Outcome assessments, ESMP measures, unit level program review data, committee annual assessments |

### 2. Use Results: College Planning

At the college-wide level, the mission, ESMP, and supporting plans are revised in response to ESMP and program review data. In addition, committees with oversight of ESMP goals and objectives provide or revise institutional actions or strategies based on data analysis and identify resource needs with anticipated costs.

| | Mission | Educational and Strategic Master Plan | Annual Priorities | Supporting Plans and Strategies |
|---|---|---|---|---|
| **Process** | Revised every six years (Spring). See above for assessment and revision process. | Every six years, the Strategic Planning Taskforce closes out the existing ESMP and uses an analysis of data to write new goals and objectives | Each year, the College Council uses the ESMP annual progress report to prioritize annual goals and objectives for the | Governance committees with appropriate oversight of ESMP objectives update plans/strategies to support those |

| | | | | |
|---|---|---|---|---|
| | | (Spring). See above for assessment and revision process. | following academic year (Spring) | objectives, as necessary (Spring), including resources needed with anticipated associated costs. |
| **Anticipated Change/ Results** | A mission statement that defines our commitment to student learning, is appropriate for our constituency, and is adopted and published | An ESMP that aligns with the District strategic plan, allows the college to meet its mission by responding to changing external realities, and is adopted and published | Annual priorities that reflect the institution's commitment to facing immediate internal and external challenges | Updated plans/strategies that help the college achieve the goals and objectives of the ESMP |
| **Responsibility** | Strategic Planning Taskforce | Strategic Planning Taskforce | College Council | Committees with assigned oversight of ESMP objective, using the ESMP tracking tool |
| **Evidence Used** | Internal scans: Including college profiles, ESMP results and analysis, external scorecards, District Strategic Plan, District and LACC surveys, program review results, planning and budget summaries, and other improvement plans  External scans: Including demographic trends (service area, state, national), labor market analyses (including short-term and long-term trends), educational/pedagogy trends, advisory committee reports | | | |

## II. Unit Review: Comprehensive Program Review

### A. Timeline

As the ESMP is adopted every three years, comprehensive program review in year one will be followed by annual updates.

| | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Term** | **Fall** | **Spring** | **Summer** | **Fall** | **Spring** | **Summer** | **Fall** | **Spring** | **Summer** |
| **Program Review** | Comprehensive | Validation | | Annual Update | Validation | | Annual Update | Validation | |
| **Resources** | Requested | Sourced | Allocated | Requested | Sourced | Allocated | Requested | Sourced | Allocated |

The cycle begins again in 2023-24 with a comprehensive program review to align with the new Educational and Strategic Master Plan 2023-26.

**B. Process**

As part of comprehensive program review, units review student outcomes data since the previous comprehensive program review, report on outcomes, close out all action plans, and develop new action plans to align with the new ESMP.

At the start of comprehensive program review in Fall, PRE and EPPIC revise the comprehensive program review templates as needed and determine the data sources to be used. All revisions are approved by the Academic Senate.

Assessment and evaluation (Fall)
- Review data demonstrating implementation and outcomes from previous action plans as aligned with the ESMP
- Review unit mission, SLO assessment timeline, curriculum update timeline, SWOC, analysis of trends and industry standards, external/programmatic requirements, and long-term needs, among other areas
- Review progress made on recommendations from previous comprehensive and annual program reviews

Use the results (Fall)
- Create new action plans and resource requests to support the new ESMP and other college plans, as well as respond to recommendations from previous comprehensive and annual program reviews.

Validation (Spring)
- Deans and managers use rubrics to provide initial validations and draft summary reports for units, which are shared and reviewed with the respective Vice President.
- Validation teams under the auspices of EPPIC use rubrics to review each unit's comprehensive program review in its entirety. Deans analyze their IDWGs and the Vice Presidents analyze their divisions.
- EPPIC writes a summary report with recommendations and commendations to the unit.
- Final reports are forwarded to EPPIC for review, which then forwards them to the Academic Senate (which validates that the program review process was followed) for final recommendation to the College President.

See Appendix D for process map.

**III. Unit Review: Annual Updates**

As part of the annual updates to program review, units analyze the outcomes of their comprehensive program review action planning and revise action plans or create new action plans as necessary to support the ESMP.

Assessment and evaluation (Fall)
- Review data demonstrating implementation and outcomes from previous action plans as aligned with the ESMP, including utilization of resources.
- Review progress made on recommendations from previous comprehensive and annual program reviews.

Use the results (Fall)
- Create new action plans and resource requests to support the new ESMP and other college plans.

Validation (Spring)

- Deans and managers use approved rubrics to validate the annual updates, which are shared and reviewed with the respective Vice President.
- EPPIC ensures the validation is complete, writes a summary, and forwards a recommendation to the Academic Senate (which validates that the program review process was followed) for final recommendation to the President.

See Appendix D for process map.

## IV. Alignment of Unit and College Planning

| Activity | Responsibility | Outcomes | Timeline |
|---|---|---|---|
| **Annual data update** | OIE, based on recommendations from EPPIC | Updated data (measures) on campus priorities to be used for: (a) annual program review and (b) ESMP oversight committees to consider recommendations for action at the campus level | Data compiled in Summer; shared with ESMP oversight committees in Fall; used for program review in mid Fall |
| **Annual program review** | Units | Updated plans, status report on existing plans, additional resource requests | Mid Fall |
| **Compiling annual program review results** | EPPIC | EPPIC writes a summary report with list of plans and ESMP alignment | Late Fall |
| **Using annual program review results** | a. ESMP oversight committees (at the campus level) b. EPPIC (at the unit level) | Use of the (a) EPPIC summary report and (b) annual data update for: ESMP oversight committees to consider recommendations for action at the campus level EPPIC to consider recommendations for action (to the Academic Senate) at the unit level (oversight committee progress is documented using the online ESMP Update Form) | Spring |
| **Assessment of ESMP tracking tool** | ESMP oversight committees | ESMP oversight committees provide reports to their appropriate 'parent' committee on the status of achievement of ESMP goals (progress is documented on the online ESMP tracking tool) | Spring |
| **ESMP summary report** | Guided Pathways Committee | Summary of updates towards achievement of all ESMP goals, to be shared with EPPIC to inform the next program review cycle | Spring |
| **Resource request prioritization** | Budget prioritization committees; Budget Committee | Prioritized resource requests based on program review | Spring |

## Planning to Budget

This stage includes the prioritizing and allocating of resources towards the implementation of the Educational and Strategic Master Plan. Resources are allocated based on how well action plans help the campus implement the ESMP.

Units may submit resource requests to support their action plans validated through the program review process. Units that do not satisfactorily complete their program reviews (comprehensive and annual) as determined through the validation process, may be ineligible for additional resources beyond the operating budgets necessary for these units to function.

The College uses the program review process to allocate resources in three areas:
1. Staffing (fulltime faculty and classified supervisors)
2. Budget augmentation (increase in current budget)
3. Equipment, facilities, and technology

See Appendix D for process map.

### 1. Staffing

**a. Probationary faculty.** The process for prioritizing probationary faculty position requests ensures that hiring decisions are consistent with the AFT/LACCD Contract (Article 33) and support the college's mission and Educational and Strategic Master Plan goals. Probationary position requests are allocated based on college need and mandated program requirements as documented by the program review process. The probationary faculty position prioritization process is assessed by the Hiring Prioritization Committee (HPC). Departments submit Probationary Position Requests to the HPC, the HPC prioritizes the requests, the HPC presents a prioritized list to EPPIC, and EPPIC presents the list to the Academic Senate to approve as a formal recommendation to the College President. The HPC process is explained in the Faculty Hiring Prioritization Policy.

**b. Classified supervisors.** Requests for classified supervisors are sent directly to the College President for consideration.

### 2. Budget Augmentation

Requests for augmentation of existing budgets are prioritized by department chairs and deans within each IDWG, and by unit managers and area administrators in student services and administrative services. The three Vice President then create a single prioritized list, maintaining the relative positions of the IDWG/area prioritizations. The prioritized list is submitted to the Budget Committee for allocation based on available funding. Suggested budget augmentations are submitted to the College Council to approve as a formal recommendation to the College President.

### 3. Equipment, facilities, and technology

Requests for one-time costs (equipment, facilities, and technology) are prioritized by department chairs and deans within each IDWG, and by unit managers and area administrators in student services and administrative services. The three Vice President then create a single prioritized list, maintaining the relative positions of the IDWG/area prioritizations.

If funding can be identified, the request is sent directly to the College President for consideration.

If funding is not identified, the prioritized list of unfunded requests is sent to EPPIC for consideration, which submits the list to the Academic Senate for approval. The three Vice Presidents work with area administrators to determine funding sources; if funding can be identified, the requests are submitted to the College Council to approve as a formal recommendation to the College President.

## Plan Implementation

In the "act" stage, units are responsible for implementing their action plans using their allocated resources, with oversight provided by deans and managers. Committees and teams with oversight of ESMP objectives monitor progress towards completion of supporting plans and strategies.

## The Integrated Planning Cycle

| Activity/Task | Responsible Unit | Timeline | Results |
|---|---|---|---|
| **COLLEGE PROGRAM REVIEW AND PLANNING** | | | |
| Analysis of progress towards ESMP and college plans | Guided Pathways Committee | Ongoing | Review of ESMP accomplishments leading to continued planning |
| Review mission (6 years) | Strategic Planning Taskforce | Spring | A mission statement that defines the college3's commitment to student learning, is appropriate for its constituency, and is adopted and published |
| Close-out existing ESMP (6 years) | Strategic Planning Taskforce | Spring | An ESMP that aligns with the District strategic plan, allows the college to meet its mission by responding to changing external realities, and is adopted and published |
| Write new ESMP (6 years) | Strategic Planning Taskforce | Spring | |
| Determine annual ESMP priorities | College Council | Spring | Annual priorities that reflect the institution's commitment to facing immediate internal and external challenges |
| Update college plans | By committee | Spring | Updated plans that help the college achieve the goals and objectives of the ESMP |
| Committee annual assessments | All committees | Spring | Review of committee accomplishments leading to continued planning |
| **UNIT PROGRAM REVIEW** | | | |
| SLO assessments [*units complete SLO assessments prior to starting program review*] | SLO&A | Ongoing | Improvement plans for courses, programs, and institution |
| Updated program review templates | PRE/EPPIC | End of Summer | Updated annual program review templates, including resource request form, questions and data needed for annual program review update for all units |
| OIE runs data from previous year (based on when District closes their reports) | OIE | Fall | Updated data to be used for program review and planning |
| Data collection from 3-part online Admin Services surveys | Admin Services | Fall | SUOs for planning |
| Program review training | PRE/OIE for Acad Aff, Stud Serv, Adm Serv | Fall | Familiarity with program review and planning processes |
| Dean/Manager validation training | PRE/OIE | Fall | |
| Units complete annual program review | All units | Spring | (a) Review of progress towards implementation of improvement plans, (b) new or revised improvement plans in support of the ESMP, (c) determine if all programs are meeting college standards, (d) progress towards meeting targets |
| Validation of the above by Deans/managers, who meet with unit head to address any areas of concern | Deans/ managers | | Validated annual program reviews |
| EPPIC Summary Report written and shared with committees with oversight over ESMP goals, Academic Senate, College Council | EPPIC | Spring | Annual Program Review Summary Report approved within the Spring semester |
| **FACULTY HIRING** | | | |
| HPC assessment of processes | HPC | Spring | A prioritized probationary faculty hiring list based on ESMP priorities |
| Departments write Probationary Position Requests | Departments | Summer | |
| Deadline for submitting Probationary Position Requests | Departments | Summer/Fall | |
| HPC prioritization of requests | HPC | Fall | |
| Academic Senate review of prioritized list | Academic Senate | Fall | |
| **OPERATING BUDGETS** | | | |
| Work with units to create operating budgets | Units and supervisors | Spring | Base operating budgets for all campus units |
| **RESOURCE REQUESTS** (staffing; budget augmentation; equipment, facilities, and technology) | | | |
| Resource request template sent to units (as part of program review) | PRE, EPPIC, Senate approval | End of Fall | A college-wide Additional Resource Request Prioritization List in support of the ESMP |
| Submission of resource requests | Units | Spring | |
| Prioritization of resource requests | IDWGs, Unit areas | Spring | |
| Campus-wide prioritization | Vice Presidents | Spring | |
| Budget Committee consideration of prioritized budget | Budget | Spring | |
| College Council consideration of prioritized budget | College Council | Late Spring | |
| Allocation of resources | Budget, Budget Office | July 1 | All units have approved budgets with funds in their line items |

## Alignment of Planning Cycles

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|---|---|---|---|---|---|---|---|---|---|
| **ESMP** | ESMP 2016-2020 | | ESMP 2020-23 | | | ESMP 2023-26 | | | |
| **Mission Review** | Fall 2019 | | | | Spring 2023 | | | Spring 2026 | |
| **Close out ESMP and write new ESMP** | | Spring 2020 | | | Spring 2023 | | | Spring 2026 | |
| **Academic Plan** | Academic Plan 2018-23 | | | | | Academic Plan 2023-28 | | | |
| **Annual Program Review** | APR | APR | | APR | APR | | APR | APR | |
| **Comprehensive Program Review** | | | CPR | | | CPR | | | CPR |
| **CSLO/ PSLO Assessment** | | | | Fall 2021 to Spring 2024 | | | Fall 2024 to Spring 2026 | | |
| **ISLO Assessment** | | | | Summer 2021 | | | Summer 2024 | | |

# Glossary

## A. Terms

**Academic and Professional Matters.** The College President will either rely primarily on the recommendation of the Academic Senate or reach mutual agreement with the Academic Senate on recommendations related to the following academic and professional matters, referred to as the "10+1":
1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board and the academic senate.

The Academic Senate maintains a Collegial Consultation Agreement with the College President. This agreement delineates the collegial consultation process and identifies which of the academic and professional matters "rely primarily on the senate" and which are "mutual agreement" matters.

**Academic Senate.** The Academic Senate of LACC is the official voice of the faculty on academic and professional matters.

**Accrediting Commission for Community and Junior Colleges (ACCJC).** The ACCJC is the regional accrediting body that accredits LACC. It is one of the three commissions under the corporate entity of the Western Association of Schools and Colleges (WASC).

**Accreditation.** Accreditation is "a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness" (ACCJC Bylaws, article I, section 2). 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.

**Administrators.** Academic, Student Services, and Administrative Services managers and supervisors, including the President, Vice Presidents, Deans, Associate Deans, and Assistant Deans.

**Annual Goals.** Annual goals support campus priorities, guide unit activities, and support budget requests.

**Assess and evaluate.** Assessment is the compiling and analysis of data, resulting in a status report. Evaluation is a review of data as it relates to targets and measures, resulting in recommendations for improvement.

**Classified Employee.** Non-teaching employees whose jobs are classified through the Personnel Commission.

**Core Competencies.** See 'institutional student learning outcomes.'

**College Catalog.** The catalog contains the course requirements for the given academic year and is used to determine whether students have met graduation or transfer requirements. The catalog contains descriptions of each course, certificate, and degree offered at LACC.

**College Plans.** College plans are individual plans that focus on specific organizational areas within the college.

**Department.** A department is an instructional or service unit composed of faculty members assigned to one or more disciplines or service areas, who share common academic or professional interests, concerns, or objectives

**District Academic Senate.** The Board of Trustees recognizes the District Academic Senate, composed of various representatives of the college academic senates, and will consult collegially with it on academic and professional matters common to the District.

**Educational and Strategic Master Plan**. The Educational and Strategic Master Plan (ESMP) is created and revised by the Strategic Planning Taskforce and is the primary document guiding high-level college-wide planning. The plan includes measurable outcomes that are designed to indicate the degree of success that has occurred through the implementation of the plan's objectives.

**Faculty**. Those academic employees of the District who are employed in positions that are not designated as supervisory or management for the purposes of the Educational Employment Relations Act, encompassed in Government Code section 3540 et seq., and for which minimum qualifications for hire are specified by the Board of Governors for the California Community Colleges.

**Integrated Planning Cycle**. The coordination and integration of planning, program review, student learning outcomes, and budgeting. The integrated planning cycle allows LACC to engage in an "ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation" (ACCJC Standard).

**IDWG**. Academic Affairs Inter-Departmental Work Groups.

**Institutional Student Learning Outcomes**. ISLOs are acquired through learning opportunities in and out of the classroom during a student's academic experience at the College. These outcomes guide individual departments and disciplines in the development of student learning outcomes for programs, courses, and services, and shape the decision -making processes of the college.

**Mission**. A statement that guides college-wide planning and defines the college's broad educational purpose, intended student population, and commitment to achieving student learning (ACCJC Standard).

**Planning**. The process by which LACC identifies the outcomes it wants to achieve (i.e., shared values) and specifies how it will measure achievement of those outcomes and tracks progress towards attaining those outcomes. Outcomes exist at every level of the organization. [For example, the college Educational and Strategic Master Plan identifies outcomes (goals and objectives) for the entire college. These strategic outcomes are measured across the college. The college has also identified institution-level student learning outcomes, again measured across the college. Operational units also have outcomes that may apply to only that specific unit or to a specific course. Operational goals and actions (outcomes) must be defined and aligned with strategic goals and objectives. Operational outcome definition is part of the unit planning process.]

**Program.** An instructional program consists of a deliberate sequence of courses that result in a distinct outcome. These include: (a) a sequence of courses leading to a Discipline Specific Degree or Certificate of Achievement; (b) a sequence of courses leading to a Interdisciplinary Degree or Certificate of Achievement; (c) embedded General Education Competency and/or Requirement; (d) a sequence of courses or learning activities leading to intellectual mastery. Non- instructional services that facilitate student success and provide strategies for students to overcome the varied factors in life that may disrupt their education and reduce their stress are considered a "program." See Appendix D for complete list of programs.

**Program Student Learning Outcome.** Program student learning outcomes (PSLOs) are the specific, measurable goals and results that are expected subsequent to a student completing a program. PSLOs identify the skills and knowledge that students should achieve through the programmatic offerings of the college, both instructional and student support. The college utilizes the results of the assessment process to improve student learning.

**Program review**. Program review is the process by which the college uses quantitative and qualitative data to assess and evaluate the performance of its operational units ("programs"), resulting in unit planning in alignment with the goals of the ESMP, and resource requests to support those plans. A comprehensive program review is conducted every six years, and updates occur annually. The results of program review inform college-level planning. The Educational Policies and Program Integrity Committee (EPPIC) oversees the program review process for all units. Departments and units in all campus divisions (Academic Affairs, Administrative Services, and Student Services) engage in program review.

**Qualitative data.** Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

**Quantitative data.** Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Quantitative data can be generalized and reproduced, but must be carefully constructed to be valid.

**Service Unit Outcomes.** A service unit outcome (SUO) tells either what a client will experience, receive, or understand as a result of a given service or, the action the unit will take, thereby improving delivery of its essential functions.

**Course Student Learning Outcome.** Course student learning outcomes (CSLOs) are the specific, measurable goals and results that are expected subsequent to a learning experience within a course. CSLOs identify the skills and knowledge that students should achieve through the course. The college utilizes the results of the assessment process to improve student learning.

**Subcommittee.** A permanent sub-group convened by a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee or council.

**Task Force.** A constituency-represented group convened by a standing committee to address a special subject/issue and meet only until the subject/issue is resolved.

**Unit.** An academic department or administrative office with a specific area of responsibility. Examples include academic departments (which may have several disciplines) and non-instructional programs. See list of programs in Appendix C.

**Viability Study.** A program evaluation that is initiated to determine the current viability of a program, its ability to meet the mission of the college and provide for student needs. The goal of the viability review is recommendations for programmatic improvement, including the possibility of discontinuance.

## B. Abbreviations

ACCJC: Accrediting Commission for Community and Junior Colleges
ASG: Associated Student Government
CTE: Career and Technical Education
CSLO: Course Student Learning Outcome
EPPIC: Educational Policies and Program Integrity Committee
ESMP: Educational and Strategic Master Plan
HPC: Hiring Prioritization Committee (subcommittee of EPPIC)
IDWG: Inter-Departmental Work Group
ISLO: Institutional Student Learning Outcome
PRE: Program Review and Effectiveness committee (subcommittee of EPPIC)
PSLO: Program Student Learning Outcome
SLO&A: Student Learning Outcomes and Assessment

## Appendix A: Plans, Handbooks, and Policies/Agreements

**Educational and Strategic Master Plan**
- Educational and Strategic Master Plan 2020-2023

**Implementation of the Educational and Strategic Master Plan**
- Educational and Strategic Master Plan Tracking Tool
- Guided Pathways Scale of Adoption Assessments
- Academic Plan
- Information Technology Plan
- Human Resources Plan
- Facilities Plan
- Student Equity Plan
- Distance Education Plan

**Handbooks**
- Curriculum Handbook

**Policies/Agreements**
- New Model for Governance (June 3, 2013 agreement)
- Collegial Consultation Agreement between the Academic Senate and President of Los Angeles City College
- Faculty Hiring Prioritization Policy
- LACCD & AFT Collective Bargaining Agreement

## Appendix B: Crosswalk of ESMP and State, District, and College Plans

| Performance Measures | | 1-1a | 1-1b | 1-2a | 1-2b | 1-2c | 2-1a | 2-1b | 2-2a | 2-2b | 2-2c | 3-1a | 3-2a | 3-2b | 3-2c | 4-1a | 4-1b | 4-1c | 4-1d | 4-2a | 5a | 5b |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Full-time equivalent student enrollment [2,3] | | | x | | | | | | | x | x | | | x | | | | x | | x | x |
| 1a | Credit FTES [2,3] | | | x | | | | | | | x | x | | | x | | | | x | | x | x |
| 1b | Dual Enrollment FTES [2,3] | | | x | | | | | x | | | | | | x | | | | x | | x | x |
| 1c | Non Credit FTES [2,3] | | | | | | | | | | x | | | | x | | x | | x | | x | x |
| 2 | Course completion [3,5] | x | | | | x | | | | | | | x | | | | | | | x | | |
| 3 | Students Who Earned an Associate Degree (including ADTs) [1,5] | x | | | | | x | | | | | x | x | x | x | | | | | x | | |
| 3a | Students Who Earned an ADT [1,5] | x | | | | | x | | | | | x | x | x | x | | | | | x | | |
| 3b | Students Who Earned an AA/AS Degree [1,5] | x | | | | | x | | | | | x | x | x | x | | | | | x | | |
| 4 | Students Who Earned a Chancellor's Office Approved Certificate [1,5] | x | | | | x | x | | | | | x | x | | x | | | | | x | | |
| 4a | Certificate > 16 units - student count [2,3] | x | | | | x | x | | x | | | x | x | | x | | | | | x | | |
| 5 | Transfer to four-year institution [1,5] | x | | | x | | x | | | | | x | x | x | x | x | | x | | | | |
| 5a | Transfers to UC/CSU [1,5] | x | | | x | | x | x | | | | x | x | x | x | x | | x | | | | |
| 6 | Licensure/certification/exam results [4] | x | | x | | | | | | | | | | | | x | | | | x | | |
| 7 | Job placement/post training [4] | | | x | | | | | | | | | | | | x | | x | | x | | |
| 8 | AB540 [2,3] | | | | | | | | | | x | | | | | | | | | x | | |
| 9 | Promise Grant recipients [2,3] | | | | | | | | | | x | | | | | | | | | x | | |
| 10 | Pell Grant recipients [2,3] | | | | | | | | | | x | | | | | | | | | x | | |
| 11 | Transfer level math & English in 1st year [2,3,5] | | x | | | x | | | | x | | x | | | | | | | | | | |
| 12 | CTE, 9+ units [2,3,5] | x | | | | x | | | x | | | x | | | | | | | | | | |
| 13 | Average Number of Units Accumulated by All Associate Degree Earners [1,5] | x | | x | | x | x | | x | | | x | | | | | | | | | | |
| 14 | Students Who Attained the Living Wage [1,5] | x | | | x | | | | | | | | | | | x | | x | | | | |
| 14a | Median Annual Earnings of All Students [1,5] | x | | | x | | | | | | | | | | | x | | x | | | | |
| 14b | Exiting CTE Students Who Report Being Employed in Their Field of Study [1,5] | x | | | x | | | | | | | | | | | x | | x | | | | |
| 15 | Disproportionately Impacted (DI) student groups [1] | x | | | x | | | | | | | | | | | | | x | x | | | |
| 16 | Efficiency FTES/FTEF [2,3] | X | x | | | | | | | | | | | | | | | | | | x | x |
| 17 | Retention within term [3] | x | | | | x | | | | | | | x | | x | | x | | x | x | | |

[1] Vision for Success target  [2] District target  [3] College target  [4] CTE /Strong Workforce target  [5] Student Success target

## Alignment of ESMP Objectives with State and District Plans

| | 1-1a | 1-1b | 1-2a | 1-2b | 1-2c | 2-1a | 2-1b | 2-2a | 2-2b | 2-2c | 3-1a | 3-2a | 3-2b | 3-2c | z | 4-1a | 4-1b | 4-1c | 4-1d | 4-2a | 5a | 5b |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District Strategic Plan | x (2.4) | x (1.3, 2.2) | x (1.4) | x (4.4) | x (3.6) | x (2.6) | x (1.1) | x (3.6) | x (3.5) | x (3.1) | x (2.6) | x (2.7) | | x (2.3) | | x (2.4) | x (2.1) | | x (3.4) | x (2.4) | x (5.4) | x (2.5) |
| Guided Pathways | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | | |

## Appendix C: List of Programs

**Academic Affairs**

Business Administration
Chemistry
Child/Development
Cinema/Television
Counseling
CSIT/ Electronics/CIT/CAOT
Dental Technology
Dietetics/CDC
Dual enrollment
Earth Sciences
English/ESL
Extension Program Director
Honors Program
Kinesiology/Health/Dance
Law/Administration of Justice
Library
Life Sciences
Math
Modern Languages/Civilizations
Music
Noncredit
Nursing
Online Education
Outreach & Recruitment
Philosophy
Physics/Engineering
Psychology
Radiologic Technology
Social Sciences
Theatre Arts
Visual & Media Arts
Writing Center

**Student Services**

Admissions and Records
CalWORKs
Counseling
Dreamers Resource Center
EOPS/CARE/NEXTUP
Financial Aid
First Year Experience
Foster and Kinship Care
Guardian Scholars
Health and Wellness
International Student Services (ISS)
Multicultural/Genderversity
Office of Special Services
Office of Student Life
Transfer Center
TRIO SS
UMOJA
Upward Bound
Veteran's Resource Center

**Administrative Services**

Accounts Payable - Purchasing Office
Bookstore
Budget Office - Accounting
Business Office
College Facilities, Facilities Maintenance, and Custodial Services
Info Tech
Personnel/Payroll - Human Resources

## Appendix D: Integrated Planning Cycle Process Maps

**Unit Assessment: Annual Program Review**
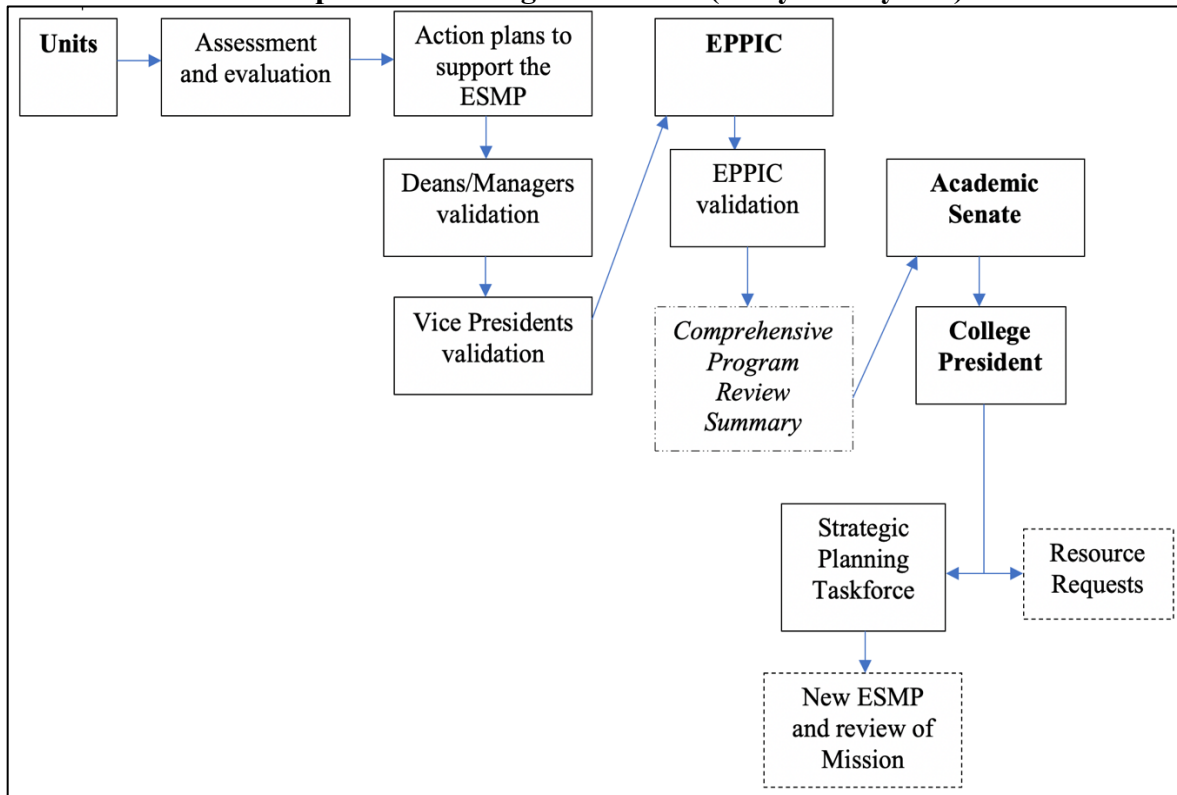
```
Units → Assessment and evaluation → Updated or new action plans → EPPIC
                                              ↓
                                    Deans/Managers validation
                                              ↓
                                    Vice Presidents review → EPPIC

EPPIC → Annual Program Review Summary → Academic Senate → College President

College President → College-level Planning (ESMP oversight committees) ↔ Resource Requests
```
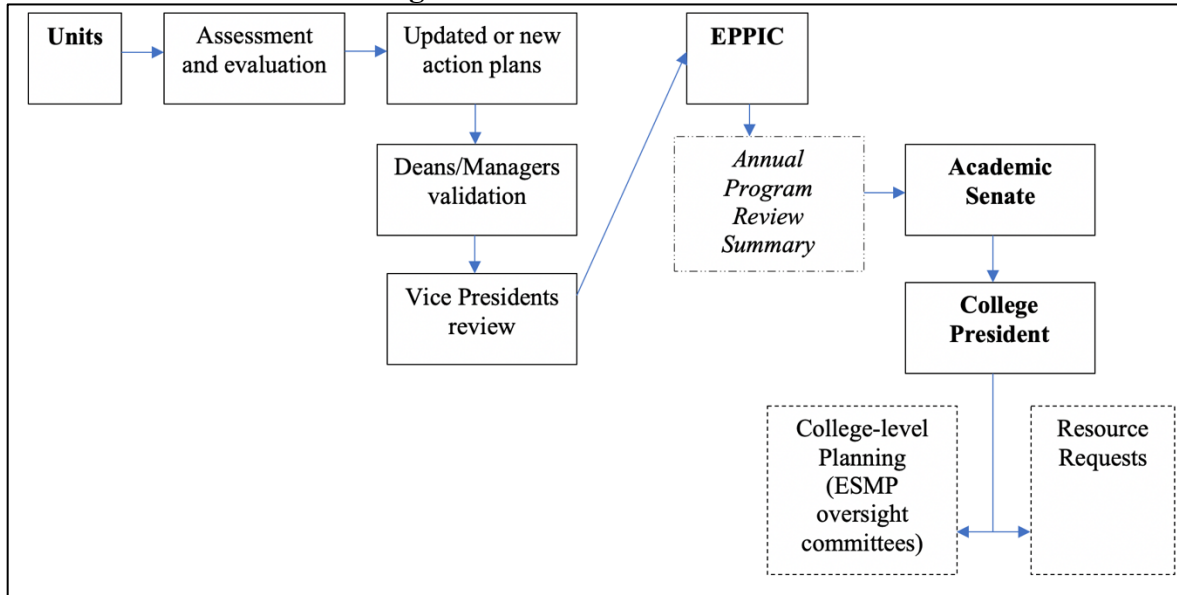
**Unit Assessment: Comprehensive Program Review (every three years)**

```
Units → Assessment and evaluation → Action plans to support the ESMP → EPPIC
                                              ↓
                                    Deans/Managers validation
                                              ↓
                                    Vice Presidents validation → EPPIC

EPPIC → EPPIC validation → Comprehensive Program Review Summary → Academic Senate → College President

College President → Strategic Planning Taskforce ↔ Resource Requests
                                    ↓
                         New ESMP and review of Mission
```

**Resource Requests resulting from Program Review**



Resource Prioritization Workflow Diagram