
Planning and Decision- Making Handbook

Los Angeles Valley
College

2012-2013

Los Angeles Valley College and Shared Governance

2012 – 2013

Shared Governance was enacted as a new structure of community college governance in Assembly Bill 1725, passed by the California legislature in 1988. This process has evolved over time. Members of the college community have the authority and responsibility to make recommendations in matters impacting the college. Title 5 of the California Code of Regulations specifies the matter in which each constituent group can participate in college governance. Sections 53200, 53206 and 51203 address the Academic Senate. Section 51023.5 addresses the college staff. Section 51203.7 addresses students.

Los Angeles Valley College embraces a shared governance structure that consists of a primary shared governance council (Institutional Effectiveness Council or IEC), Tier 2 and Tier 3 Committees. The IEC is made up of representatives of the various constituencies of the college according to the mandates of the AB 1725, the Education Code, Title 5, Collective Bargaining Agreements, and the Board of Trustee policies which include faculty, staff, students and administration. The composition of the IEC brings all constituencies together to participate as one body in the decision-making process in alignment and linkage with the institution's Educational Master Plan and Operational and Budgetary Master Plans.

We, the undersigned Representatives of the *Institutional Effectiveness Council*, approve this Handbook.

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**Amended 2/26/08 – Only one representative from each constituency will sign the signature page.*

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I. INTRODUCTION

The Purpose of the Planning and Decision-Making Handbook

This Handbook is a living document and as such, can and should be changed when the need arises. It serves to provide an overview of how decision-making occurs at Los Angeles Valley College through its shared-governance practice, sets the protocols and policies for how shared governance operates, provides stated institutional expectations and responsibilities for how constituent stakeholders participating as Chairs and members should perform, illustrates the college's shared governance structure and relationship with the LACCD Shared Governance Planning and Operation Committees, and provides the institution with a global picture of how planning outcomes affect, and are linked to, its Educational Master Plan and budgetary demands. Proposed changes to this Handbook should always be encouraged and discussed throughout each year and revisions, if any, shall be discussed during each regularly scheduled May meeting to be voted upon at the Annual Retreat.

The History of Decision-Making: Shared Governance Purpose and Structure

The shared governance policy should be one that functions within the mandates of AB 1725, the Education Code, and Title 5 of the California Code of Regulations, Collective Bargaining Agreement(s), and the policies of the Board of Governors and the LACCD Board of Trustees.

Historically, the Los Angeles Valley College shared governance council consists of voting representatives from four constituencies: faculty, staff, students, and administrators. The original shared governance council, College Council, was established at Valley College in December of 1990, and originally consisted of representatives from the nine major constituencies on the campus: College President, Vice President of Academic Affairs, Vice President of Administrative Services, Academic Senate President, American Federation of Teachers (AFT) Guild Chapter Chair, AFT Staff Guild (including AFT Police Guild) Chapter Chair, Dean of Student Services, Associated Student Union President, and an elected representative from Other Classified Staff (Local 99, Trades Council, Confidential Employees, Supervisory Unit.)

Pursuant to Article 6.D of the *Agreement between the Los Angeles Community College District and the Los Angeles Community College District Administrators Unit* represented by Teamsters Public Professional, and Medical Employees Union, Local 911, a representative of Teamsters, Local 911 shall be a voting member of the College Council (approved 10/23/07 by College Council and reflected in 2008-2011 and 2011-2014 Collective Bargaining Agreements).

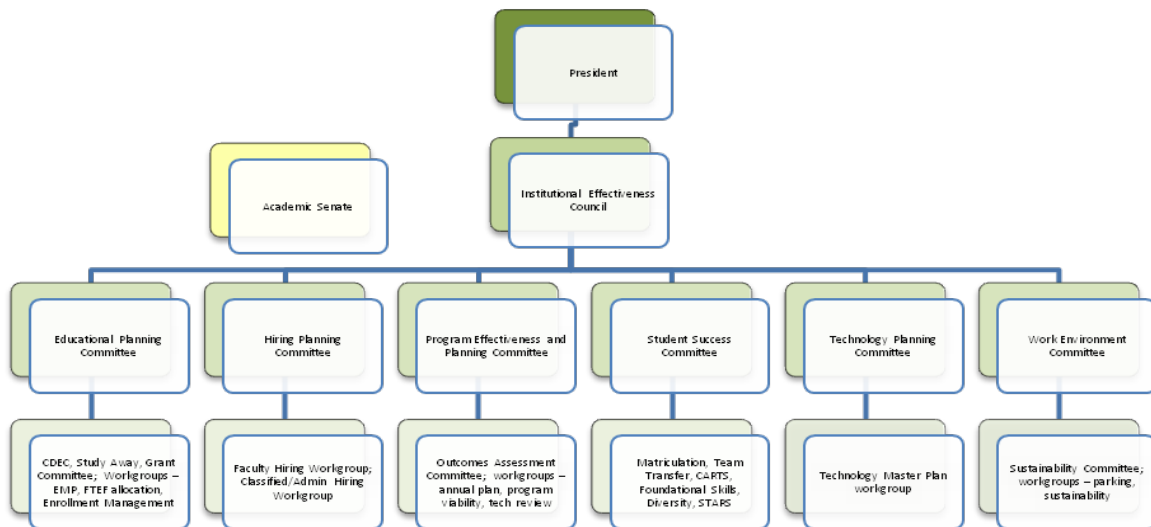
The addition of the representative of Teamsters, Local 911 as a voting member of the College Council had the effect of increasing the number of voting administrators. In order to maintain the historic proportionality of voting members, it was further recommended that College Council be enlarged to include as voting members one additional faculty member, one additional staff member, and one additional student, increasing the membership from 8 to 12. Based on the SEIU contract, a representative of that unit was also added as a voting seat to College Council.

In the spring semester 2009, the College President formed the Big Picture Committee to examine our college planning processes, including how we integrate planning and budgeting. Based on this work, a new committee structure was proposed and approved by College Council in spring 2010. The transition to the new structure began at the College Council retreat on June 29, 2010. After a year of implementation, the new structure was evaluated through a process that included self-evaluations by committees and chairs, a review of agendas and minutes, and a survey of all committee members. Based on the evaluation process, several changes were made to the structure. In the current structure reflected in the 2012-2013 Handbook, there is one shared governance committee named the *Institutional Effectiveness Council*. This Council is also known as Tier 1. Subcommittees of the Council are called *Tier 2 Committees*. Subcommittees that report to Tier 2 Committees are referred to as *Tier 3 Committees*. Also included in Tier 3

are a number of subject-matter focused workgroups. With the exception of workgroups or special advisory committees, all Tier 1, 2 and 3 Committees are part of the shared-governance structure.

Purpose and Goal. Shared Governance is a mechanism that is used to convey recommendations to the College President that reflect the views of the campus community on matters relevant College operations. The goal of the Shared Governance process is to bring together all constituent groups, to participate as one collegial body, to facilitate the development of college-wide policy recommendations to the College President for decision-making.

The purpose of the Council is to ensure that the work of the subcommittees implement the Vision, Mission, and Strategic Goals of the College. The work of the Council's subcommittees should be consistent with the College's mission and strategic goals. The Institutional Effectiveness Council has the responsibility to oversee the college's planning process, ensure that the college meets accreditation standards, and oversee and assess the strategic direction of the College, including review of the College's Strategic Plan. Through the shared governance Council, recommendations are made to the College President on policies and operation of the College.



II. The Institutional Effectiveness Council (IEC)

Mission Statement. The Institutional Effectiveness Council oversees, coordinates and assesses long-term planning and budgeting for the College as a basis for effective and informed decision-making through shared governance in alignment with the Educational Master Plan forwarding its recommendations to the College President.

Purpose. IEC has the responsibility to oversee the college's planning process, coordinate and assess the strategic direction of the College, including review of the College's Strategic Plan, and ensure that the college meets and maintains ACCJC accreditation standards. The IEC uses its best efforts to ensure that regardless of budgetary restraints, the college budget supports the Educational Master Plan linking budget

realities with college planning. Members of the LAVC community bring items of college-wide concern to the IEC through their constituency representative or through the appropriate committee structure. When items are brought to the IEC, it will accept the proposal, amend the proposal, send the proposal back to, or reject the proposal. The IEC meets once monthly with a second meeting date occurring monthly as needed. On the second Thursday in June, the College hosts an Annual Retreat for the IEC, its Tier 1 and Tier 2 Committees, and any other interested party. The Annual Retreat is considered to be a regular meeting necessitating a quorum should voting be done. The overall purpose of the Annual Retreat allows all constituents, and other interested parties, to engage in meaningful dialogue to review and evaluate the prior year's work, set goals for the next year, vote on Handbook revisions if needed, and conduct the business of the IEC. The IEC chair, with input from its constituents, sets the agenda for the Annual Retreat.

IEC Constituency Model and Member Selection

The four (4) constituency groups that participate in the shared governance model in IEC are administrators, faculty, staff and students. The College President is an Ex Officio, non-voting member of the Council. Resource Members are non-voting and include a representative from the Budget Office, Public Information Office, Fiscal Review and Oversight Group, and the ACCJC Accreditation Chair. Except where appointed by position, council members shall be selected as follows.

- a. Administrator/Dean Unit – The Teamster member on IEC will be selected by the Teamsters. All other administrative council members will be selected by senior staff.
- b. Faculty – The Chairs and Directors members on PEPC and EPC will be selected by that group. All other faculty members will be selected jointly by the Academic Senate and the AFT Faculty Guild.
- c. Staff – The council seats that are specified as belonging to specific collective bargaining units will be filled by the respective units. All other staff council members will be selected by the staff collective bargaining units in consultation with each other.
- d. Students – All student members will be selected by the ASU Executive Council.

Tier 1 and Tier 2 subcommittee membership by constituent group is specified in the Membership Chart (See Appendix A).

IEC Member Term Limits. Members are selected for a two-year term. Each constituency group is encouraged to develop their own policies for term limits and for selecting and replacing council members.

There are eighteen (18) voting members of the *Institutional Effectiveness Council* as follows:

FACULTY

- Academic Senate President or designee
- AFT1521 - Faculty Guild President or designee
- Educational Planning Committee (EPC Chair)

- Hiring Prioritization Committee (HPC Chair)
- Program Effectiveness and Planning Committee (PEPC Chair)
- Student Success Committee (SSC Chair)
- Technology Planning Committee (TPC Chair)
- Work Environment Committee (WEC Chair)

STUDENTS

- ASU Representatives (2)

CLASSIFIED STAFF

- SEIU 721 - Classified Supervisors Representative
- Building and Trades - Crafts / SEIU 99 - Operations Representative
- AFT1521A - Staff Guild Chapter Chair or designee

ADMINISTRATION (Dean Unit)

- LACCD Administrator's Unit/ Teamsters Local 911 Representative

ADMINISTRATIVE TEAM

- Vice-President of Academic Affairs or designee
- Vice-President of Student Services or designee
- Vice-President of Administrative Services or designee

BY POSITION

- Dean of Research and Planning

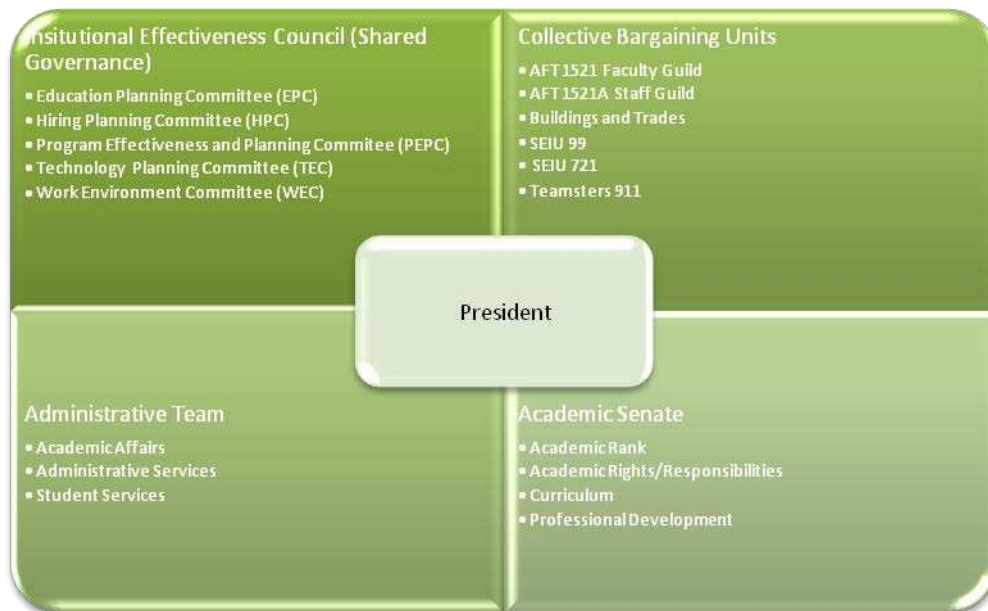
Recommendations to the College President. Through IEC, recommendations are made directly to the College President. The IEC is structured to serve as the primary recommending body to the College President on the establishment of policies within the scope of the Council and its Tier 2 and Tier 3 Committees. The Council does not develop policy. Recommendations for new or improvements to existing college policies funnel upwards from Tier 2 and Tier 3 Committees, Conference Committees, workgroups or task forces. In turn, once an item has reached the College President, the President has the same options as the IEC. However, if the College President does not accept a recommendation from IEC, she or he, shall explain in writing, the rationale for rejection. The College President receives action items from the Council

for approval and can approve, reject, or amend voted upon Motions. If the College President decides to amend a recommendation from IEC, she or he shall explain in writing, the rationale for the amendment. (See Appendix L for the Motion forms.)

III. CHANNELS OF COMMUNICATIONS TO THE COLLEGE PRESIDENT

The IEC and all of its Tier 2 and Tier 3 Committees represent the primary layers of shared governance communications at Los Angeles Valley College. The Academic Senate represents the faculty on academic and professional matters, as defined in Title 5 of the California Code of Regulations. The various unions represent the faculty, staff and administrator units on wages, hours and working conditions, and on contractual matters. The students are represented by the Associated Students Union (ASU), and have rights as defined in Title 5. Each constituent member retains all rights granted to it by state law, the Education Code, Title 5, LACCD Board rules, and negotiated Collective Bargaining Agreements. These constituent groups cannot give away such rights. Access to the IEC is available to all constituencies through their respective representatives. All actions of the Council will be communicated in the form of minutes posted on the IEC website, through the LAVC Communications Update webpage, and are available in the President's office.

How Matters of Mutual Concern are Communicated. In addition to the IEC, constituency groups have other avenues to bring items of mutual concern to the College President.



IV. Tier 2 and Tier 3 Subcommittee Structure and Task-Focused Workgroups

In keeping with our guiding principle, solving subject matter specific issues and concerns can be addressed and resolved by forming smaller, more task-focused workgroups. Tier 2 and Tier 3 subcommittees, and the IEC when necessary, are encouraged to form workgroups to effectively and efficiently manage the workload of the subcommittee and/or any urgent issues that may arise.

Workgroups are part of a larger subcommittee or IEC, and are focused on a specific task. A workgroup typically has a smaller membership and may choose not to hold regular meetings. Workgroup membership is determined on a case-by-case basis. However, workgroups should ideally consist of four to six members. It is recommended that workgroup membership include members outside of the reporting committee or IEC whenever possible. In all cases, a workgroup can never consist of more than 40% of the requesting committee membership. Vice Presidents are not eligible to chair workgroups, though they may be members. Workgroup participants, findings, and recommendations, should be summarized when reporting out to the corresponding Tier 2 or Tier 3 subcommittee.

Tier 2 subcommittees report upward to IEC and Tier 3 subcommittees report upward to their Tier 2 subcommittee. Tier 2 subcommittees create their own mission and goals statements, generally have multiple responsibilities, have a larger and more formalized shared governance membership, elect Chairs by simple majority, hold regular meetings, and are responsible for self-evaluations and assessments as applied to their goals statements. The current Tier 2 subcommittees of the Institutional Effectiveness Council are:

- Program Effectiveness and Planning Committee
- Hiring Planning Committee
- Educational Planning Committee
- Student Success Committee
- Technology Planning Committee
- Work Environment Committee

Tier 3 subcommittees are generally more informal, can create their own mission and goals statements, do not have a strict shared governance membership, can elect Chairs by simple majority, may or may not have regular meetings, but are responsible for self-evaluations and assessments if they have written goals. The current Tier 3 subcommittees under the Tier 2 subcommittees appear on page 8 of this Handbook.

Academic Senate Interaction. For Tier 2 and Tier 3 subcommittees whose function overlaps with the Academic Senate 10+1 (see Appendix J), items are sent both to IEC and to the Academic Senate. The overlapping items are:

- Faculty Hiring Prioritization (HPC)
- FIEF Allocation (EPC)
- Educational Master Plan (EPC)
- Instructional Program Review and Viability (PEPC)

The process for overlapping functions are described below:

Faculty Hiring Prioritization. A faculty workgroup is created to make a recommendation to HPC. HPC forwards the list to the Senate for approval and to the Budget Office simultaneously for a fiscal analysis. IEC may comment on, but does not approve a prioritization ranking. Based upon recommendations from the Fiscal Review and Oversight Group (FROG) and the particular division's approved Staffing Plan, the IEC

shall make a recommendation to the College President on how many new positions to fill or fill existing vacant positions.

FIEF allocation and Educational Master Plan. EPC sends items simultaneously to the Academic Senate and IEC for both bodies to make independent recommendations to the College President.

Program Review and Viability. Instructional program review narratives and annual plans are sent to the Academic Senate as consent agenda items. Non instructional program review narratives and annual plans are sent to IEC as consent agenda items. Program Viability studies for instructional programs are sent simultaneously to the Academic Senate and IEC for both bodies to make independent recommendations to the College President.

For 2012-2013 membership and goals, see Appendix E and F-I for complete committee details.

V. Budget and Accounting

The Campus Budget Office (CBO) has responsibility and overview of the College operating budget and the process by which funds are acquired, allocated and utilized. The focus of the campus budget process is on “core” funds provided by the State or generated by the College. The campus budget process typically takes place during the period of November through August using the *Budget Planning Calendar* prepared by the District office. The Budget Office prepares the proposed resource allocation package and presents it to the Fiscal Review and Oversight Group (FROG) and the Institutional Effectiveness Committee (IEC) for consideration and recommendation for approval. After a review period, during which the District Budget Office consults with the ir respective financial officers, the District makes its recommendations to the Chancellor and the Board of trustees for final approval. All information on incremental allocations to the campus is shared with the FROG and IEC. The campus budget process is an open process largely driven by long standing allocation methodologies developed and modified over time by consensus of all stakeholders. This approach provides a framework that facilitates long term planning. *See Budget and Planning Chart.*

Budget Analysis of Motions. Planning recommendations from the Tier 2 subcommittees are forwarded to the Budget Office for fiscal analysis prior to being considered by the Tier 1 Council (see Appendix M for Cost Analysis Request Form and the Cost Analysis Report Form). The Cost Analysis Request should be forwarded to the Budget Office within two business days of the meeting where the recommendation was made. The form is also sent simultaneously to the Council Chair for additional input. The intent of this financial analysis is to provide a cost analysis before a decision is made and show the potential impact of a proposal. The IEC considers the EMP requirements, the fiscal analysis and evaluates the strengths and weakness of all motions based on the EMP and finally the budget impact of the recommendations. Planning and budget are linked at the Tier 1 level when IEC considers both the proposed plan and the corresponding budget impact analysis.

Fiscal Review and Oversight Group (FROG). While IEC is a planning and budget council, certain specific fiscal oversight tasks can best be carried out by a workgroup. This workgroup works with the Budget Office to develop standard formats for presentation of budget information, looks in more depth at fiscal reports, in essence performing a technical review of monthly budget reports, examines trends, and proposes overall campus fiscal policies (e.g., about overspent accounts). The FROG reviews and validates the fiscal annual plan module on budget implications of planning, synthesizes requests and forwards to the Council for inclusion in Op Plan preparation. The Chair of FROG should attend all District Budget Committee meetings for additional informational (but would not be a DBC member).

VI. Conducting Meetings, Voting, and Procedures for IEC, Tier 1 and Tier 2 Subcommittees

Agendas. Agendas for committee and IEC meetings must be circulated at least three working days in advance to members and posted on the appropriate website. Action items appearing on any agenda must be clearly stated. *See Appendix K for an agenda template. See Appendix U for IEC House Rules.*

Agendas should include:

- date, time, and location of meeting
- names of members
- the committee or council mission statement
- the LAVC Mission Statement
- approval of previous meeting minutes
- reports (from subcommittees, workgroups and constituency groups)
- future meeting dates.

Minutes. Minutes must be kept for all committee and IEC meetings. Any handouts passed out during the meeting must be kept with the minutes. Minutes should include:

- a listing of members present, members absent, and guests present
- summaries of reports given
- decision or action taken on all action items, who is responsible, and when

Minutes must be approved at the next meeting of the committee or IEC. Minutes should be posted on the web as soon as they are approved. In general, minutes are a good tool for facilitating communication between the Council, its subcommittees and constituency groups. Minutes should be distributed to members with enough time to allow them to read and request changes or edits. This provides the members an opportunity to provide input into the minutes. *See Appendix N for the Minutes template.*

Within five business days, the chair will submit a summary of actions taken to the President's Office for posting on the LAVC Communications Update website.

Motions

How to make a motion at IEC

1. Send Motion Form and Cost Analysis Request Form to the Budget Office. The Motion author must send both documents to Budget Office by, at the latest, 1pm the Monday of the previous week before the scheduled IEC meeting. The IEC chair should be copied on all email correspondence between motion maker and the Budget Office.
2. Once the form has been completed, the Budget Office should email Motion Form and Cost Analysis Request Form to the motion maker and the IEC chair. Both documents need to be emailed to the IEC Chair by 6PM the Wednesday before the next scheduled IEC meeting.
3. IEC Chair Circulates Agenda and other attached items. IEC Chair will forward to IEC Committee Members by 6PM the Thursday before the scheduled IEC meeting.
4. Emergency Motions. Emergency Motions are motions that could not be circulated to the members of the IEC in advance of the meeting, but are deemed necessary to consider. Hard copies of Emergency Motions must be brought to the scheduled IEC meeting and if possible, emailed to the

IEC Chair for circulation as an “Emergency Motion.” At the meeting, the motion maker must explain to IEC why the motion could not be circulated in advance, and why it must be considered at that meeting and not at meeting on a later date. The IEC must vote to determine whether or not the substance of the motion elevates to emergency status. If the Emergency Motion is deemed to be necessary to vote on, the motion will follow the normal voting process. If not, the motion will die and can be resubmitted through the regular routing process.

If a motion is approved, the Subcommittee Chair will submit a completed motion form (see Appendix L) to the IEC Chair and, if appropriate, a cost analysis request form to the Budget Office (see Appendix M) within two business days. Chairs of EPC, HPC, and PEPC will also forward the motion to the Senate if appropriate (see Senate Interaction).

The IEC Chair will circulate the motion forms and fiscal analysis forms for any motions to be considered with the agenda for that meeting and will use the motion form to document actions taken. The motion form will then be forwarded to the College President who will also document actions taken.

Quorum for IEC. A quorum for IEC consists of at least 13 of the 18 members.

Voting for IEC. All voting must be public meaning, no secret ballots or proxy votes are allowed. The College President is an Ex Officio, non-voting member of the Council. Resource Members are non-voting and include a representative from the Budget Office, Public Information Office, Fiscal Review and Oversight Group, and the ACCJC Accreditation Chair. A motion passes if at least two-thirds of the members present are in support of the motion according to the following chart:

If ____ members present	____ “yes” votes are needed to pass a motion
13	9
14	9
15	10
16	11
17	11
18	12

Substitute Voting for IEC. A substitute for a voting member is conditionally allowed. Condition # 1: The substitute must be a member of the voting member’s constituency group. Condition # 2: Notice of the substitution and the name of the substitute must be given to the IEC Chair within a reasonable time before the scheduled meeting date. Both conditions must be satisfied. Substitutes are not allowed to vote in IEC Chair elections.

Quorum for Tier 2 & Tier 3 Committees. A quorum consists of a majority of the voting members. A motion passes if a majority of those present vote in favor of the motion.

Absences

Because of the importance of all college constituencies being represented effectively in the shared governance process, members of the IEC, or its Tier 1 and Tier 2 subcommittees, are expected to attend all regular meetings. Any voting member who has two (2) unexcused absences in an academic semester, or three (3) within an academic year without sending a substitute, may be replaced. Unless a member gives reasonable notice to the IEC or Tier 1 or Tier 2 Chair prior to the meeting, and provides a compelling reason (such as a sudden emergency situation) for failing to arrange for an alternate representative to attend the meeting in question, the absence will be considered unexcused. In addition, a voting member who has excessive excused absences may also be replaced. If the member in question is on the committee by position, his or her supervisor should be notified by the committee chair of excessive absences.

IEC Chair Elections

Eligibility and Declaration of Candidacy. All current members of IEC are eligible to run for chair. In the year of the election, at the March meeting of the council, a noticed motion shall be made announcing the election to be held in May. At the April meeting in the year of the election, all interested member(s) shall present a written statement declaring his/her candidacy to the council during the regular meeting. If no one chooses to run for council chair, the College President, in consultation with the current council chair, shall appoint a member of the council to serve. The IEC Chair is elected by the IEC at the Annual Retreat.

Term of Office. The term of office shall be for 2 years from July 1 (year 1) to June 30 (year 2). In the event a chair does not complete the term of office, a new chair shall be elected to serve for the remainder of the unexpired term. In such a case, the timelines below will be adjusted accordingly.

Voting Procedure for IEC Chair. In the year of the election, the election shall be conducted at the May meeting. There must be a quorum, voting shall be public, no proxy or substitute voting is allowed. Only those council members present at the meeting are eligible to vote. If the current chair is running for re-election, a non-candidate member of the council shall conduct the election. The non-candidate member may also vote. In case of a tie, the candidate with the fewest number of votes shall be eliminated and voting shall continue until one candidate receives majority votes. In the event there is a tie between two candidates, the selection shall be determined by lot during the meeting.

Tier 2 Subcommittee Chair Elections

Eligibility and Declaration of Candidacy. All Council subcommittees are chaired by a faculty member. All faculty members on the committee are eligible to run for chair. At the March meeting in the year of the election, a noticed motion shall be made announcing the election to be held in May. At the April meeting in the year of the election, all interested member(s) shall present a written statement declaring his/her candidacy to the committee during the regular meeting. If no committee member submits his/her intention to run for committee chair in writing at the April meeting, nominations shall come from the floor at the May meeting, and the election shall proceed as described under *Voting* below. If no one chooses to run for committee chair, the Chair of the IEC, in consultation with the current committee chair, shall appoint a member of the committee to serve.

Term of Office. The term of office shall be for 2 years from July 1 (year 1) to June 30 (year 2). In the event a chair does not complete the term of office, a new chair shall be elected to serve for the remainder of the unexpired term.

Voting. In the year of the election, the election shall be conducted at the May meeting. All voting shall be public. Only committee members present at the meeting are eligible to vote. There are no proxy votes for chair elections. If the current chair is running for re-election, a non-candidate member of the committee shall conduct the election. The non-candidate member may also vote. In case of a tie when more than one candidate is running, the candidate with the fewest number of votes shall be eliminated and voting

shall continue until one candidate receives a majority. In the event there is a tie between two candidates, the selection shall be determined by lot during the meeting. Results of the election shall be reported to the IEC at the next meeting or at the Annual Retreat.

Election Disputes. Any disputes regarding the election process shall be forwarded to the IEC to be addressed at a June meeting or at the Annual Retreat.

Tier 2 Subcommittee Chair Recall and Removal

Motion to Direct Tier 2 Subcommittee. If it is determined that a committee chair has two (2) unexcused absences to IEC meetings, or is not fulfilling his or her duties as chair, the IEC can vote to direct the Tier 2 committee to hold an election to replace him/her. The motion to direct the Tier 2 Committee is called a *Special Order of Business*, must be seconded, is debatable, and requires a 2/3 vote to pass. The chair under removal shall have an opportunity at the IEC meeting to respond before voting takes place.

Recall Election during Tier 2 Subcommittee Meeting. A committee chair may be recalled by a 2/3 vote of that committee. This recall election may be instituted by a petition signed by 40% of that committee and filed with the IEC Chair. The reasons for recall must be stated in writing. The Chair shall have an opportunity at the committee meeting to respond to the reasons for recall before voting takes place. The vote shall be conducted by the IEC Chair at a special Tier 2 Committee meeting within three (3) weeks of the filing of the recall petition.

Changes to Subcommittee Representation. In the event that a Tier 2 Committee determines that its representation should be modified, the Chair of the Committee should bring a recommendation forward to the IEC in the same way that other recommendations are brought before the IEC.

Chair and Member Responsibilities. It is everyone's responsibility to work toward achieving the Vision, Mission and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the Council, Standing Committees, constituency groups, and the campus at large.

VII. All Chair Responsibilities

- ✓ Prepare and distribute the agenda to membership at least 72 hours before the meeting.
- ✓ Report on the status of action items.
- ✓ Make arrangements for all meetings (e.g., location, time and date for special meetings, rescheduling meetings cancelled due to holidays)
- ✓ Hold meetings once a month during the fall and spring semesters in accordance with the LAVC meeting calendar (see Appendix P).
- ✓ Maintain files of IEC and subcommittee minutes and distribute to members of the IEC or subcommittees.
- ✓ Attend all IEC or subcommittee meetings or send a substitute as needed.

- ✓ Submit motion form (see Appendix L) to IEC and forward motion to the Senate if appropriate. A Cost Analysis Request must be submitted to the Budget Office and completed cost analysis must be attached to all Motions (see Appendix M). IEC Chair to circulate and forward any Motion(s) and any attachments/documents, with the agenda, to College President. Tier 2 Motions and any attachments/documents must be forwarded within two (2) business days to the IEC Chair.
- ✓ Maintain subcommittee website (agendas, minutes, policies, meetings) and submit actions taken by the subcommittee to LAVC Communications Update for posting on the college website.
- ✓ Facilitate the setting and monitoring of SMART (specific, measurable, actionable, realistic and timely) annual IEC/subcommittee goals that correspond to the College Mission, Strategic Plan, and IEC/subcommittee mission.
- ✓ Review IEC/subcommittee Mission Statement annually with membership.
- ✓ File an annual report to the IEC summarizing trends and activities based on committee responsibilities.
- ✓ Facilitate the regular assessment of IEC/subcommittee and chair effectiveness (see Appendix Q) and submit summary report to the appropriate body annually.
- ✓ Attend related District meetings (see Appendix R).
- ✓ For Workgroup Chairs, convene workgroups, keep notes/minutes, and report recommendations to Tier 2 subcommittee to ensure accomplishments of set goals.
- ✓ Other responsibilities as specified in Collective Bargaining Agreements (if applicable).

IEC and Subcommittee Member Responsibilities

- ✓ Attend all meetings in accordance with attendance policy above.
- ✓ Come prepared to meetings having reviewed all circulated documentation, ready to participate, be engaged, respectful, and actively involved in the process, carry concerns from the constituent group, and participate in self-evaluation and assessment processes.
- ✓ Report back to the constituent group or other subcommittees, items of importance discussed and/or actions taken in IEC/subcommittee.
- ✓ Strive to volunteer on workgroups as needed.

Workgroup Leader Responsibilities

- ✓ Make arrangements for all meetings (e.g., location, time and date).
- ✓ Circulate all materials needed for meetings.

- ✓ Report back to IEC/subcommittee with summarized findings, recommendations and/or requested analysis, and remain in communication regarding progress or additional anticipated or unanticipated issues that may arise.

VIII. Strategic Planning

Mission, Vision and Core Commitments [insert new revised statements]

Mission Statement

Los Angeles Valley College is a comprehensive community college located in the center of the San Fernando Valley. The College serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the workplace and for advancing one's education, personal development and quality of life.

The Los Angeles Valley College faculty and staff are dedicated to helping students be successful. They emphasize excellence in teaching and providing a variety of support services that are designed to meet students where they are and help them reach their personal and professional goals. Beyond the classroom, the College provides for students a variety of co-curricular activities that serve to create a rich campus life experience.

Los Angeles Valley College advances the economic development of the region through programs, services and partnerships that address continuing and emerging employer needs in a diverse set of industries, including one of the largest concentrations of entertainment studios in the world.

Los Angeles Valley College hosts numerous cultural and athletic events throughout the year and serves as home to the San Fernando Valley Historical Museum.

The campus has a park-like quality, with a rich variety of trees selected by its founding faculty. As a result, the campus itself serves as a laboratory for learning and gives the College a special appreciation for the environment and issues of sustainability.

Vision Statement

Los Angeles Valley College serves the community as a leader in instructional excellence, facilitating the success of its diverse students, developing critical thinkers and life-long learners, and contributing to the economic and cultural vitality of the San Fernando Valley and beyond.

Core Commitments

Learning

We view the continuous pursuit and transmission of knowledge as central to the human experience and key to a better quality of life.

Access

We promote access to educational opportunities for all in a welcoming, supportive and inclusive environment that provides a place for critical thinking, learning and personal growth.

Student Success

We recognize the inherent potential in all people and promote individual achievement of personal goals by encouraging students to be active participants in their learning and providing them with the foundational skills and support services necessary for success in the LA Valley College environment and beyond.

Quality

We strive to achieve instructional excellence and maintain a learning-centered campus by offering a broad range of academic programs and services, fostering an environment of academic freedom and collaboration, and providing professional development opportunities for faculty and staff.

Mutual Respect

We promote an environment of openness and integrity in which the views of each individual are respected and success is celebrated, and we acknowledge that greater understanding and consensus can be achieved through shared governance, collaboration, teamwork and an appreciation of all members of the College and the community we serve.

Innovation

We promote a climate of discovery that values and embraces inquiry, continuous improvement and welcome creative solutions as we seek new, flexible and responsive ways to fulfill our mission.

Diversity

We embrace the rich and unique dimensions of each individual in our community and strive to maintain an open and supportive environment that instills an appreciation for a variety of perspectives and encourages the free exchange of ideas.

Responsiveness

We strive to remain current and to meet the educational, social, economic, cultural and workforce needs of the community we serve.

Responsible Stewardship

We promote physical, technological and fiscal responsibility to maximize institutional effectiveness and strive to be effective stewards in the utilization of public funds.

Environmental Stewardship

We foster responsibility and pride in our campus and serve as a model of sustainability, being mindful of the impact we have on the environment, as individuals and as a community.

Process for Revision of Key Planning Statements

As part of its ongoing monitoring of the implementation of the Educational Master Plan (EMP), EPC reviews the college's Mission Statement for continued appropriateness each spring semester. This review should include annual plans, program review narratives and institutional effectiveness data.

In addition, any group wishing to propose changes to the Mission Statement should send a request in writing to the Chair of EPC describing both the requested change and the rationale behind it. As part of the writing of each new Educational Master Plan every six years, the Mission Statement will receive additional scrutiny in light of the strategic research conducted for that process. Any changes proposed by EPC must be taken for approval to the Academic Senate, IEC, the College President and the LACCD Board of Trustees.

EPC needs to ensure that any changes to the Mission Statement are communicated widely to the campus community and that the changes are reflected in all places the statement appears (e.g., catalog, web, committee agendas, etc.).

LAVC Strategic Goals (approved by College Council 6/22/2008)

Goal 1: Increase student retention, persistence and success

Student Success as an umbrella concept is a major core commitment of Los Angeles Valley College and a significant part of the College's Vision and Mission. Student success incorporates personal growth, development, persistence, and academic program completion

Goal 2: Increase student access

Providing access to all who wish to pursue post-secondary education is a key element of LA Valley's Core Commitments, Vision and Mission. Hence, increasing student access is an essential and welcomed goal of the College.

Goal 3: Enhance academic offerings to meet student and regional needs

The curriculum is the heart of any college and maintaining a set of program offerings that appeals to and meets the needs of the students is essential to the future success of an institution.

Goal 4: Enhance institutional effectiveness

Enhancing institutional effectiveness is an ongoing goal of an institution as it seeks to fulfill its mission and is a key element of the accreditation process.

District Strategic Goals [insert date District published the se]

Goal # 1: Access

Expand Educational Opportunity and Access

Goal # 2: Success

Enhance all Measures of Student Success

Goal # 3: Excellence

Support Student Learning and Educational Excellence

Goal # 4: Accountability

Create a Culture of Service and Accountability

Goal # 5: Collaboration

Explore New Resources and External Partnerships

State of California Strategic Goals

Goal A. College Awareness and Access

Increase awareness of college as a viable option and enhance access to higher education for growing populations.

Goal B. Student Success and Readiness

Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.

Goal C. Partnerships for Economic and Workforce Development

Strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy.

Goal D. System Effectiveness

Improve system effectiveness through communication and coordination, regulatory reform, and performance measurement.

Goal E. Resource Development

Provide enhanced resources and allocation methods to ensure high quality education for all.

Alignment with District and State Strategic Goals

California Community Colleges	Los Angeles Community College	Los Angeles Valley College
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	District	
A: Promote College Awareness and Access	1: Access – Expand Educational Opportunity and Access	Goal 2: Increase student access
B: Support Student Success and Readiness	2: Success – Enhance all Measures of Student Success 3: Excellence – Support Student Learning and Educational Excellence	Goal 1: Increase student retention, persistence and success Goal 3: Enhance academic offerings to meet student and regional needs
C: Strengthen Partnerships for Workforce and Economic Development	5: Collaboration – Explore New Resources and External Partnerships	Goal 3: Enhance academic offerings to meet student and regional needs
D: Improve System Effectiveness	4: Accountability – Foster a District-wide Culture of Service and Accountability	Goal 4: Enhance institutional effectiveness
E: Enhance Resource Development		

Los Angeles Valley College Planning Connections with District Operations and Planning

The IEC and its subcommittees are connected to District operations and planning through constituent representation on several District-level shared governance committees. The following IEC and Subcommittee Chairs are also members on the following District-Level Governance Committees:

IAVC

Institutional Effectiveness Council

Educational Planning Committee

Technology Planning Committee

IACCD

District Planning Committee

District Planning Committee

District Technology Planning & Policy Committee

See District Functional Map for alignment with district plans.

IX. Accreditation and Planning Agenda Items

Los Angeles Valley College planning, operational, and budget reports prepared for accreditation matters (ACCJC) shall be presented to IEC, in a reasonable time prior to the accreditation deadline, for discussion and input. Any progress reports reasonably related to accreditation required reporting shall also be discussed for IEC input. Based on the 2007 Self-Study, the campus established the planning agenda items listed in Appendix T

Accountability Reporting

IEC should regularly monitor campus fiscal accountability and institutional effectiveness indicators. Key information for institutional effectiveness and accountability reporting is provided by the appropriate Tier 2 and 3 subcommittee chairs. Among the reports reviewed by IEC, the *Accountability Reporting for Community Colleges* (ARCC) report shall also be presented to IEC in February each year for discussion and input related to the college response which is due at the beginning of March. All IEC feedback shall be

reflected in the Minutes and provided to the Dean of Research and Planning for final approval by the College President.

The college reports out annually to the LACCD Board of Trustees on indicators of institutional effectiveness and accountability such as *Accountability Reporting for Community Colleges* (ARCC), *College Effectiveness Report* (CER), *Strategic Self-Inventory*, *EMP implementation*, strategic plan alignment, accreditation status and planning agenda items.

Los Angeles Valley College Long-Term Planning

LAVC Educational Master Plan (EMP)

An Educational Master Plan (EMP) creates a road map for where we as a college want to be, devises strategies to help us reach these goals, and means to measure our success along the way. An EMP helps us to make decisions, to link budget and planning, and to link the many different planning activities that take place on campus. Writing a new EMP requires a synthesis of our vision, mission, and core values with data about enrollment, community demographics, labor market projections, and student needs. A link to the entire LAVC EMP 2008-2013 is available at <http://www.lavc.edu/emp/EdMasterPlan.html>. The Educational Planning Committee (EPC) oversees the writing, revision and implementation of the EMP.

EMP Monitoring and Change Process

The Educational Master Plan drives campus planning and institutional priorities. As such, the implementation and evaluation of the plan are continuous. The Educational Planning Committee is charged with monitoring the implementation of the EMP and reporting out to the IEC each fall. Additionally, EPC reviews the Annual Plan or program review module on department goals for alignment with the EMP goals. A summary report is presented to the Council in December along with any resulting recommendations.

Changes to the Educational Master Plan

The Educational Master Plan is a living document and as such can and should be changed when the need arises. To propose changes to the EMP, send a written request to the chair of the Educational Planning Committee that includes the following:

- A description of the proposed change
- How the change relates to the existing EMP (e.g., connection to existing goals and objectives)
- What strategic research supports this change
- Any other rationale for the change

EPC will review the proposed change and if approved, will forward the change for approval by the Council.

Comprehensive Program Review and Annual Plans

The program review and annual plan processes provide a foundation for planning and continuous institutional improvement. Through these processes, programs are able to recognize their strengths and past achievements, identify areas in need of improvement, and set goals and plan for the future. These efforts need to be data-driven, ongoing, systematic and take place institution-wide to be effective. Planning should be based on research and be reviewed through the College's governance process to ensure coordination and integration of various campus plans.

The program review process provides the framework for developing a five year strategic plan that connects not only to the program's long term vision of student success but also to other reports and

activities such as accreditation, the Educational Master Plan and other campus plans. Annual plans and program review form the basis for resource requests and allow the college a means for linking budget and planning.

Every year all campus programs and services will complete an Annual Plan. It is best to think of the annual reviews as “mini” program reviews. Similar questions and information make up the Annual Plans and Program Reviews. Comprehensive program reviews occur every six years and should utilize the information compiled in previous annual plans. Annual plans focus on short-term planning while program reviews allow for more in-depth analysis and long-range planning.

The annual plan and program review processes are overseen by the Program Effectiveness and Planning Committee (PEPC).

The complete Program Review Handbook and Annual Plan Modules templates are available at: www.lavc.edu/pepc.

Tier 2 committees review annual plan modules considering the Educational Master Plan and other related plans (e.g. Technology Plan, Student Equity Plan). Based on annual plan submissions, Tier 2 committees present summary reports including priorities where appropriate for Council action.

Plan Integration

As part of the planning process, each plan developed on campus must align with the Educational Master Plan goals and objectives and be approved through the Council. The Council will verify the alignment of the plans with the institutional goals and priorities, determine areas of collaboration and impact, and make any necessary recommendations to the College President.

To increase accessibility and effectiveness, college plans are posted on the college planning page: <http://www.lavc.edu/research/Planning.html>.

The Council monitors progress on plan implementation and plan evaluation through annual reports submitted to the Council.

Planning Cycles

Major planning cycles on campus are on a staggered 6-year cycle:

Year	Program Review	Educational Master Plan (EMP)	Accreditation
2010-2011	Annual Plan	EMP implementation	Implementation of planning agenda
2011-2012	Annual Plan	EMP implementation	Accreditation Self-Study
2012-2013	Annual Plan	EMP Research, Revision, Writing	Accreditation Site Visit (Spring)
2013-2014	Program Review	EMP implementation	Implementation of planning agenda
2014-2015	Annual Plan	EMP implementation	Implementation of planning agenda
2015-2016	Annual Plan	EMP implementation	Accreditation mid-term report
2016-2017	Annual Plan	EMP implementation	Implementation of planning agenda
2017-2018	Annual Plan	EMP implementation	Accreditation Self-Study
2018-2019	Annual Plan	EMP Research,	Accreditation Site Visit (Spring)

Annual Planning

Annual Goal Setting

Each department, program and committee on campus is responsible for setting goals early in the fall semester and reporting out on those goals annually. IEC is responsible for 1) assessing the institution’s progress toward its goals; and 2) making recommendations regarding either the creation of new or the revision of existing College goals through the shared governance process.

For instructional and service programs, this process is recorded and reported through the annual plan Goals module. The module asks for 1) the status on prior year goals, 2) confirmation of current year goals and 3) planned goals for the following year. Goals must include links to 1) the Educational Master Plan objectives and strategies or 2) links to other college plans and objectives. The module includes a report on the status of planned activities and measurable outcomes. Annual goals should be set in accordance with program review goals for the cycle.

For shared governance committees and the Council, goals are set in the early fall and reported out at the annual retreat. Committees confirm and forward goals to the Council by the first October meeting. Committees use the Committee Self-Evaluation form to evaluate the status of their goals annually. As part of the process, committees must evaluate the status of actionable improvement plans charged to the committee. The form must be submitted to IEC by the end of May for the evaluation process. The status of committee goals is reported out annually at the shared governance retreat.

IEC reviews the status of Council and committee goals annually at the shared governance retreat. As part of the review process the council develops preliminary goals for the following year. Goals are formally considered by the Council by the end of September. If committees or the Council modify goals, they must notify the Council formally within 30 days of the action.

Annual Plan Modules

LAVC's major planning processes are integrated in the shared governance structure. Each Tier 2 committee is responsible for reviewing annual plan modules, setting campus priorities and developing plans in specific areas:

Module	Review Committee
Goals	Educational Planning Committee (EPC)
Staffing	Hiring Prioritization Committee (HPC)
Curriculum	Curriculum Committee (VCCC)
Outcomes (Department Assessment Plan)	Outcomes Assessment Committee (OAC)
Fiscal Planning	Fiscal Review and Oversight Group (FROG)
Enrollment and Program Trends; Service Trends	Educational Planning Committee (EPC); Program Effectiveness and Planning Committee (PEPC)
Facilities Planning	Work Environment Committee (WEC)

Technology	Technology Committee (TC)
CTE Biennial Review	Educational Planning Committee (EPC); Program Effectiveness and Planning Committee (PEPC)
Professional Development	Professional Development Committee

Linking Budget and Planning

Motions put forward by subcommittees and workgroups are reviewed by the Budget Office for cost benefit analysis and impact before consideration by the Council. The Council reviews the motions and rationale in conjunction with the fiscal analysis before making a recommendation to the president.

Beginning in 2012-2013, department annual planning will be directly connected to resource allocation requests considered by the Council. The FROG will review annual plans modules (e.g., Expenses, Additional Funding, Requests), summarize trends and prioritize resource requests. The FROG prioritizes resource requests based on college goals and priorities as set forth in the EMP. The Council makes a final recommendation to the college president regarding resource allocation and development of the Operational Plan for the following year.

Annual Progress Reports on Long-Term Plans

Plan owners should submit the Report on Alignment and Progress (RAP) form to the councils each March. The RAP documents alignment of the campus plans with the EMP, the status of plan goals and objectives, recommendations and implications. The IEC Planning workgroup reviews and synthesizes the RAPs, reports out to the Council, tier 2 committees and plan holders, as appropriate. This process facilitates communication between stakeholders.

The RAP includes information on 1) the status of goals, 2) challenges to plan implementation and 3) any measurable outcomes used to evaluate the plan to date.

College Plans required to submit a RAP include:

- Educational Master Plan
- Emergency Plan
- Enrollment Management Plan
- Facilities Master Plan
- Foundational Skills Action Plan
- Matriculation Plan
- Student Equity Plan
- Technology Plan

*List must be verified annually.

X. Evaluation and Assessment Cycle

Evaluation of Decision-Making Structure and Procedures

In the formal assessment, the IEC, its standing committees and workgroups collaborate to gather feedback about the planning and decision making processes on an ongoing basis. Modifications can be considered by the Council at any point throughout the year via formal motions by council members or IEC workgroups. The evaluation process culminates at the annual shared governance retreat in June and may include recommended revisions to one or more of the components in the college's model of integrated planning and decision-making process. All approved revisions are documented with revisions to the *Policy and Decision Making Handbook*. Evaluation of the Structure consists mainly of evaluating the committees, the chairs and the members.

Appendices

- Appendix A: IEC 2012-2013 Membership and Goals
- Appendix B: EPC 2012-2013 Membership, Mission and Goals
- Appendix C: HPC 2012-2013 Membership, Mission and Goals
- Appendix D: PEPC 2012-2013 Membership, Mission and Goals
- Appendix F: SSC 2012-2013 Membership, Mission and Goals
- Appendix H: TC 2012-2013 Membership, Mission and Goals
- Appendix I: WEC 2012-2013 Membership, Mission and Goals
- Appendix J: Senate 10+1
- Appendix K: Agenda Template
- Appendix L: Motion Forms
- Appendix M: Cost Analysis Request Form and Cost Analysis Report Form
- Appendix N: Minute Template
- Appendix O: Communications Update Template
- Appendix P: Meeting Calendar
- Appendix Q: Committee and Chair Evaluation Forms; Survey Questions
- Appendix R: District Meetings and LAVC Representatives
- Appendix S: Acronym Chart
- Appendix T: Planning Agenda Items
- Appendix U: IEC House Rules

Appendix D: PEPC 2012-2013 Membership, Mission and Goals

2012-2013 Membership

Mike Atkin, Administrative Services

Michelle Fowles, Research & Planning

Laurie Nalepa, Academic Affairs

Liz Ortiz, Student Services

*Rebecca Stein, VCCC representative

(vacant), OAC representative

Tiffany Lanoix, Faculty

Genia Sumnik-Levins, Faculty

Eric Sweistad, Chairs & Directors

Yvonna Campos, Staff

Duane Martin, Staff

(vacant), ASU

* - chair

PEPC Mission

The purpose of the Program Effectiveness and Planning Committee is to facilitate the Program Review and Planning process, including the review of annual plans, comprehensive program reviews, the student learning outcome assessment cycle, and assessment of program viability. PEPC's long term goals are to aid and support departments in both the individual and collective activities undertaken for the improvement of the instructional program in accordance with the Educational Master Plan and college mission.

2012-2013 Goals

1. Oversee ongoing program assessments, program viability processes, and annual plans.
2. Implement a non-instructional program viability process.
3. Conduct training and outreach to faculty, departments, and staff.
4. Maintain interaction and communication between PEPC and other committees.
5. Recruit additional members for PEPC workgroups.

6. Prepare for the unified program review cycle.

Appendix J: Senate 10+1

The Academic Senate of Los Angeles Valley College focuses primarily on the "academic and professional matters" of the college. "Academic and professional matters" means the following policy development and implementation 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 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
11. Other academic and professional matters as mutually agreed upon by the governing board and the Academic Senate

Appendix T- Planning Agenda Items

Our action plans are listed here under the sections of the self study in which they originated. Since many of them apply to more than one area, the applicable standards are noted in parentheses. Responsible parties and timelines, when appropriate, are indicated in brackets. When no timeline is given, it is implied that these are ongoing activities.

Mission

(IA, IB) Communicate the revised mission and vision statements to the campus community [College Council, Public Relations Specialist]

Make the mission and vision statements more visible by printing them on college publications and displaying them on campus. Feature the mission statement on all shared governance committee agendas

Improving Institutional Effectiveness

(IB) Set measurable targets to assess the achievement of goals [academic year 2007-08]

Review and modify former PFE targets regarding college goals (e.g., transfer, basic skills, degrees and certificates, voc ed) [appropriate college committees, Office of Research and Planning]

Disseminate these goals and targets widely to the campus community [College Council/shared governance process]

(IB, IV.A) Encourage broad-based participation in the planning process that is more reflective of the campus as a whole

Recruit a wider base of faculty members to serve on shared governance and college committees, as well as the Academic Senate, and discuss the feasibility of term limits [IA College Faculty Guild chapter president, Academic Senate president]

Increase efforts to encourage more classified staff to participate. Actively recruit more students, especially from the non-ASU population, and consider offering incentives, such as credit through Service Learning or directed study [Associate Dean of Student Services, ASU president, Service Learning Coordinator]

(IB, IV.A) Evaluate the effectiveness of the College Council and its committees to be sure they stay on course in following newly revised processes that link ongoing planning, budget, and evaluation [College Council][beginning Spring 2006, every other year]

Instruc tional Pro grams

(IIA) Address the student need for flexible scheduling and nontraditional delivery systems by expanding alternatives such as short term, online, and hybrid courses [Office of Academic Affairs, department chairs, Instructional Programs Committee (IPC), Distance Education Coordinator, Distance Education Trainer]

(IIA, IIB, IIC) Establish SLO assessment cycles throughout the college Incorporate SLOs through program review, with each department/area identifying program level SLOs that link to college-wide SLOs, as well as course level SLOs [department chairs/program directors, appropriate committees]

Use program reviews to support the updated Education Master Plan, the document through which SLO assessment cycles will be implemented [IPC]

Include five-year assessment cycles with progression meeting goals to be updated annually [department chairs/program directors, appropriate committees]

Communicate SLOs to the college through the Education Master Plan, website, catalog, schedule, annual reports, course syllabi, student orientation and handbook, staff development, graduation, etc. [SLO Committee]

Student Support Services

(IIB) Develop more effective strategies to assist the large number of at-risk students, students on academic and progress probation, and students who are undecided on educational and career goals [Student Services Committee] [Fall 2007]

Libra ry and Le a ming Support Services

(IIC, IIIC) Strengthen information competency throughout the college

[Library Department Chair, Staff Development Director, tutoring supervisors] Promote our existing information competency courses and workshops to students

Offer more workshops for faculty on best practices for incorporating research into the curriculum Regularly incorporate library information competency workshops into tutor training

(IIC, IIIC) Create guidelines for staffing ratios and support levels in open computer labs to ensure that student needs are met [VP of Academic Affairs] [Fall 2007]

Hum an Re so urc es

(IIIA) Offer annual training for supervisors, department chairs, and evaluation committees on the evaluation process [appropriate collective bargaining agents, college and district administration]

(IIIA) Maintain sufficient numbers of full-time classroom and non-classroom faculty by replacing permanently vacated positions with new tenure track candidates within a year, if feasible. Achieve and maintain appropriate staffing levels of classified support staff and administrators, taking into account financial realities and the college's needs [IPC, Classified/Administrative Staffing Committee, Budget Committee, college president]

(IIIA, IIIC) Expand our staff development program [Staff Development Director]

Seek alternative funding sources and utilize the expertise of our faculty and staff

Set an annual calendar of classes and workshops and market them effectively [beginning Fall 2007]

(III.A) Maintain the long-range staffing plans developed by the Classified/ Administrative Staffing Committee, adjusting them as dictated by enrollment patterns and facility changes [Classified/ Administrative Staffing Committee]

Physical Resources

(III.B) Continue efforts to inform the college community about our emergency response plan and train our employees in the roles they may need to play in the event of a disaster or emergency [VP of Administrative Services, Space and Work Committee]

Technology Resources

(III.C, II.A) Provide more information technology training for all personnel, particularly in distance education, web page design, and the use of multimedia technology in classroom instruction [Staff Development Director]

(III.C) Implement the Technology Master Plan [VP of Administrative Services, IT Manager, Technology Committee] [complete the major portion by the end of Fall 2007]

Prioritize recommendations based on instructional needs

Evaluate recommendations to demonstrate how they support our college-wide SLOs

Set goals and time lines for accomplishing the recommendations Integrate the recommendations on all levels of the budget/ planning process (departments, programs, services)

Financial Resources

(III.D, IV.A) Redefine the role of the Budget Committee to become more involved in overall college financial planning [Budget Committee] [Spring 2007]

(III.D) Clarify the budget process [by end of Fall 2007]

Create an ad hoc task force to prepare a training manual describing the budget process, including the link to long term planning, with guidelines on how to develop a budget, make purchases, and access financial information [Budget Committee]

Provide training workshops for department chairs and program directors on how to use the information in the manual [Administrative Services, Staff Development Director]

Post the manual on the website [webmaster]

Decision-Making Roles and Processes

(IV.A, IB) Strengthen communication involving college governance

Post all shared governance committee minutes on the college website and impress upon the college community the need to stay current on decision making [College Council]

Improve communication with constituents who might be impacted so they have the opportunity to provide input before decisions are made [committee chairs and members]

(IV.A, IB) Provide training on the roles and responsibilities of new as well as continuing committee members, including training to facilitate productive discussions [Staff Development Director] [as needed]

(IV.A) Assess the large number of established college committees to determine whether they should be reorganized, revitalized, or eliminated [College Council, Academic Senate] [by summer 2007]

Board and Administrative Organization

(IV.B, III.D) The college recommends that the district administration take all necessary actions to ensure that all reporting systems (financial, payroll, HR, etc.) provide accurate and timely information [LACCD Vice Chancellor].

(IV.B) The college recommends that the district administration complete the analysis of District Office functions, including the establishment of clear benchmark measures that can be used in assessing their effectiveness and more effectively communicate the results of its evaluations [LACCD Chancellor].