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Our Vision, Mission and Values

<table>
<thead>
<tr>
<th>OUR VISION</th>
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<tbody>
<tr>
<td>WEST: A gateway to success for every student</td>
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<table>
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<tr>
<th>OUR MISSION</th>
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<tbody>
<tr>
<td>West Los Angeles College provides a transformative educational experience.</td>
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<tr>
<td>West fosters a diverse learning community dedicated to student success.</td>
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<tr>
<td>Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.</td>
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<tr>
<td>A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.</td>
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<tr>
<th>OUR VALUES</th>
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<tr>
<td>EXCELLENCE</td>
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<tr>
<td>West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices.</td>
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<tr>
<th>ETHICS</th>
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<tr>
<td>We hold ourselves and others to the highest standards in personal as well as intellectual responsibilities. This informs relationships among students, staff, faculty and administration.</td>
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<th>EMPOWERMENT</th>
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<tr>
<td>At West, everyone – students, staff, faculty, administration – is powered by high expectations, respect and acknowledgement in all pursuits, from single lessons to completed degrees, from daily encounters to formal policy deliberations.</td>
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<tr>
<th>ENGAGEMENT</th>
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<td>To be fully engaged – academically, locally and globally – is to embrace learning with passion, commitment and energy.</td>
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I. **PREAMBLE**

**Effective College Governance**

There is consensus that the college's governance should be strengthened so that mutual consultation goes beyond the merely ceremonial. Effective governance committees must be involved in the real and important work of participatory governance.

**Distinction between Policy and Operations**

To accomplish this goal, the Office of the President and the College Council make a clear distinction between policy and operations. The work of effective shared college governance is in the area of policy formation and development, which results in recommendations to the college president. Policy implementation (operations) is the purview of the college administration. Once a policy has been recommended by the College Council to the president and the president approves the recommendation, the administration is entrusted with the responsibility for the implementation and execution of college policy as it deems appropriate given existing circumstances and resources. In those cases where the college president does not concur with a recommendation from the Council, the president will either return the recommendation to the Council for further consultation or state in writing why the recommendation is rejected.

II. **GOVERNANCE STRUCTURE**

West's current standing system of college governance is a model that provides each of the four major constituent bodies of the college governance structure the opportunity to make direct recommendations to the college president:

A. Academic Senate
   1. Academic Rank Committee
   2. Curriculum Committee
   3. Distance Education Committee
   4. Educational Policies and Standards Committee
   5. Faculty Position Identification Prioritization (FPIP) Committee
   6. Student Learning Outcomes (SLO) Committee
   7. Student Success Committee / Achieving the Dream (ATD)
   8. Transfer Committee

B. College Council (The college's effective governance body)

The College Council is a recommending body to the President of the College on college-wide policy and issues.

1. As a condition for participation on the College Council, each group participating as a constituent group member shall make the following commitments:

   a) Each constituent group, insofar as it participates in the College Council shall commit to promote the development of policy which is in the best interests of students and college
b) Each constituent group shall commit to first attempt to use the College Council for pursuing recommended policy changes or recommended policy that can be dealt with in the Council

c) Each constituent group shall commit to strive to accept and accommodate the consensus reached in the College Council, although each group will retain its ultimate right to excuse itself from the Council on a particular issue or the ultimate right to take an issue to a different arena

d) Each constituent group shall agree to attend the College Council meetings, complete any work it agrees to undertake in an expedient manner; and communicate with and involve the constituency it represents

2. All constituent groups shall agree that they will work to achieve consensus. Consensus is a process for group decision-making, a method by which an entire group of people can come to an agreement. The input of all participants are gathered and synthesized to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but also to promote the growth of community and trust.

3. If the constituent group members cannot achieve consensus on an issue before the College Council, then the Chair of the Council will call for a vote that shall be incorporated into the written minutes of the Council

4. College Council meetings shall be open and public; and agenda materials, minutes and other documents discussed by the Council will be made available for public perusal

5. Standing committees of the College Council:

a) Accreditation Steering Committee
b) Budget Committee
c) Facilities Committee
d) Planning and Institutional Effectiveness Committee
e) Resource Development Committee
f) Student Equity, Access & Completion (SEAC) Committee
g) Technology Committee

6. Responsibilities of constituent groups with members on the College Council

a) Constituent groups that appoint representatives to the College Council shall establish and maintain written procedures for:

i. communicating with their constituencies
ii. securing the input and views of their constituencies
iii. representing the views of their constituencies

b) These procedures will be made available for public record.

7. Introducing items into consultation for the College Council

a) Whenever any member of the College Council proposes that the Council address an issue, it should be brought to the Council in the form of a "Consultation Digest." A Consultation Digest is a formal written request for the Council to address a particular college-wide issue.

b) Prior to the preparation of a Consultation Digest, the focus shall be on the following:

i. whether the issue is one which requires Council attention
ii. how the issue should be defined and addressed
c) The Consultation Digest will:
   i. clearly and succinctly define the issue or problem to be addressed
   ii. provide a brief background on the issue
   iii. describe the various alternative approaches to addressing the issue
   iv. propose timelines for action and implementation

8. Items and issues for consideration of the College Council

Items and issues for consideration by the College Council must be those that have college-wide impact. These topics shall not include the academic and professional matters under Academic Senate purview as defined in AB 1725. The College Council shall make recommendations to the College President in writing with respect to the following:

a) Annual college strategic and operational plans.
b) Long range strategic planning.
c) The College Master Plan.
d) The college vision and mission statements.
e) College-wide task forces and committees.
f) Development, evaluation and management of the college budget.
g) Annual evaluation of progress toward achieving college goals.
h) Issues dealing with, but not limited to:
   i. Calendared cyclical reports (marketing/enrollment plan, facilities plan, research plan/agenda, etc.)
   ii. Communication and Technology
   iii. Physical Plant
   iv. Environmental Impact Report
   v. Bond programs
   vi. Any other college-wide policy and issues forwarded by the Executive Committee to the College Council.

9. Meetings of the College Council

a) Agendas: The meeting agendas for the College Council will be prepared and distributed to council members at least three (3) days in advance. The Executive Committee of the College Council, using mechanisms designed to solicit input from its constituencies will determine the agenda for the Council meeting.

b) Schedule of Meetings: The Chair of the College Council shall recommend a schedule of meetings for the Council with the approval of the Executive Committee.

c) Open Meetings: Meetings of the College Council are open to all interested persons or organizations who wish to observe the discussions and deliberations.


e) Official College Council business cannot be conducted without a quorum (as defined by Robert's Rules of Order).

f) Forwarding Recommendations to the College President: When the College Council forwards its recommendation(s) to the President, the recommendations(s) may or may not represent a consensus of the Council and that shall be noted in the written record of the minutes.
g) A record of each member’s vote on the issues before the College Council will be noted in the official minutes of the Council.

h) Summary of College Council Meeting: Within five (5) days after a meeting of the College Council, the Chair of the Council shall provide a summary of the meeting. The summary will indicate the disposition of the various items considered by the Council, including the recommendation(s) forwarded to the President. Approved Council minutes shall be posted for public perusal.

i) Attendance: If a member has missed two consecutive meetings, or three per semester of the Council, the constituent body that appointed that member will be notified of that fact, and asked to remedy that situation.

j) The Chair of the Council: When appropriate, the Chair should have released/reassigned time in order to perform the functions required of the position. Clerical support should also be provided.

10. Training for Council members

a) Members of the College Council and the constituent groups that appoint representatives to the College Council shall annually be provided training, as determined by the Council Executive Committee, regarding the College Council process and procedures. This training will occur at the first meeting in July.

b) Training shall include, but not be limited to, the purposes and mechanics of the process, and methods for resolving disputes and achieving consensus.

11. College Council Membership

a) Terms of Members & the Council Chair

   i. Members shall have 2-year staggered terms.

   ii. Appointments of members shall be made in May, and the terms shall begin July 1st of that year.

   iii. In the first year of the Council, where a constituent group has more than one member, that group will determine which members shall have a one (1) or two (2) year term.

   iv. An alternate may be appointed who can act and vote when the official member is not in attendance. The official member must inform the alternate, in a timely manner, that he/she will be absent from a Council meeting, so that the alternate can be prepared.

   v. The Chair of the Council shall have a three-year term.

   vi. The Chair shall be elected in May.

   vii. To ensure a smooth transition of chairs, the previous chair should attend the College Council meetings as an ex-officio member to support the newly-elected chair. If a previous chair is appointed as a member of the College Council s/he will have voting privileges.

b) Council Membership

| Academic Senate | 4 |
| AFT Faculty Guild | 4 |
12. Executive Committee of the College Council

   a) Committee Membership:

       Senate President
       Faculty Guild President
       Classified Guild Chair
       ASO President
       College Council Chair
       Senior Staff appointee

   b) Responsibilities of the Executive Committee of the Council:

       i. prepare the Agenda for the College Council meetings

       ii. decides whether a two-thirds (2/3) or majority vote of the Council is appropriate for
            Agenda action items taken to the council

       iii. review the Consultation Digest items and determine the disposition of such: either the
            item moves forward and is put on the agenda of the College Council or is referred to
            another group. The disposition of the Consultation Digest item will be recorded on
            the Executive Committee Action Form, a copy of which will be kept by the Council
            Chair. If the Consultation Digest item is referred to another group, that group will
            have ten (10) days to respond, in writing, to the Executive Committee, as to the action
            taken. A copy of the action form shall be sent to the appropriate group.

13. Review

The President, at the end of every two years, shall provide for review and evaluation of the
College Council as it functions under this document.

14. Amendments to this policy

   a) Any member or members of the College Council may propose amendments to this document
      at any time.

   b) Proposed amendments must be submitted in writing as Noticed Motions at a regular meeting
      of the College Council. The date and time of the meeting at which proposed amendments are
      to be discussed and voted on shall be determined at that time.

   c) An amendment becomes part of this document, or replaces part of this document, when two-
      thirds of the total membership of the College Council votes to make it so.

C. Unions
a) AFT Faculty Guild

b) Classified Unions
   i. AFT Staff Guild
   ii. SEIU 721
   iii. SEIU 99
   iv. JCBT

c) Teamsters

D. Senior Staff

   i. Academic Vice President
   ii. Vice President of Administrative Services
   iii. Vice President of Student Services

The sub-committees listed above, under the four major effective governance recommending bodies, report to their respective governance body and make their recommendations only through that major governance body.

The college president agrees to refer recommendations received from the leadership of the four major governing bodies to the College Council for ratification to insure that all college constituents have been fully consulted. *(Please Note: Per Title 5, recommendations on academic and faculty professional matters are the purview of the Academic Senate and its recommendations go directly to the President for approval or rejection.)*

III. SEARCH COMMITTEES FOR ADMINISTRATIVE POSITIONS

The College Council agrees that the college will conduct searches in accord with LACCD Personnel Guide Policy B456 governing searches for Deans, Associate Deans, Associate Directors, Assistant Directors and Assistant Deans.

The College Council agrees that the college will conduct searches in accord with LACCD Personnel Guide Policy B456A governing searches for certificated Vice Presidents, Directors and Senior Directors. This policy stipulates that a search committee must be composed of at least five members, the majority of whom will be administrators.

IV. EDUCATIONAL MASTER PLAN REVISION PROCESS

A. Charge:

The college president has charged the Academic Senate with periodically bringing forward an Educational Master Plan.

B. Process:

1. The annual Leadership Retreat will consider any suggested changes in the EMP.
2. The chair of the Leadership Retreat will turn over this input to the Academic Senate
3. The Academic Senate will formally task its Educational Policies and Standards Committee to begin work. The EPSC will forward its recommendation to the Senate which will act and bring forward a recommendation to the college president.
4. The president will then charge the College Council to conduct hearings on the proposed plan and to prepare a final recommendation to the president.

V. FACILITIES MASTER PLAN: BUILDING PROGRAM OPERATIONS SIGN-OFF
A. Background

The current facilities master plan has been approved and adopted as formal college planning policy. Delays in executing projects which have already been approved in the Master Plan cause higher costs and are not in the interests of our students, faculty and staff.

B. Mutual Agreement

The college president and the Vice President of Administrative Services shall be the final signatories for operational documents in the building program. The signature of the president indicates that s/he has consulted in advance with the Academic Senate President, the AFT Faculty Guild Chair, and the AFT Staff Guild Chair and has received their concurrence. The president shall also be responsible for notifying the College Council of such operational actions in the regular president's report to the Council.

VI. CLARIFICATION OF THE CHARGE OF THE COLLEGE PLANNING AND INSTITUTIONAL EFFECTIVENESS COMMITTEE (PIE)

A. This committee is a standing committee of the College Council

B. Charge

The committee’s charge is to link the college's existing planning to the college's budgeting of discretionary resources.

C. Responsibilities:

1. Make allocation recommendations to the College Council. PIE does not itself do planning, but rather uses existing plans to establish criteria by which it makes allocation recommendations against funds identified by the Budget Committee as discretionary.

2. Monitor the policies and procedures by which program reviews and unit plans are produced and submitted to the Committee. It is PIE’s responsibility to see to it that all program reviews and unit plans are submitted in a timely manner so that it can perform its major function of using these existing plans to make judgments regarding college priorities for the allocation of resources.

3. Develop and enforce policies that qualify a program or unit to apply for funding against identified discretionary resources.

For example, PIE should prioritize facility requests in light of enrollment growth initiatives. The Facilities Committee would identify the nature, scope and effect of each project and the Budget Committee would identify the available resources to fund projects. PIE would then develop its own criteria from the existing unit plans to prioritize requests for the available funding. This recommendation would go to the College Council for review and approval.

The Facilities, Planning, and Budget committees report directly to the College Council which directs these committees to serve as resources to PIE.

VII. RECALL PROVISION

The College Council Chair may be removed from his/her assignment as Chair:

1. For failure or refusal to perform the normal and reasonable duties of the Council as defined by its bylaws and by any expressed approved written motion or resolution of the Council directing the chair to proceed in a specific manner.

2. The recall process will consist of:
West Los Angeles College – Governance and Planning Handbook

a. A recall petition signed by 40% of the members of the College Council and presented to the Full Council, stating in writing the reasons for the recall.
b. The Council Chair shall have a chance to answer to the reasons for this recall before voting takes place.
c. A recall election shall be conducted by a member selected by the College Council Executive Committee and a representative of the Administration and shall take place within 3 weeks of the filing of the recall election.
d. A successful recall election requires 2/3 of the votes of those College Council members present and voting,

VIII. NON-COMPLETION OF TERM OF OFFICE

In the event that a Council Chair does not complete his/her term of office, a new chair shall be selected, in accordance with the Council bylaws to serve for the remainder of the unexpired term.
College Executive Committee Action Form

Date: / / 

Issue Presented in Consultation Digest:

A. Scheduled for Placement on Agenda

B. Referred To: (Check Appropriate Box) College President Senior Staff Chair

 Academic Senate  ASO
 AFT Faculty Guild  Other

10 Working Days to Report Back To the Committee after Referral

C. No Action

Reasons for not taking action

Signature of the Executive Committee Chair:

Date:
_____________________________________
GLOSSARY

Ad Hoc Committee: a temporary committee created by the College Council for specific or immediate college needs.

Consensus: no more than 1/5 (20%) of the council members in attendance express dissenting opinions.

Consultation Digest: a formal written proposal that clearly and succinctly defines an issue or problem, provides a brief background on the issue, describes the various alternative approaches to addressing the issue, and includes proposed timelines for action and implementation.

Council: the college governance group elected or appointed by their constituencies to act as the recommending body to the College President.

Committee: a body delegated to consider, investigate, or report on some matter.

Day: a work day.

Faculty: those academic employees of the campus 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.

Majority vote: more than 50% of the vote.

Master plan: the comprehensive description of the college's plan for the future. The master plan addresses the college's educational programs and services, facilities, and technology. In addition, the master plan serves as the college's framework for resource allocation, priority setting and continuous innovation.

Operational plan: An operational plan is one that implements (operationalizes) the goals of the college.

Policy: Policy answers the "what" — it states what overall plan or course of action is to be taken - policy is what guides the action.

President: the President of West Los Angeles College.

Procedure: Procedure answers the "how" — it is how the policy will be implemented — it is the implementation arm of policy. Procedures are established as a way to carry out policy.

Process: a series of actions leading to a policy or a goal.

Program review: evaluation of an academic program or operational unit for effectiveness and efficiency.

Prop A/AA: construction funded by passage of Proposition A/AA.

Public perusal: Information accessible, electronically, by internet, intranet and also by the posting of information in designated areas that are accessible to the public.
**Quorum:** 50% of the voting members + one

**Standing Committee:** a body delegated to report on matters on a regular basis.

**Strategic plan:** a plan for a course of action and allocation of resources to achieve objectives for three years or more in the future.

**Task Force:** a body created as needed to deal with a specific, single item issue.
Approved by College Council on: [October, 2011]
Signatures:

College Council Chair:
Fran Leonard

Academic Senate:
Adrienne Foster
Judy Chow
Helen Young

Administration:
John Oester
Betsy Regalado
Bob Sprague

AFT Faculty:
Bruce Anders
Richard Olivas
Olga Shewfelt

AFT Classified:
Joann Haywood
Sheila Jeter-Williams

ASO:
Durrell Levy

SEIU 721 Steward
Abel Rodriguez

Teamsters:
Rebecca Tillberg

President, Ex-Officio
Nabil Abu-Ghazaleh
Standing Committee Co-Chairs

Approved by consensus of the College Council – September 5, 2013

Rationale
On September 20, 2010 (http://www.wlac.edu/collegecouncil/CCRecommendations-9-24-10.doc.pdf), the College Council recommended to the college president the practice of establishing co-chairs for all of its standing committees. The reason for this recommendation is to broaden and diversify the leadership of committees. Based on a survey of faculty who have served as co-chairs of standing committees, pairing an administrator with a faculty member has often resulted in:
  • Collaboration on the agenda, minutes and issues to be discussed
  • Smooth chairing of meetings
  • Resources provided to the committee by the administrator, leading to greater effectiveness.

Five of seven standing committees function with co-chairs:
  • Accreditation
  • Facilities
  • Planning and Institutional Effectiveness
  • Resource Development
  • Technology

Two standing committees currently lack a co-chair:
  • Budget
  • Enrollment Management

Two other committees that function with co-chairs are the Student Success and SLO committees. The Foundation Skills Think Tank, summer 2006, also had co-chairs.

Assessment
As reported by the co-chairs, in most cases, the co-chairs worked compatibly.
In the annual self-evaluation of committees, include an assessment of the co-chairs.

Eligibility – Faculty and staff are eligible to be co-chairs with an administrator.
Anyone who has served or is serving on the committee may be eligible.

Terms of office is 2 years.

Selection process – The selection is by vote of the committee members with the candidate receiving the most votes becoming co-chair.
Administrator co-chairs are selected by the college president.

Voting – The co-chair who is chairing the committee votes only when there is a tie. Co-chairs will alternate meetings that they chair.
Responsibilities –

- Work collaboratively on planning and preparing for meetings, including the agenda and all related information/data.
- Set the schedule and location of meetings.
- Chair meetings to insure discussion/action that moves the agenda.
- Keep and post accurate record of meetings (minutes) and attendance; conduct the annual committee self-evaluation.
- Insure that recommendations are forwarded to the College Council and present relevant data and information at the Council meeting re. the recommendation(s).
- Report back to the standing committee regarding the status of committee recommendations to the Council, and, if acted on, to the college president.
- Recruit new committee members.
- Orient new members to committee’s charge and practices.
Process for Budget Supplements
(Revised 03/26/2015)

Background
West has developed and continues to refine its planning and budget processes. Nevertheless, there is no process by which expenditures that could not been reasonably planned and/or anticipated in the regular process can be addressed. Needed expenditures that arise from unpredictable events, such as a higher cost for a budgeted item, a sudden change in student enrollment or a new mandate by a recently enacted law or regulation, require the college’s immediate attention. To this purpose, the Budget Committee and the College Council have expressed the need to develop a process by which budget supplements/augmentations can take place through an institutional process.

Current Practice
Whenever a college department needs a budget supplement, a request is submitted by the department to the VP of Administrative Services. The VPAS assesses the merits of the request, consults with the college President and the responsible Vice President, and proceeds to authorize or deny the request, after which the Budget Committee is informed of what took place. If the requested budget supplement is of significant value (several thousand dollars) and the need is not urgent, the VPAS will submit the request to the Budget Committee at the next scheduled meeting.

Moving Forward
The usual budget practice is to base allocations on prior year budget as of December and to allocate expenditures according to planning priorities during the budget prep process in February. Having a process to address emergency and/or unplanned expenditures provides the college with another institutional tool agreed to by all constituencies to provide a stable and transparent process for these extraordinary budget supplements.

Process
Whenever a budget supplement to address an emergency or an unplanned expense of $2,000 or above* is needed, the appropriate Vice President will make a formal request in the attached form, providing an explanation for the reason for this budget supplement, its dollar amount and the consequences of not addressing the request during the ongoing fiscal year. The request will be presented to the Budget Committee and its recommendation is to be forwarded to the College Council.

If the emergency expenditure requires immediate attention that does not permit the full process described above to take place, the College President will make the decision and will report back in writing to the Budget Committee and College Council on the action taken on such emergency expenditure.

*Note: If the requested budget supplement is below $2,000, the approval process will be done by the appropriate Vice-President, with the approval of the VPAS or the President. All such transactions will be summarized and reported to the Budget Committee.
WEST LOS ANGELES COLLEGE
EMERGENCY APPROPRIATION / BUDGET SUPPLEMENT REQUEST FORM

Date:

Requesting VP name and signature:

Academic Affairs_____________________________________________________

Student Services_____________________________________________________

Administrative Services _____________________________________________

1. Unit under your supervision for which this request is being made.

2. Description and amount of request:

3. Reason(s) for the request:

4. What are the expected consequences of your request being denied?

5. Why was this item not planned/budgeted in the current fiscal year?

5. In the future what will you do to either include this item in your regular budget or prevent it from recurring as a budget supplement request?

6. Was this budget supplement request included in the unit’s Program Review? If so, cite under which section. If it was not included, explain why.
Process for Meeting Basic Supply Needs
(Revised 03/26/2015)

Background
During the budget downturn and reduced budgets, supply budgets were cut college-wide. The result is that divisions and departments do not have sufficient resources to meet their operational needs. In extreme situations, special requests are made to the Budget Committee for funding to purchase critical supplies.

The difficulty presented by the current practice has been identified and highlighted in the most recent process to prioritize resource requests, which included basic supplies in a number of cases, as well as in the recommendations from the 2014 Joint PIE/Budget Committee meeting. The Budget Committee and the PIE Committee have identified the need to develop a more efficient and effective budgeting process for consumable supplies. Now that state funding levels are beginning to increase from the previous low point, this is a practical time to institute a new budgeting process for supplies.

Current Practice
The supply budgets for most units have been reduced or eliminated since FY09-10 and partially centralized in FY2014-15. This practice makes purchasing supplies difficult and sometimes impossible. For example, the Admissions and Records Office did not have funds to purchase diploma paper, and had to make a special request to the Budget Committee for funding.

Moving Forward
The usual budget practice is to base allocations on prior year budget and expenditures as of December. This historic information has been lost for supply budgets. The suggested process will provide for a transitional period where baseline needs for each unit can be re-established. The suggested process represents a hybrid zero-based budget concept, applied to only the Supply line item, which will be built up from the current funding level of $0 based on new expenditure data.

Process
The four broad areas of the college will be handled separately, under the direction of each Vice President and the President. A central supply fund will be created for each division. The size of the fund will be based on a systematic analysis of the Supply needs for each unit within the area. The analysis can draw on program review requests and other sources of information.

As a unit needs Supplies, it would place a request with the Vice President or President. The funds would be transferred via eBTA to the receiving unit for expenditure. Over a few years, a baseline level of supply need will be established. When this is stabilized, the needed amount will be allocated to each unit during the budget preparation process.

Within Academic Affairs, Division chairs will be informed of the process for obtaining Supplies. Division chairs will submit requests on behalf of their Divisions.
College Committees

**Committee List**

**Shared Governance Committees**
- Accreditation Steering Committee
- Budget Committee
- College Council
- Facilities Committee
- Joint Budget Committee / PIE Committee Meeting
- Planning and Institutional Effectiveness (PIE) Committee
- Resource Development Committee
- Student Equity, Access and Completion (SEAC) Committee
- Student Support Programs and Services (SS&SP) Committee
- Technology Committee

**Academic Senate Committees**
- Academic Rank
- Academic Senate
- Curriculum Committee
- Distance Education Committee
- Educational Policies & Standards Committee
- Elections Committee of the Academic Senate
- Faculty Position Identification Prioritization Committee
- Student Learning Outcomes Committee
- Student Success Committee / ATD Core Team

**Operational Committees**
- Divisional Council
- Emergency Preparedness Committee
- Leadership Retreat
- Student Services Council

**Unions**
- AFT Guild Chapter
- Adjunct Faculty Meeting
- Adjunct Orientation (AFT Faculty Guild)
- AFT Staff Guild (1521A)
- SEIU (721)
- Work Environment Committee

**Miscellaneous**
- College Citizens’ Oversight Committee
College Committees

Charge and Structure

Shared Governance Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Accreditation Steering Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>The Accreditation Steering Committee of West Los Angeles College provides leadership for the college's accreditation efforts in the following ways:</td>
</tr>
<tr>
<td></td>
<td>1. Review the ACCJC Accreditation Standards</td>
</tr>
<tr>
<td></td>
<td>2. Encourage and promote dialogue across the college on student learning and institutional effectiveness.</td>
</tr>
<tr>
<td></td>
<td>3. Communicate information on accreditation to the college constituencies and community.</td>
</tr>
<tr>
<td></td>
<td>4. Facilitate the organization and structures for accreditation reports.</td>
</tr>
<tr>
<td></td>
<td>5. Oversee the preparation of accreditation reports.</td>
</tr>
<tr>
<td></td>
<td>6. Establish guidelines for the cataloging and maintaining of evidence to support accreditation.</td>
</tr>
<tr>
<td></td>
<td>7. Plan, facilitate and prepare for accreditation team visits to the college.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>1 AFT Faculty Guild representative; 1 AFT Staff Guild representative; 1 ALO representative; 1 Academic Senate representative; 1 Administrator representative; 1 Facilities representative; 1 Research &amp; Planning representative; 1 SEIU 721 representative; 1 Student Services representative</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>3rd Tuesday; 1-3pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Budget Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>1. The committee oversees the process for the preparation and the timeline for the development of the college's annual operating revenue and expense budgets and synchronizes this process with the LACC District budget committee.</td>
</tr>
<tr>
<td></td>
<td>2. The committee periodically reviews budget reports from the Vice President of Administrative Services and assesses progress of revenue and expense budgets throughout the fiscal year to promote fiscal transparency.</td>
</tr>
<tr>
<td></td>
<td>3. The committee identifies discretionary resources and makes allocation recommendations to the College Council for these funds. Such recommendations will be coordinated with the Program Review and Planning committees.</td>
</tr>
<tr>
<td></td>
<td>4. If conditions warrant, such as a District fiscal emergency, the committee makes recommendations regarding proposed plans for action.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Vice President, Administrative Services</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Membership</td>
<td>3 Administrator representatives, 2 AFT Faculty Guild representatives, 2 AFT Classified Guild representatives, 2 Academic Senate representatives, 1 ASO representative, 1 Local 721 representative, 1 Teamsters representative</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>4th Wednesday; 2pm-4pm</td>
</tr>
</tbody>
</table>
### College Council | Planning and Institutional Effectiveness Committee

**Committee Name**: College Council

**Charge**: The College Council is a recommending body to the President of the College on college-wide policy and issues. MOU #CC906-1, September, 26, 2006.

**Reporting Line**: College President

**Brown Act**: No

**Chair**: Faculty

**Co-Chair**: Vacant

**Term for Chair**: 2 years

**Membership**: 4 Academic Senate representatives, 4 AFT Faculty Guild representatives, 2 AFT classified representatives, 1 other classified collective bargaining units representatives, 2 ASO representatives, 1 teamsters representative, 3 vice presidents, president (non-voting)

**Term of Membership**: 2 years staggered

**Meeting Schedule**: 1st Thursday; 1-3pm

---

**Committee Name**: Joint Budget / PIE Committee Meeting

**Purpose**:
- a. Assess effective use of financial resources over prior year and into current year.
- b. Improve the effective distribution of financial resources in the coming year.
- c. Connect student learning outcomes assessment with program review and budgeting/resource allocation

**Reporting Line**: Budget Committee and PIE Committee

**Brown Act**: No

**Chair**: Vice President, Administrative Services; Dean, Office of Research and Planning

**Co-Chair**: Faculty

**Term for Chair**: Indefinite

**Membership**: Members of Budget Committee and PIE Committee

**Term of Membership**: N/A

**Meeting Schedule**: Twice per year in the spring
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Facilities Committee</th>
</tr>
</thead>
</table>
| Charge         | Prioritize and make recommendations to the College Council on  
|                | • alteration & improvement projects around campus  
|                | • state-funded capital construction and scheduled maintenance projects  
|                | • bond program projects  
|                | Create stakeholder committees to assist with design of Capital Construction & Bond Projects;  
|                | Provide oversight of bond program construction plans, progress, and budgets;  
|                | Provide updated information to all constituency groups on major maintenance and construction projects;  
|                | Provide recommendations on  
|                | • building access control and campus safety projects  
|                | • campus accessibility issues  

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Vice President, Administrative Services</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>VP of Academic Affairs, VP of Administrative Services, VP of Student Services, 3 Academic Senate Faculty representatives, 1 ASO representative, 2 AFT Faculty representatives, 1 AFT Classified Staff representative, 1 AFT Classified representative (non-voting), 1 SEIU representative, 1 Director of Facilities</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>1st Thursday; 3-5pm</td>
</tr>
</tbody>
</table>
### Planning and Institutional Effectiveness (PIE) Committee

**Charge**
To link the college’s existing planning to the college’s budgeting of discretionary resources.

**Mission**
To maintain the college’s adherence to the planning and budgeting principles developed and put forth in the Master Plan.

**Purpose**
To implement and continually adapt the Master Plan through the college’s annual planning and budgeting process. The process ensures that planning creates the foundation for budget development. The Planning Committee guides the process, supported by the Dean of Planning. By means of the committee’s activity, the constituency groups review planning and budgeting and make recommendations to the college president.

**Reporting Line**
College Council

**Brown Act**
No

**Chair**
Dean, Office of Research and Planning

**Co-Chair**
Faculty

**Term for Chair**
Indefinite

**Membership**
VP of AA, VP of AS, VP of SS, 3 Academic Senate representatives, 3 AFT Guild representatives, 1 Student Services representative, Dean of Research and Planning, 2 AFT Classified representatives, 1SEIU representative, Resource representative, president (non-voting)

**Term of Membership**

**Meeting Schedule**
1st Monday; 12:45-2:45

### Resource Development Committee

**Charge**
The Resource Development Committee (RDC) is the recommending and advisory committee to the College Council charged with implementing the revenue enhancement initiative in the areas of foundation, grants, extension, contract education, All Things Global’s international education, partnerships, college enterprise, and campus and community partners. The RDC is responsible for guiding and overseeing the Resource Development Office as it seeks to identify, develop, apply for, or implement new initiatives that are aligned with and facilitating the college’s mission and strategic plan. The RDC will develop institutional processes by which members of the college community have access to a formal process to contribute to development ideas, participate in resource creation activities (e.g., proposal development, partnership building, contract opportunity development, faculty exchanges, activities that expand and strengthen student learning), and encourage and facilitate a campus culture that supports resource development activities as vital to the intellectual and scholastic vitality of the college.

**Reporting Line**
College Council

**Brown Act**
No

**Chair**
Vice President, Academic Affairs

**Co-Chair**
Faculty

**Term for Chair**
2 years

**Membership**
3 Academic Senate representatives, VP of Academic Affairs, VP of Administrative Services, VP of Student Services, Dean of Sponsored Programs & Resource Development, 1 AFT Classified representative, 3 AFT Faculty representatives, 1 ASO representative, 1 SEIU representative

**Term of Membership**

**Meeting Schedule**
4th Thursday, 12:30 pm
<table>
<thead>
<tr>
<th>College Committees</th>
</tr>
</thead>
</table>

### Student Equity, Access and Completion (SEAC) Committee

| Charge |  
|---|---|
| Reporting Line | College Council |
| Brown Act | No |
| Chair | Vice President, Student Services |
| Co-Chair | Faculty |
| Term for Chair |  
| Membership | 3 Administrators chosen by the college president, one of which will be the VPAA, 2 from Classified (IT Director and 1 AFT Classified representative), 6 from faculty, (3 representatives appointed by the AFT Faculty Guild and 3 representatives appointed by the Academic Senate). |
| Term of Membership |  
| Meeting Schedule | 2nd Thursday, 1:00-3:00 pm |

### Student Services and Support Programs (SS&SP) Committee

| Charge |  
|---|---|
| Reporting Line | SEAC |
| Brown Act | No |
| Chair | Director, SS&SP |
| Co-Chair | N/A |
| Term for Chair | N/A |
| Membership |  
| Term of Membership |  
| Meeting Schedule | 3rd Thursday, 1:00-3:00 pm |

### Technology Committee

| Charge | The Technology Committee is a college-wide committee charged with review and oversight of the 2009-2016 Technology Master Plan (TMP) implementation. The responsibility of the committee is as follows:  
- Review the TMP to assess the progress towards reaching the core goals  
- Identify areas where updates to the TMP are needed  
- Identify the required steps for the implementation of the goals and strategies in the plan  
- Monitor progress of the implementation of the goals |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Line</td>
<td>College Council</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>3 Administrators chosen by the college president, to include the VPAA and VPSS, 2 from Classified (IT Director and 1 AFT Classified representative), 6 from faculty, (3 representatives appointed by the AFT Faculty Guild and 3 representatives appointed by the Academic Senate).</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>3rd Tuesday, 3-5 pm</td>
</tr>
</tbody>
</table>
# Academic Senate Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>Our local Senate policy provides: full-time, regular faculty or retirees who file an application for advancement are eligible to be considered.</td>
</tr>
</tbody>
</table>

**Background:** Establishment of academic rank through the granting of titles provides increased status, greater community recognition, and, improvement in the personal welfare of the faculty. Titles lend prestige in the publication of textbooks and other educational materials. Titles identify associate degree faculty more closely with other segments of higher education as designated in the Master Plan of Higher Education in California.

Academic rank shall not be established on any campus within the District unless a majority of the members of the Faculty Senate voting request it, and, conversely, may be discontinued upon the request of a majority of the members of the Faculty Association voting at that particular college.

The Academic Rank Committee chair will generate and send a list with each newly appointed or advancing name, rank and discipline to the Office of Instruction for inclusion in the next college catalogue.

The Academic Rank Committee chair will ensure that the applications for advancement in rank are submitted to the Vice President of Academic Affairs for inclusion in the faculty member’s campus personnel record folder.

The Academic Rank Committee chair will ensure that photocopies of the certificates of rank are sent to the District Personnel Office for inclusion in the faculty member’s personnel record folder.

The Academic Rank Committee chair will ensure that each applicant receives a certificate declaring advancement of rank.

The Academic Rank Committee chair will ensure that existing rank listings are reviewed for accuracy on a yearly basis. The Academic Rank Committee chair will devise a time line for this activity that correlates with the production and publication of the college catalogue.

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td></td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Twice a semester</td>
</tr>
</tbody>
</table>
### Committee Name: Academic Senate

**Purpose**
In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters, including the following policy development and implementation matters:

- Curriculum including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading Policies
- Educational Program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for Program Review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>College President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Officers</td>
<td>Senate President, Vice President, Secretary, Treasurer</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>27 members – Executive, Senators-at-Large, District Senators, Divisional Senators, Adjunct Senators</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>Two year term; staggered</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>2nd &amp; 4th Tuesday; 12:45 pm-3:00 pm</td>
</tr>
</tbody>
</table>

### Committee Name: Curriculum Committee

**Charge**
The Curriculum Committee is charged to make recommendations to the Academic Senate on issues related to the development, review and implementation of curriculum both at the college and state level. By resolution, in addition to teaching discipline faculty, the committee is charged to have members representing students, articulation officers, librarians and noncredit faculty. Under the direction of the Academic Senate President, the chair and/or members of the committee provide technical assistance to local college curriculum committees, academic senates and the faculty in general.

**Mission**
To provide resources, training, and information to enable faculty to keep West's curriculum up-to-date.

**Purpose**
To review curriculum documents relating to course adds, changes, deletions and the creation of new courses, as well as new programs, and, after discussion make appropriate recommendations to the senate.

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Dean, Academic Affairs</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>1 representative from each division, 1 AFT representative, 1 Senate representative, 1 Classified representative, Articulation Officer, 1 ASO representative.</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Last Monday of the month; 1-3pm</td>
</tr>
</tbody>
</table>
### Distance Education Committee

| Charge | 1. Develop the recommended college policy on distance learning, including but not limited to the various methods associated with online course delivery.  
2. Develop agendas and submit approved minutes of each meeting to the Senate.  
3. Report periodically to the Academic Senate on:  
   a. Student success (retention and course completion) rates for online and hybrid courses based on data provided by the college researcher.  
   b. Support services that are offered to distance learning faculty and distance learning students, and any additional support services that are recommended to by the committee. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>The West Los Angeles College Distance Education Committee advises the Academic Senate in its decision-making regarding Distance Education issues. It is a standing committee of the Academic Senate. The committee will discuss and refer any issues regarding working conditions and other labor issues to the appropriate bargaining unit(s).</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Dean, Distance Education</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>3 Academic Senate Representatives; 3 AFT Faculty Representatives</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>2 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>3rd Wednesday; 2:30-4:30 pm</td>
</tr>
</tbody>
</table>

### Educational Policies & Standards Committee

| Charge | The Educational Policies and Standards Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives.  
The EPSC researches issues as required and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the EPSC. These may include policies to be implemented locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the Senate President or Executive Committee. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reporting Line</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Senate Vice President</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>Senate President; Senate Vice President; Vice President Academic Affairs; 2 Senate representatives</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>2nd and 4th Wednesdays; 3 pm</td>
</tr>
</tbody>
</table>
### College Committees

#### Elections Committee of Academic Senate

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To conduct elections for the Academic Senate and fill vacancies when they develop on standing committees of the Academic Senate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>Membership</td>
<td>Two faculty in addition to chair</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>1 year</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>TBD</td>
</tr>
</tbody>
</table>

#### Faculty Position Identification Prioritization Committee

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of the Faculty Position Identification and Prioritization (FPIP) is to establish procedures at West Los Angeles College to implement Board Rule 10304.1 of the Los Angeles Community College District's Board of Trustees pertaining to the identification and prioritization of full-time probationary faculty positions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote fairness and equity in resource allocation, specifically in regard to faculty hiring, in accordance with the mission of the college. It is the explicit intent of the FPIP Policy to establish an open and objective process which will best serve the collective interests of the WLAC community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The prioritization of proposals for faculty hiring shall be based on the needs of the students, the college, the disciplines, the programs, and the enrollment trends. A wide range of factors shall be considered in the process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>3 years</td>
</tr>
<tr>
<td>Membership</td>
<td>5 Full-Time Faculty; 3 Administrators</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>3 years</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>4th Friday; 8am-10am</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td>The SLO Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates, degrees, and campus services with specific emphasis on student success. The SLO Committee reviews and monitors SLO (Student Learning Outcomes and Service Level Outcomes) / SAO (Service Area Outcomes) development and assessment for all college courses and certificates, student services, and administrative services.</td>
</tr>
</tbody>
</table>
| **Charge** | The SLO Committee is charged with the following:  
- Guide and facilitate faculty and staff in implementing outcome and assessment processes;  
- Educate faculty and staff about institutional SLOs, program SLOs, course SLOs, Service Level Outcomes, and Service Area Outcomes; and the processes and timing for establishing and assessing them;  
- Assist colleagues with guidance, training, tools, rubrics, models and other resources that will provide them with SLO/SAO alignment, development and assessment;  
- Assist faculty and staff in analyzing the results of assessment to improve learning and services;  
- Maintain open and frequent communications about SLO/SAO development and assessment with the division chairs, Curriculum Committee, Academic Senate, College Council, Divisional Council, Student Services Council, and Administrative Services Council.  
- Stay informed with the sister campus SLO procedures and process. |

| **Reporting Line** | Curriculum Committee, Academic Senate |
| **Brown Act** | Yes |
| **Co-Chair** | SLO Coordinator |
| **Co-Chair** | Dean of Teaching & Learning |
| **Term for Chair** | N/A |
| **Membership** | Student Services Representative; Administrative Services Representative; Division Chair; Area Deans; Curriculum Committee Chair; Articulation |
| **Term of Membership** | N/A |
| **Meeting Schedule** | 4th Monday; 3:00pm - 4:30 pm |
### College Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Student Success Committee / ATD Core Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>West Los Angeles College is committed to assisting all students to reach their full potential. This new committee of the Academic Senate will support innovation to increase student success. The committee has oversight for the following:</td>
</tr>
<tr>
<td></td>
<td>- Participate in the development and update of Student Success-related Plans for adoption by the Academic Senate.</td>
</tr>
<tr>
<td></td>
<td>- Encourage the implementation of the action items in the plans; monitor and assess progress in achieving the goals of the plan.</td>
</tr>
<tr>
<td></td>
<td>- Support other student success-related campus groups in planning and goal setting and attainment.</td>
</tr>
<tr>
<td></td>
<td>- Utilize the program review process to ensure that the implementation of the Student Success-related Plans remain aligned and integrated with the other college-wide plans.</td>
</tr>
<tr>
<td></td>
<td>- Support student success-related professional development opportunities.</td>
</tr>
<tr>
<td></td>
<td>- Select representatives to the LACCD Student Success Committee.</td>
</tr>
<tr>
<td></td>
<td>- Encourage participation in District-wide student success initiatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Dean, Academic Affairs</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
</tbody>
</table>

| Membership      | General education division – 5 representatives, including one from English and one from Math |
|                 | CTE Divisions - 2 representatives |
|                 | Student Services – 3 representatives: including one from Learning Skills |
|                 | ASO - 1 representative |
|                 | Resource Development - 1 representative |
|                 | AFT-Appointed Classified Staff Member |
|                 | Professional Development Coordinator (resource) |

<table>
<thead>
<tr>
<th>Term of Membership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Schedule</td>
<td>1st Wednesday; 3:00-4:30 pm</td>
</tr>
</tbody>
</table>
## Operational Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Divisional Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To review, discuss, and make recommendations on instructional plans, operations, funding, policies, procedures and regulations and make recommendations on instructional and related issues. The committee meets the first Tuesday of the month during the school year. Special meetings are called on the third Tuesday of the month.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Membership</td>
<td>VP of AA, Deans of AA, All Instructional Division Chairs, Distance Learning Director, Articulation Officer</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>1st Tuesday; 12:30-3:00pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Emergency Preparedness Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>To prepare an Emergency Plan which will protect the lives of all college employees and students.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help representatives from all areas of the campus develop a comprehensive Emergency Preparedness Plan, to offer training in basic first aid.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>Vice President, Administrative Services</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Facilities Manager</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Membership</td>
<td>VP of AA, VP of AS, 1 representative from SS, Academic Senate President, 1 ASO representative, 1 AFT Faculty representative, 1 AFT Classified representative, 1 Supervisors Union representative</td>
</tr>
<tr>
<td>Term of Membership</td>
<td></td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Leadership Retreat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charge</td>
<td>To provide a retreat for all who wish to participate (“All are leaders.”), focusing on best practices in instruction and services.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College Council</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>2 years</td>
</tr>
<tr>
<td>Membership</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>Schedule is set in early fall in preparation for the retreat, usually held on the 3rd Friday in November of each year.</td>
</tr>
<tr>
<td><strong>Committee Name</strong></td>
<td><strong>Student Services Council</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Purpose</td>
<td>To review, discuss, and make recommendations on instructional plans, operations, funding, policies, procedures and regulations and make recommendations on instructional and related issues. The committee meets the first Tuesday of the month during the school year. Special meetings are called on the third Tuesday of the month.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>Vice President, Student Services</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Vice President, Student Services</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Membership</td>
<td>Vice President, Student Services; Student Services Dean and Managers</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>4th Thursday; 10:00-12:00</td>
</tr>
</tbody>
</table>
## Unions

<table>
<thead>
<tr>
<th>Name</th>
<th>AFT Guild Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The AFT Faculty Guild is known as The Los Angeles College Faculty Guild is the exclusive bargaining agent for full-time faculty and part-time faculty working in the nine community colleges within the Los Angeles Community College District. The College Guild has represented the district’s faculty since the beginning of collective bargaining in California’s community colleges in 1977, and is the largest local union of community college faculty in California.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>AFT Guild President</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>All instructors, both full-time and part-time</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>3rd Thursday; 1:00-3:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Adjunct Faculty Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Meetings are particularly tailored to address issues concerning adjunct faculty.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Olga Shewfelt</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>All adjunct faculty</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>See Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>AFT Staff Guild</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To inform unit members of their rights as employees of the community college district, and inform them of changes within the district. The committee is also used to have open discussions and brainstorm for new ideas that would benefit us and the district as a whole.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>AFT Staff Guild President</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>SEIU (721)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>College President</td>
</tr>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Union Shop Steward</td>
</tr>
<tr>
<td>Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Term for Chair</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Committee Name: Work Environment Committee

**Mission**: The WEC shall recommend policy and monitor all work environment matters including, but not limited to grounds and facilities, parking, classroom conditions, allocation and conditions of faculty office space, air quality, temperature control, day and night lighting, VDT usage, health, sanitation and safety.

**Purpose**: To promote the goal of improving the quality of the work environment, the WEC can develop recommendations regarding work environment issues and then seek to reach agreement with the administration so that the administration may implement these recommendations. The Work Environment Committee is discussed in Article 9 of the Collective Bargaining Agreement.

<table>
<thead>
<tr>
<th>Reporting Line</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Act</td>
<td>No</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>N/A</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>Appointed by AFT President</td>
</tr>
<tr>
<td>Membership</td>
<td>Faculty Representatives, Administrator Representatives, Employee Representatives</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>Faculty appointed by chapter president; Administrator appointed College President; Employees appointed by District (There must be 2x as many faculty per Administrator)</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>3rd Friday; 10-11am</td>
</tr>
</tbody>
</table>
### Miscellaneous Committees

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>College Citizens’ Oversight Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To advise the District Citizens’ Oversight Committee regarding the District’s expenditure of bond revenues on the specific projects listed in the bond proposition that are planned for the College.</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>District Citizens’ Oversight Committee</td>
</tr>
<tr>
<td>Brown Act</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair</td>
<td>Elliot Axelband</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Vacant</td>
</tr>
<tr>
<td>Term for Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>Membership</td>
<td>At least seven members representing the following organizations in the community: a business organization, a senior citizens’ organization, a bona fide taxpayers’ organization, a student of the college who is actively involved in a student organization, and a member of a college advisory group or the college’s foundation.</td>
</tr>
<tr>
<td>Term of Membership</td>
<td>Two years and no more than two consecutive terms</td>
</tr>
<tr>
<td>Meeting Schedule</td>
<td>At least three times a year</td>
</tr>
</tbody>
</table>
Committee Name:

Committee Charge (Summary):

<table>
<thead>
<tr>
<th>For Academic Year:</th>
<th>Date of Self Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Meeting Date(s)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Average Attendance

Major Committee Accomplishments & Achievements in Past Year

•

•

•

Major Obstacles/Problems with Committee Function

•

•

•
<table>
<thead>
<tr>
<th>Recommendations for Improving Committee Process/Efficiency</th>
<th>•</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Committee Goals (If Appropriate) for Coming Year</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Members:</th>
<th>College Council Chair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate:</td>
<td>AFT Classified:</td>
</tr>
<tr>
<td>Administration:</td>
<td>AFT Faculty:</td>
</tr>
<tr>
<td></td>
<td>SEIU:</td>
</tr>
<tr>
<td></td>
<td>Standing Committee Chairs:</td>
</tr>
<tr>
<td></td>
<td>Accreditation:</td>
</tr>
<tr>
<td></td>
<td>Budget:</td>
</tr>
<tr>
<td></td>
<td>Facilities:</td>
</tr>
<tr>
<td></td>
<td>Planning and Institutional Effectiveness Committee:</td>
</tr>
<tr>
<td></td>
<td>Resource Development:</td>
</tr>
<tr>
<td></td>
<td>Student Equity, Access &amp; Completion Committee:</td>
</tr>
<tr>
<td></td>
<td>Technology:</td>
</tr>
</tbody>
</table>

Chair/Co-Chair Signature:

Chair/Co-Chair Name:

Chair/Co-Chair Signature:

Chair/Co-Chair Name:
**LACCD Governance and Functions Handbook 2013 (Excerpts)**

**Los Angeles Community College District**

**District Governance and Functions Handbook**

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INTRODUCTION

District Overview

Serving approximately 250,000 students a year in 36 cities across an area of 822 square miles, the Los Angeles Community College District is by many measures the largest community college district in the United States. The LACCD is composed of nine comprehensive colleges and a central office, which together employ roughly 5,000 fulltime and part-time faculty and nearly 7,000 fulltime and part-time administrative and support staff. The scope of the District’s operations and the geographic dispersion of its resources and staff present challenges in its governance, decision making and planning processes and render them unique in many respects among California’s community colleges. During the half century since the birth of the LACCD, District leaders have created a complex inter-dependent network of policy making, planning, and governance tools designed to coordinate district-wide activities and to provide district-wide oversight and accountability. During this time, the relationship between the central district office and the nine colleges it serves has and continues to evolve to better fulfill the District’s mission.

Handbook Purpose and Contents

This document is designed to provide faculty, staff, and students in the Los Angeles Community College District with a guide to the governance, decision-making, and planning processes that shape district-wide policies and procedures. It is also meant as an aid to those outside the District who wish to understand the structure of the District Office and the functional relationship between the District and the nine colleges that comprise the LACCD. It contains information on a wide range of critical district-level processes and functions, including the following:

- The functions of the LACCD Board of Trustees and its associated committees
- A definition of the functional relationship between the District System and the colleges
- The roles of all major decision-making stakeholder groups
- An overview of all district-level policy, planning, management, and operational decision-making processes
- The functions and memberships of 46 district-wide governance and coordinating committees
- Organizational charts of the major units of the District and the District Office
- A 71-page “map” of District Office Service Outcomes (DOSOs) detailing the function of each administrative unit in the District Office
- A series of 26 flow charts documenting district and college participation in critical administrative processes

Handbook Assessment and Revision Process

Incorporating information gathered from the first “District/College Roles & Responsibilities Survey,” which was piloted in fall 2009, and involving district-wide stakeholder review of the accuracy of all components, this edition of the District Governance and Functions Handbook was produced by the District Planning Committee and approved by the Board of Trustees in
The District Mission and Guiding Principles

The District Mission

The District is committed to the fulfillment of the primary educational functions of all California community colleges established in California Education Code Section 66010.4 (a). As detailed in the LACCD District Strategic Plan 2012-2017, the District has identified the following as its central mission (LACCD Board Rules, Chapter I - Article II – 1200):

The mission of the Los Angeles Community College District is to provide our students with an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civil engagement.

The District’s Guiding Principles

In seeking to fulfill this mission, the activities of the District Office and the nine LACCD colleges are guided by the following eight principles (LACCD Board Rules, Chapter I - Article II – 1201):

Access & Opportunity
We are committed to maximizing educational opportunity and access to everyone who has the desire to learn, and we actively engage all students, especially those from communities that have traditionally been underserved by higher education or who require special accommodation or support.

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

Student Learning & Success
All of our institutional efforts and resources are dedicated to one central purpose—the support of all students as they work toward the achievement of their academic and career goals.

Free Inquiry
We value the vigorous, critical and free exchange of ideas and opinions, and we work actively to create communities of mutual respect and shared concern that support and sustain open debate and constructive, democratic discourse.

The Power of Diversity
As a group of nine urban and suburban colleges situated in the midst of different communities, we draw upon and embrace diversity as an integral aspect of our civic and institutional identify and as a powerful element in the education and development of every individual.

Equity
We will eliminate achievement gaps by identifying and removing barriers to student success.

Community Connection
Our colleges must be rooted in the communities they serve, and we are determined to build and maintain strong, durable, and responsive collaborations with our educational partners across Los Angeles, and with business, labor, and other organizations that contribute to the fabric of our larger community.
Public Accountability and Transparency
We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts through shared governance processes that are open and transparent.

The District's Vision

Over the next five years, the Los Angeles Community College District will become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that change students’ lives, enrich the area’s many diverse cultures, and make a lasting contribution to the regional economy. The District will do so by creating a culture of continuous improvement driven by data and by closing persistent equity gaps.

District Governance: Roles and Responsibilities

The Role of the Governing Board

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District’s stated mission. It exercises oversight of the colleges’ educational programs, and guarantees the colleges’ fiscal integrity and financial health. To fulfill these obligations, the Board consults collegially with various stakeholder groups, including the District Academic Senate, the administration through the Chancellor’s Cabinet, the Associated Student Organizations, and the labor unions. It is understood by college stakeholders that as the elected representative of the community, the Board of Trustees is the final voice on all matters in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor’s Office). The duties and responsibilities of the Board are defined externally by the State Education Code, Section 70901-2, and internally by the Board Rules.

Composition & Election

The LACCD Board of Trustees comprises seven publically elected members and one non-voting student trustee. Board members are elected at large for four-year terms by voters in the City of Los Angeles and other local municipalities. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select the student trustee to serve a one-year term.

Board Member Orientation & Ethics

In February 2007, the Board adopted Board Rule 2105, a formal policy for the orientation of new Board members. The Board has also developed procedures for the orientation of student trustees. The Board adopted a Statement of Ethical Values and Code of Ethical Conduct (Board Rule 2300.10) in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District Legal Counsel, in February 2007, the Board established procedures for sanctioning Board members in case of ethics violations (Board Rule 2300.11).

Board Self Evaluation & Board Goals

As specified in Chapter II, Article III, 2301.1 of the Board Rules, the Board conducts annual self-evaluations, scoring its performance in 20 general functional areas and reporting on its self-assessment and on the summarized evaluations of constituency representatives, including college
presidents, District senior staff, and union and academic senate representatives. As part of this self-evaluation process, the Board also assesses progress made on its past goals and establishes a new set of annual goals.

The Board’s Role in Participatory Governance
On all matters deemed to be academic and professional, the Board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS). For the creation of collective bargaining agreements, the Trustees delegate authority to the Chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.

Academic Oversight
The LACCD Board of Trustees exercises oversight of the college’s educational programs by means of Board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty’s role in educational matters in accordance with the District’s stated mission. The Board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the colleges’ academic offerings as well as the central role played by the district and college academic senates in relation to all academic and professional matters.

Fiscal Integrity & Stability
The Board is also directly responsible for guaranteeing the colleges’ fiscal integrity and financial health by periodically reviewing and approving the colleges’ mission and vision statements and by requiring regular reports from the college presidents on college budgets. Through District administrative offices, the Board oversees compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs. In conjunction with the Chancellor’s Office and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses.

Accountability and Accreditation
The Board monitors and assures the quality of all LACCD programs and activities and oversees the accreditation process through its Committee on Institutional Effectiveness, which addresses issues related to educational effectiveness, student achievement, and educational program support. The Board also requires the colleges to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence outcomes. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures as well as college progress in relation to the district’s Core Indicators of Institutional Effectiveness.

The Role of the Chancellor and College Presidents
The Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing policy recommendations to the Board. In accordance with Board Rules, the Board bears primary responsibility for selecting the District Chancellor and evaluating his/her performance annually. In keeping with the provisions of the Education Code, the Board delegates its authority to the Chancellor, gives the Chancellor the autonomy to make decisions without interference, and holds the Chancellor accountable for those decisions. In addition, the Board shares responsibility with the Chancellor for hiring and evaluating the performance of District vice chancellors, college presidents, and the General Counsel. The
Chancellor and the college presidents, through this delegation of authority, consult collegially with the faculty academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The Chancellor and the college presidents provide effective leadership for and support of faculty and staff in the planning, implementation and monitoring of District and college activities while maintaining compliance with state regulations, laws and District policies.

**The Role of the District Academic Senate**

In accordance with California Administrative Code Title 5 Section 53200-53204, the Board of Trustees consults collegially on all academic and professional matters with the faculty through the Academic Senates. In accordance with the Board Rules (Chapter XVIII, Article 1,18100-18102), the Board recognizes the District Academic Senate as the representative body of the college Academic Senates for the purpose of developing district-wide educational policies and procedures. The Board consults with the District Academic Senate and the college Academic Senates directly and through its designees, including the Chancellor, the college presidents, and senior administrative staff. As established in Board Rule 18103-18104, the Board agrees to “rely primarily” on the District Academic Senate during collegial consultation concerning the following District-level academic matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development;
5. Processes for program review; and
6. Faculty roles in the accreditation process, including *Self Evaluation Reports* and other reports.

The Board agrees to “reach mutual agreement” with the District Academic Senate on District-level academic and professional matters by written resolution concerning the following policy areas:

1. Educational program development;
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development;
4. Standards on policies regarding student preparation and success; and
5. Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate.

This consultation process is carried out through the following means:

1. Through direct consultation during regular monthly meetings between the DAS President, the college senate presidents, the Chancellor, the Deputy Chancellor, and the Vice Chancellors
2. Through direct representation from the Resource Table during monthly Board meetings
3. Through District Academic Senate participation during Board committee meetings
4. Through District Senate participation on District-wide governance committees, including the District Budget Committee, the District Planning Committee, and the District Bond Steering Committee
5. Through District Academic Senate participation in the District-wide Internal Management Consultation Process as defined within Chancellor’s Directive 70
6. Through the participation of District Academic Senate Executive Committee members on other District-wide committees and taskforces
As specified in the Board Rules (Chapter XVIII, Article 1, 18106 A), the District Academic Senate, in consultation with the Chancellor, appoints all faculty representatives serving on district-level committees and taskforces, unless otherwise stipulated in the AFT 1521 collective bargaining agreement.

**The Role of the Associated Students Organization (ASO)**

In accordance with Title 5, Section 51023.7, and as established within the Board Rules (Chapter IX, Article II, 18200), the students served by the Los Angeles Community College District are provided the opportunity to participate in the formulation and development of District and college policies and procedures that have or will have a “significant effect on students.” This right includes the opportunity to participate in processes for jointly developing recommendations to the Board. As further prescribed within the Board Rules (Chapter IX, Article I, 9100 & 9100.1 and Chapter XVIII, Article II, 18202), the Board recognizes the Associated Students Organization (ASO) as the representative body of the students to fulfill this role in consultation at both the District and college level. Selection of student representatives for District and college committees, task forces, or other governance groups are made by the ASO in consultation with the Chancellor and other designated parties. In addition, the Board includes a non-voting Student Trustee within its membership to represent the students at large and advise the Board on student-related policies and procedures (Board Rule Chapter II, Article X, 21000). The Student Trustee is elected for a one-year term of office through a general election, which is held by April 30 every spring at the nine LACCD colleges (Board Rule Chapter II, Article X, 21005).

In compliance with the Board Rules (Chapter XVIII, Article II, 18203), the District and college policies and procedures that are considered to have a significant effect on students include the following:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

Except in unforeseeable situations, the Board shall not act on any matter that has a significant effect on students until it has provided students with the opportunity to participate.

Consultation on the above-mentioned matters is carried out through the following means:

1. Through the Board’s Student Affairs Committee
2. Through participation of the Student Trustee during monthly Board meetings
3. Through college-level consultation between college ASO leaders and college administrations
4. Through ASO participation on District and college governance committees
The Role of the Unions

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- **The AFT Faculty Guild, Local 1521**, representing fulltime and part-time faculty, including counselors, librarians, nurses, disability specialists, athletic directors, coaches, child development center teachers, department chairs, consulting instructors, and instructors on special assignment.

- **The AFT Staff Guild, Local 1521A**, representing the fulltime and part-time classified clerical/technical administrative staff.

- **The California Teamsters Public, Professional and Medical Employees Union, Local 911**, representing regular and non-regular deans, associate deans, and assistant deans.

- **The Supervisory Employees’ Union, S.E.I.U. Local 721**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit.

- **The Los Angeles City and County Schools Employees, Local 99**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in Unit 2, Maintenance and Operations.

- **The Los Angeles/Orange County Buildings & Construction Trades Council**, representing regular fulltime and part-time classified employees of the District assigned to classifications in Unit III, Crafts.

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

1. Through direct consultation during regular meetings between union representatives and the Chancellor and/or the college presidents.
2. Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor’s designees and/or the college presidents.
3. Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils.
4. Through direct representation from the Resource Table during monthly Board meetings.

In addition, the **Classified Management Association**, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.
DISTRICT-WIDE DECISION MAKING

Overview

Because of its size, geographic reach, and the scope of its operations, the District has evolved a number of complex interrelated processes to facilitate decision making related to the formulation of district policies and administrative procedures. Processes involving issues relevant to areas of faculty and student concern are structured to maximize consultation with these groups. Processes that primarily involve the coordination of administrative services or operations are designed to maximize inter-college cooperation. In all, there are five different processes through which district-wide decision making occurs within the LACCD related to the development of policies and procedures:

1. Through direct consultation with constituency groups
2. Through representation on district-level governance committees
3. Through the “Internal Management Consultation Process”
4. Through the Human Resource Guide development process
5. Through the Personnel Commission and its processes

Direct Collegial Consultation

In compliance with Assembly Bill 1725 and California Code of Regulations Title 5 §53200, 51023.5, and 51023.7, and as specified within the Board Rules (Chapter XVIII, Articles I & II), the Los Angeles Community College District seeks to “ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” in the formulation of recommendations to the Chancellor and the Board of Trustees on all issues related to District-wide policy, planning, and resource allocation decision making. One of the most robust forms of collegial consultation within the LACCD occurs by means of direct consultation. As described earlier, the following major constituency groups meet on a regular basis and as needed with the Chancellor or his or her designee(s) to address matters of mutual concern:

- The District Academic Senate
- The Student Trustee
- The AFT Faculty Guild, Local 1521
- The AFT Staff Guild, Local 1521A
- The California Teamsters Public, Professional and Medical Employees Union, Local 911
- The Supervisory Employees’ Union, S.E.I.U. Local 721
- The Los Angeles City and County Schools Employees, Local 99
- The Los Angeles/Orange County Buildings & Construction Trades Council

In addition, the above-mentioned groups are offered opportunities to address the Board of Trustees directly from the Resource Table during the public session of each monthly Board meeting.
Overview of District Governance Committees

In addition to direct collegial consultation, district-wide constituency groups also provide input in the development of district-level policy and procedures and district-level operational decision making through five district governance committees. Reporting directly to the Chancellor and the Board of Trustees and typically meeting on a monthly schedule, these committees include:

*The District Planning Committee* (DPC)
The DPC brings together staff from the District’s Division of Institutional Effectiveness with faculty and administrators involved in the planning efforts and research offices of the nine colleges. It is responsible for overseeing the development and assessment of the District Strategic Plan, for monitoring progress toward district-wide strategic plan goals and objectives, for coordinating district and college planning and accountability processes, and for facilitating the sharing of institutional effectiveness best practices across the District.

*The District Budget Committee* (DBC)
The DBC includes representatives of District Administration, the Chancellor’s Cabinet, the District Academic Senate, the college senates, the unions, and the ASO. It is responsible for overseeing the development of the District’s annual budget, for setting annual FTES targets, for monitoring college debt reduction efforts and for making recommendations on district-wide fiscal policies.

*The Student Success Initiative Committee* (SSIC)
Established in fall 2005, the LACCD Student Success Initiative is a joint effort of the LACCD administration and the District Academic Senate aimed at improving student learning and student success outcomes at all LACCD colleges. The SSI was created in direct response to concerns raised by the District Academic Senate and the Board of Trustees about student achievement and student success rates at all levels across the District. The overarching purpose of the Student Success Initiative is to create an effective district-wide "network" of faculty, administrators and staff dedicated to improving student success.

*The Joint Labor/Management Benefits Committee* (JLMBC)
The JLMBC includes District and college-level administrative representatives and representatives of all collective bargaining groups. It is responsible for selecting, reviewing, and monitoring the effectiveness of the District’s health benefits plans.

*The District Technology Planning and Policy Committee* (TPPC)
Newly created in spring 2010, the TPPC includes District and college-level administrative, faculty, and staff representatives working in instructional and administrative technology. It is responsible for creating and monitoring the District Technology Plan and for making recommendations on all district-wide policies and procedures related to administrative, and instructional, and student support-related technology systems.
The Internal Management Consultation Process

Established in 1995 through Chancellor’s Directive Number 70, the Internal Management Consultation Process was designed to facilitate an orderly process for identifying, considering, and acting upon operational and policy matters which affect all colleges in the District simultaneously. It is meant to guarantee consultation across and among related district-level committees and to assure that all consultation groups have the opportunity for input and are informed about all proposed changes in district-level administrative and operational policies and procedures. The Internal Management Consultation Process is built on the principle of systematic recursive review of recommendations between councils and committees involved in the LACCD consultation hierarchy, from the level of college and district-wide coordinating committees, through administrative (VP) councils, District Senior Staff and the Chancellor’s Cabinet:

Within the Management Consultation Process, policy or procedure-related recommendations are routed from the point of origin to the appropriate VP Council, which shares them with its two counter-part councils. Once all councils have reviewed and amended a recommendation, it is forwarded to Senior Staff for transmission to the Cabinet and the Chancellor before being forwarded to the Board for action. If it is not approved at any of these stages, it is returned to the...
originating body. Recommendations originating at the VP level are shared among the three councils and forwarded to the appropriate committees for comment. Once reviewed and amended, they are returned to the VP Councils for final comment before being forwarded to Senior Staff, the Cabinet, and the Board for action.

The Human Resource Guide Development Process

The District’s Human Resources Council (HR Council) plays a critical role in district-wide decision making related to operational procedures involved in all aspects of human resources management. Reporting to the Chancellor’s Cabinet and meeting on a monthly schedule, the HR Council includes two college presidents, two representatives from each VP Council, the Personnel Director of the District’s Personnel Commission, the Senior Associate Vice Chancellor of Human Resources, the Associate General Counsel, and five additional HR Division staff members. The HR Council serves as a clearinghouse for all proposed changes in HR procedures originating from the VP Councils and the Personnel Commission. It also serves as a consultative body on other HR issues with district-wide import or application. Examples of the procedures and issues consulted within the HR Council include the following:

- Departments & Org. Hierarchy
- Employee Subgroup
- Payroll Area, Wage Types & Pay Scales
- Recruitment, Selection, & Employment
- Academic Minimum Qualifications
- Faculty Equivalency
- Faculty Substitutes & Special Assignments
- Tuition Reimbursement
- Athletic Directors & Coaches
- Student Employees
- Employee Assignment
- Work Schedule & Overtime, etc.
- Additional Assignments
- Resignation & Retirement
- Leave of Absence
- Derogatory Communications

Once consulted, proposals for procedural changes are codified and published in the form of Human Resources Guides (see http://www.laccd.edu/faculty_staff/extranet2/hr_guides.htm).
The Personnel Commission

As established within Article 4, Chapter 4, Sections 88060 through 88139 of the California State Education Code, the Personnel Commission administers the Merit System of the Los Angeles Community College District. The Merit System is a personnel system that provides for the selection, retention, and promotion of classified employees on the basis of individual merit and fitness demonstrated by competitive examinations and performance. The Personnel Commission is composed of three commissioners. Their term of office is three years with one seat being appointed each year. Members of the Personnel Commission are appointed by the State Chancellor based on the recommendation from the Board of Trustees. All policy and procedural decisions of the Personnel Commission are made during public Commission meetings, held on the second and fourth Thursdays of the month.

The Personnel Commission is responsible for decision making related to the following:

- Establishing, maintaining and implementing a job classification plan to include all positions within the classified service
- Conducting salary surveys and establishing salary rates
- Developing and administering examinations and establishing employment eligibility lists
- Establishing employment policies and rules to implement the Merit System provisions of the Education Code and other laws necessary to ensure the efficiency of the classified service
- Auditing and certifying that employees have been employed in accordance with the rules of the Personnel Commission and related law and District policy
- Conducting appeals of administrative actions, such as demotions, suspensions, and dismissals
- Conducting investigations into Merit System matters as prescribed by the Education Code
DISTRICT-LEVEL PLANNING

Overview

The District seeks to achieve its mission by establishing clear plans and by holding itself, the colleges, and District employees accountable for achieving the goals and objectives these plans contain. However, to work effectively in a large multi-campus district, planning must be a highly collaborative effort. Since the District granted the colleges expanded autonomy in the late 1990s, the colleges and college leaders have been directly responsible for establishing their own strategic goals and objectives in response to the educational, workforce, and cultural needs of the communities they serve. As a result, District planning in the LACCD is not a top-down, “command and control” process. Planning at the district-level typically is meant to coordinate college activities—as in FTES goal setting—or to provide a coherent district-wide framework for college plan development—as in the case of the District Strategic Plan. It is not meant to micro-manage the activities of the colleges, but to guide college activities in a way that achieves the District’s mission while providing a mechanism for reviewing college effectiveness and promoting accountability. There are six primary types of planning activities that are carried out at the district level. These include:

1. District Strategic Planning
2. Annual Board & CEO Goal Setting
3. District Budget Planning & Enrollment Management (FTES Target Setting)
4. District Facilities Planning
5. District IT Planning

The District Strategic Plan and District Strategic Planning

Because the challenges involved in expanding student access, coping with under-preparation, and adapting to changing workplace needs are deeply contextual, each college is expected to implement activities that support district-wide goals in light of local conditions and institutional priorities. The District Strategic Plan (DSP) provides the colleges with a framework of priorities and expectations. It serves as a guide to the colleges for strategic goal setting and accountability as they establish their own local institutional priorities and outcome measures.

Formally adopted on February 6, 2013, the LACCD District Strategic Plan 2012-17 contains four goals and 13 related objectives designed to create a flexible framework for college-level activities and initiatives. The first such plan in the history of the District, the LACCD District Strategic Plan 2006-2011 was designed to achieve the District’s newly revised mission and to support the goals of the State Community College System Strategic Plan.

The District Strategic Plan 2012-17, adopted by the Board of Trustees on Feb. 6, 2013, commits the LACCD to the following goals:

Goal 1. Access and Preparation for Success
   Improve equitable access; help students attain important early educational momentum points.

Goal 2. Teaching and Learning for Success
Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

Goal 3. **Organizational Effectiveness**
Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

Goal 4. **Resources and Collaboration**
Develop and diversify sustainable sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance, strengthen, and maintain mutually beneficial external partnerships with business and industry and other community and civic organizations in the greater Los Angeles area.

Each goal is broken down into 13 related objectives, which will include measures and targets.

**GOALS, OBJECTIVES, AND MEASURES**

<table>
<thead>
<tr>
<th>GOAL 1: Access and Preparation for Success</th>
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<tbody>
<tr>
<td>Improve equitable access; help students attain important early educational momentum points.</td>
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</table>

**Objective 1:** Ensure equitable access to education.

1.1: Participation rate in underserved areas

1.2: Percentage of eligible students receiving financial aid

**Objective 2:** Increase the percentage of new students who complete the matriculation process by the end of their first semester

2.1: Number and percentage of new students completing matriculation disaggregated by age, gender, ethnicity, and low income status:

   - Number and percentage of new students completing assessment
   - Number and percentage of new students completing orientation
   - Number and percentage of new students creating an educational plan

**Objective 3:** Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.

3.1: Percentage of new students successfully completing at least one English and Math class in their first year

3.2: Persistence [Fall to Spring and Fall to Fall]

<table>
<thead>
<tr>
<th>GOAL 2: Teaching and Learning for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</td>
</tr>
</tbody>
</table>

**Objective 1:** Provide a learner-centered learning environment that encourages active learning and student engagement.

1.1: Measure of active learning/project learning (from student survey)

Measure of student engagement in and out of class (from student survey)

Measure of self-efficacy/self-directed learning (from student survey)

1.2: SLO measures (number and percentage of SLOs, PLOs, and ILOs assessed)

1.3: Measure of whether/how technology is being used to improve student learning and engagement (from student survey and District Employee Survey),
### Objective 2: Increase the percentage of new students who have reached the following milestones within three and six years: successfully completing 30 and 60 units; successfully completing English 101 and Math 125; and earning a certificate, degree, or transferring to a 4-year college or university.

| 2.1: Percentage of new student cohort successfully completing 30 and 60 units |
| 2.2: Percentage of new student cohort successfully completing English 101 and Math 125 |
| 2.3: Completion Rate (i.e., certificate, degree, or transfer) |

### Objective 3: Increase the number of students who complete career-focused certificates in a timely manner, find employment in high growth/high earning occupations, or realize higher earnings as a result of their educational experience.

| 3.1: On-time program completion rates |
| 3.2: Program placement rates and earnings of program participants |

### Objective 4: Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.

| 4.1: Measures from Objectives 2 and 3 disaggregated by age, gender, ethnicity, and low-income status |

### GOAL 3: Organizational Effectiveness

Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

#### Objective 1: Assess and improve district processes and services

| 1.1: Number/percentage of District Customer Service Area Outcomes assessed and for which improvements are being made based on results (District Employee Survey) |
| 1.2: Percentage of program reviews completed and the number of planned improvements |

#### Objective 2: Improve communications and governance throughout the district.

| 2.1: Committee effectiveness (based on committee evaluations and the District Employee Survey) |
| 2.2: Effectiveness of District-wide governance (District Employee Survey) |
| 2.3: Employee communications (District Employee Survey) |

#### Objective 3: Improve employee development opportunities.

| 3.1: Survey questions on professional development opportunities, participation, and effectiveness (District Employee Survey) |
| 3.2: Resources dedicated to employee development (amount & percent of budget) |
| 3.3: Number of employees participating in employee development or training |

### GOAL 4: Resources and Collaboration

Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance, strengthen, and maintain mutually beneficial external partnerships with business, labor, & industry and other community and civic organizations in the greater Los Angeles area.

#### Objective 1: Increase and diversify sources of revenue.

| 1.1: Number and type of revenue sources and amount generated |

#### Objective 2: District and college Foundations will significantly increase external resources in order to support the District and colleges

| 2.1: Funds raised (annual and cumulative) |
2.2: Foundation endowment
2.3: Amount of scholarships given awarded?

Objective 3: Increase business and community partnerships to support innovation and student learning.

3.1: Number and type of community/business partnerships

District and College Planning and Budget Allocation

The following diagram depicts the interlocking relationship between district and college-level strategic planning and budgeting in the LACCD. Revised on a 6-year cycle, the District Strategic Plan (DSP) establishes a framework of goals that guides but does not constrain planning at the college level. The colleges align their strategic goals and annual planning priorities with those of the DSP and establish annual budget priorities in support of these goals. Within the District Effectiveness Review Cycle, each year the colleges report to the Board’s Institutional Effectiveness Committee on the progress they have made on past annual goals and on anticipated planning priorities for the coming year. These reports inform the Board’s annual goal-setting process, which in turn shapes college planning priorities and initiatives. During the sixth year of the planning cycle, the DSP is evaluated and revised.

Annual Board of Trustees District Effectiveness Review Cycle

Year 1  Year 2  Year 3  Year 4  Year 5

District Strategic Plan

College Strategic Plans

Annual College Goal Setting & Budget Planning Cycles

District-wide Accountability

Core Indicators of Institutional Effectiveness

In 2007, a system of district-wide outcome measures was created to facilitate the assessment of progress made toward achieving the goals of the District Strategic Plan. The Core Indicators of Institutional Effectiveness were designed by the District Planning Committee to provide an “at-a-glance” index of overall institutional health and effectiveness, to support accountability reporting efforts, and to provide a consistent, mutually-agreed upon set of District-wide effectiveness measures.
measures with commonly understood definitions and data sources. Aligned with the major goals of the *District Strategic Plan*, the Core Indicators include the following:

**Access Indicators**

- Fall Term Core Program (exclude academies) Credit First-Time Student Headcount
- High School Capture Rate
- Fall Term African American/Latino Male Enrollment Rate

**Student Success & Educational Excellence Indicators**

- Fall Term Core Program Within-Course Success Rates
- Total Degrees & Certificates Awarded & Total Transfers
- ARCC “Student Progress & Achievement Rate”
- Core Program Fall-to-Spring Persistence Rate
- Core Program Fall-to-Fall Persistence Rate

**Institutional Efficiency Indicators**

- Annual Instructional Efficiency (Instructional Costs/Full-Time Equivalent Student)
- Annual Administrative Efficiency (Admin. Costs /Full-Time Equivalent Student)
- Cost per FTES by Type of Educational Program (GE, CTE, etc.)
- Total unrestricted Net Assets

The Core Indicators inform a number of annual district-wide accountability reporting processes, including the Board’s self-assessment process, the Board’s District Effectiveness Review Cycle, and the *College Effectiveness Reports*. They are also displayed on the District website at [http://research2.laccd.edu/indicators/index.html](http://research2.laccd.edu/indicators/index.html):

![Core Indicators of Institutional Effectiveness](image)

**The Board of Trustees Annual District Effectiveness Review Cycle**

The Board of Trustees plays a central role in District-wide planning and accountability through its annual goal setting process and through the related Board District Effectiveness Review Cycle. Adopted by the Board in January 2010 as a refinement on its former self-assessment and District Institutional Effectiveness Review processes, the District Effectiveness Review Cycle is designed to do the following:
• To assure that district-level strategic goals are implemented and monitored, leading to district-wide sustained quality improvement;

• To synchronize the Board’s annual goal setting process with the traditional academic calendar;

• To align annual Board goals with those of the Chancellor, the college presidents, and District Senior Staff;

• To align District and college Institutional Effectiveness reporting with the Board’s annual ARCC AB 1417 review, and its annual self-assessment process.

The annual District Effectiveness Review Cycle includes five stages or activities:

1. **Annual Board Retreat**
   In July, the Board meets to finalize its annual Board self assessment, completes its formal review of the District Effectiveness Report, and sets new Board goals.

2. **College Activities/Implementation**
Throughout the fall, winter, and early spring, the Chancellor, the college presidents and District Executive Senior Staff align their goals with the Board’s goals, and the colleges undertake activities in support of their annual goals and priorities.

3. **Annual College Effectiveness Reports**
   In April, the nine colleges report to the Board’s Institutional Effectiveness Committee on the progress they have made toward achieving college and District strategic planning goals. During this review, college leaders discuss the alignment of college and district strategic goals, document progress made on local planning efforts via
Core Indicator outcome measures, and inform the Board about college priorities and initiatives for the coming year. Each college documents its progress by means of a College Effectiveness Report, which includes comparative Core Indicators linked to District Strategic Plan goals for student access, student success, and fiscal accountability, as well as additional information on Student Learning Outcomes, financial aid, and foundation balances:

![Los Angeles Community College District College Effectiveness Report](image)

- **First Time Students**
- **Recent HS Seniors**
- **African American males**
- **Hispanic Males**
- **Concurrent Students**
- **New Transfer Students**

**FINANCIAL AID**: Students Receiving Financial Aid (incl. BOG)

- **Number Pell Grants Awarded**
- **Est. % of eligible students receiving Pell Grant**
- **Total Financial Aid Awarded**

**STUDENT SUCCESS**

- **AA/AS Degrees awarded**
- **CTE Certificates awarded**
- **Transfers to CSU**
- **Transfers to UC**

**FISCAL STATUS**

- **Ending Balance**
- **Debt installment due**
- **Net Balance**

**INSTITUTIONAL EFFICIENCY**

- **Average Class Size in Credit Classes**
- **Cost/FTE (annual)**

**EDUCATIONAL EXCELLENCE**

- **Current accreditation status**
- **New credit courses offered in the past year**
- **New non-credit courses offered in the past year**
- **Change in DE sections taught in the past year**
- **Change in DE unduplicated headcount in the past year**

*Counts are for students staying past no penalty drop date and may differ from other counts as a result.

**Counts include hybrid sections.
4. **Annual District Effectiveness Report**

In May, the College Effectiveness Reports are followed by a more comprehensive accountability report to the entire Board. This report presents critical externally and internally defined accountability measures for the District and District colleges and provides the Board with a district-level analysis of progress made on the District’s strategic goals. Delivered during a committee of the whole, this District Effectiveness Report provides the Board with the following:

- A synopsis of the nine College Effectiveness Reports
- A report of Core Indicator outcomes linked to the District Strategic Plan
- Results of the District’s annual ARCC AB 1417 Accountability Report
- An assessment of progress made on district-level initiatives related to the DSP
- An assessment of future District challenges and priorities

5. **Annual Board Self Evaluation**

In June, the Board carries out its formal Board self evaluation, assesses progress made on past Board goals, and projects future challenges and opportunities for the coming year. This assessment process is completed with the publication of new Board goals in early July.

**The DSP “Plan-Act-Check-Improve” Cycle**

The Board’s annual District Effectiveness Review Cycle is an essential component of the District’s 6-year Strategic Planning process. Every six years, the DSP undergoes a summative evaluation and revision process. The District Planning Committee initiates the DSP revision process by assessing progress made on each of the plan’s goals and objectives using a “scorecard” linked to DSP Core Indicators. Information from this assessment is shared with the Board of Trustees during its District Effectiveness Review and is then forwarded to the Chancellor’s District Strategic Plan Taskforce—a special ad hoc committee of the District Planning Committee, which is created to carry out the District strategic planning process. This taskforce conducts extensive internal and external scans that provide the following information:

- Student access core indicator data
- Student success core indicator data
- Financial aid data
- Student and employee profiles
- Fiscal effectiveness data
- Area demographics
- Area educational attainment
- High school achievement data
- Regional business and economic trends
- Regional labor market demand

The DSP Taskforce also conducts “SWOT” focus groups with stakeholders at all college and district locations to gather information about current District strengths and weaknesses as well as the opportunities and threats the District will face in future years. Once the Taskforce has assessed past planning goals, analyzed internal and environmental scan data, and reviewed focus group results, it formulates new draft goals and objectives which are then reviewed at the District and college level by all constituencies. After further revision, draft goals and objectives are forwarded to the Board’s Planning and Student Success Committee for review before being sent to the Board for final approval. Once approved, the new DSP goals are used to inform Board and college goals. At this point, they enter the District Effectiveness Review Cycle and are then
coordinated with college planning and budgeting efforts, resulting in continuous measurable improvement at the college and classroom levels.

The following diagram details the "Plan-Act-Check-Improve" cycle involved in the LACCD District Strategic Planning process.

The District Planning Committee initiated the revision of the District Strategic Plan, 2006-2011 in spring 2010. A new District Strategic Plan will be sent to the Board for review and approval by January 2012.
District Budget Planning

The budget planning and allocation process is implemented under the guidance of the District Budget Committee (DBC), the District Chief Financial Officer, and the District’s Office of Budget and Management Analysis. In order to give the colleges the autonomy they require to establish strategic goals addressing the needs of their local communities, the District’s budget mechanism has been designed to provide an equitable distribution of resources with a minimum of district-level interference. The District’s role in the budget process is to provide information, establish district-wide enrollment targets, provide a framework for fiscal accountability, and assure compliance with state and federal mandates—not to micro-manage budget decision making at the college level.

As part of the annual district-wide budget planning process, each spring the District Budget Committee, in consultation with all relevant committees, councils, and constituencies, establishes district-wide FTES targets for the upcoming academic year. At the same time, financial benchmarks are set via preliminary budget allocations. These benchmarks are derived to ensure good management and accountability for a predicted level of students served. As the year progresses, each college is measured against its target allocation for purposes of managerial control. During this process, the colleges monitor their monthly budget and expenditure projections, update their college financial plans, and review their quarterly budgets with the District’s Chief Financial Officer. At the end of the year, college ending balances reflect the success of local management efforts in allocating resources, and the results are incorporated into presidential evaluations.

It is the colleges’ responsibility to link local budget planning priorities to college strategic planning goals and recommendations for improvement that result from unit planning and program review. The colleges typically carry out this budget prioritization process during fall and winter terms, using their established strategic plan and program review priorities to guide budget planning for the approaching academic year. At the district level, the budget development cycle parallels this planning process, running from September through August of each year according to the following calendar:
# LACCD Budget Development Process

<table>
<thead>
<tr>
<th>September: Budget Planning Preparation Begins</th>
<th>District Office Role</th>
<th>College Role</th>
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</thead>
<tbody>
<tr>
<td>• DBC Reviews Budget Development Calendar</td>
<td>• Colleges solicit unit plans with program review priorities</td>
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<thead>
<tr>
<th>October: Development of Budget Preparation Activities</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Notice of Budget Development Calendar to BOT</td>
<td>• Colleges provide 1st Quarterly Reports</td>
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<tr>
<td>• DBC reviews college financial plans</td>
<td>• Unit plans are evaluated and links to planning and program review goals are verified</td>
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<tr>
<td>• Budget Development Calendar Adopted</td>
<td>• Unit plan budget requests are prioritized</td>
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<thead>
<tr>
<th>November: Development of Budget Operation Plan</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• BOT Budget Committee reviews &amp; approves the 1st Quarterly Report</td>
<td>• Colleges provide 2nd Quarterly Reports</td>
<td></td>
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<tr>
<td>• Initial Assessment projections of Centralized Accts.</td>
<td>• College budget plan priorities are integrated and reviewed and approved by College Councils</td>
<td></td>
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<tr>
<td>• DBC reviews Centralized assessment projections</td>
<td></td>
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<tr>
<td>• 1st Quarterly Report due to State</td>
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<tr>
<th>December: Budget Preparation Workshop</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Budget Prep files made available</td>
<td>• Colleges participate in workshop</td>
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<tr>
<td>• Budget Prep Workshop held</td>
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<tr>
<th>January: Governor’s Proposed State Budget &amp; Preliminary Allocations</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Budget Office distributes Op Plan prep instructions</td>
<td>• Colleges provide dedicated revenue projections</td>
<td></td>
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<tr>
<td>• Cabinet reviews proposed preliminary allocation</td>
<td>• Colleges provide 2nd Quarterly Reports</td>
<td></td>
</tr>
<tr>
<td>• Budget Office reviews college ded. rev. projections</td>
<td>• College budget plan priorities are integrated and reviewed and approved by College Councils</td>
<td></td>
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<tr>
<td>• DBC reviews proposed preliminary allocation</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting provide initial ending balance projections</td>
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<tr>
<th>February: Constituencies Review Budget Status</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Cabinet reviews Budget Update</td>
<td>• Colleges develop tentative budget plans based on integrated unit plan priorities</td>
<td></td>
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<tr>
<td>• Budget Office distributes Preliminary Allocation</td>
<td></td>
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<tr>
<td>• BOT Budget Committee reviews &amp; approves the 2nd Quarterly Report</td>
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<td></td>
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<tr>
<td>• 2nd Quarterly Report due to State</td>
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<tr>
<td>• DBC reviews 2nd Quarterly Report &amp; College Financial Plans</td>
<td></td>
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<td>• CFO &amp; Accounting provide initial ending balance projections</td>
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<tr>
<th>March: Preparation of Preliminary Budgets</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Tech. review of Budget Prep Files &amp; Upload to SAP</td>
<td>• Colleges transmit budget prep files to Budget Office</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting update ending balance projections</td>
<td>• Colleges make tentative budget adjustments</td>
<td></td>
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<tr>
<td>• Preliminary Budget available on SAP</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting provide initial ending balance projections</td>
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<tr>
<th>April: Review of Preliminary Budget Data</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• CFO &amp; Accounting distribute purchasing &amp; year-end closing schedule</td>
<td>• Colleges provide 3rd Quarterly Reports</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting update ending balance projections</td>
<td>• Budget hearings on preliminary budgets held</td>
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<thead>
<tr>
<th>May: Revenue Projections Updated</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Cabinet briefing on Tentative Budget</td>
<td>• Colleges review budget status</td>
<td></td>
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<tr>
<td>• BOT authorizes encumbering of new year appropriations</td>
<td>• Colleges submit Budget Operation Plans to Budget Office</td>
<td></td>
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<tr>
<td>• Revised revenue projections based on May Revise</td>
<td>• Colleges briefed on Tentative Budget</td>
<td></td>
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<tr>
<td>• DBC reviews May Revise update &amp; briefed on Tentative Budget</td>
<td></td>
<td></td>
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<tr>
<td>• BOT Budget Committee reviews &amp; approves 3rd Quarterly Report</td>
<td></td>
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<tr>
<td>• 3rd Quarterly Report due to State</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting update ending balance projections</td>
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<tr>
<th>June: Tentative Budget</th>
<th>District Office Role</th>
<th>College Role</th>
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</thead>
<tbody>
<tr>
<td>• BOT Budget Committee reviews &amp; adopts Proposed Tentative Budget</td>
<td>• Colleges submit revised dedicated revenue for final budget</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting update ending balance projections</td>
<td>• Colleges review budget status</td>
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<tr>
<th>July: Revision to Revenue Projections/Allocations</th>
<th>District Office Role</th>
<th>College Role</th>
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</thead>
<tbody>
<tr>
<td>• Tentative Budget Report filed w/ County &amp; State</td>
<td>• Colleges submit revised dedicated revenue for final budget</td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting Run 1st closing activities</td>
<td>• Colleges review budget status</td>
<td></td>
</tr>
<tr>
<td>• CFO &amp; Accounting update ending balance projections</td>
<td></td>
<td></td>
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<tr>
<td>• CFO &amp; Accounting run 2nd closing activities</td>
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<tr>
<th>August: Final Budget</th>
<th>District Office Role</th>
<th>College Role</th>
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<tbody>
<tr>
<td>• Final Year-End Closing &amp; actual balances established</td>
<td></td>
<td></td>
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<tr>
<td>• Publication Budget available for public review</td>
<td></td>
<td></td>
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<tr>
<td>• BOT Budget Committee reviews &amp; adopts Final Budget</td>
<td></td>
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<tr>
<th>September: Final Budget/Year-End Analysis</th>
<th>District Office Role</th>
<th>College Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• File Final Budget report with County &amp; State</td>
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</table>
The Budget Development Process: District/College/Board Interactions and Responsibilities

This flowchart shows the interaction of colleges, the District Office, and the Board of Trustees in the Budget Development process.

![Budget Development Process Flowchart]
**District-Level Facilities Planning**

The Division of Facilities Planning and Development is responsible for long-term planning, management, and oversight of capital improvement and bond projects and for working collaboratively with college administrators to identify creative, cost-effective solutions to facilities challenges. Facilities Planning and Development staff work with college administrators to define and implement college Facilities Master Planning, bond planning, and scheduled maintenance projects. College Facilities Master Plans and bond projects are developed by campus stakeholder groups based on needs documented in local Educational Master Plans, stakeholder group need assessments, and additional input from external environmental scans. College plans are reviewed by the Division of Facilities Planning and Development and forwarded to the Chancellor before they are sent to the Board’s Infrastructure Committee for review prior to Board approval.

Recommendations on district-wide real estate, capital, and bond-related policies and projects, including those associated with the District’s Sustainability Initiative, are formulated by the Division of Facilities Planning and Development in consultation with local college constituencies and are formally consulted via the District Bond Steering Committee (DBSC). Once approved, they are forwarded to the Chancellor for further consultation and approval before being directed to the Board’s Capital Construction Committee for review prior to adoption by the Board. The District Citizens’ Oversight Committee also reports to the Board on all district-wide bond-related activities.
District-level Technology Planning

In 2010, the Chancellor created the Technology Planning and Policy Committee (TPPC) to coordinate the activities of a number of district-level technology-related advisory groups and to provide a forum for consultation on all technology-related issues. A participatory governance committee, the TPPC is charged with developing a comprehensive strategic technology plan that will address future district-wide information technology needs. The TPPC serves as a clearinghouse for all policy issues related to district-wide technology systems. As such, it aligns the planning and policy-making activities of a number of district-level groups that had previously operated without formal coordination:
Improving District-level Governance and Decision Making

The Annual Governance Committee Self-Evaluation Process

Each year, the major district-level governance committees (DBC, DPC, DBSC, TPPC, JLMBC) conduct a formal self-assessment. The Governance Committee Self-Evaluation process is designed to help district-level committees do the following:

- Align their activities with their charge and the District mission
- Encourage effective communications and committee management
- Assess annual committee achievements
- Identify problems with committee function
- Assess past annual committee goals and establish new goals for the coming year
- Develop specific recommendations for committee improvement

As the major district-level governance committees conduct their annual self-evaluations, they document their efforts on the following Governance Committee Self-Evaluation Form:

Governance Committee Self Evaluations are documented and reported to the Board of Trustees prior to their annual Board Goal-Setting Retreat. The Board considers the information provided in these self-evaluation reports during its annual District Effectiveness Review Cycle, and it uses this information as it formulates its own annual goals.

The Biennial District-wide Governance Assessment Survey

The District conducts a formal evaluation of its governance and decision-making processes every two years. Piloted in spring 2010, the District Governance Self Assessment process involves a formal
survey of stakeholder satisfaction with district-level governance processes. Implemented and analyzed by the District Planning Committee, this survey is administered to all faculty, staff, student, and administrative personnel directly involved in college and district-level decision making processes and is designed to measure the following:

1. The appropriateness and effectiveness of the roles played by stakeholder groups, including the administration, the District Academic Senate, the collective bargaining groups, and the Associated Students Organization;

2. The effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;

3. The quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed);

4. The level of administrative and Board support of participatory governance; and

5. The effectiveness of district-wide decision making in relation to the District’s stated mission.

Based on the results of this survey, the District Planning Committee develops recommendations for improving district-wide governance and decision-making processes. These recommendations for action are included, along with detailed survey results, in the biennial District Governance Assessment Report, which is delivered to the Board of Trustees as part of its spring District Effectiveness Review. Once approved by the Board, the action plans in this report are implemented by District and college leaders.
DISTRICT-WIDE COUNCILS AND COMMITTEES

Committees of the Governing Board

To fulfill its statutory duties and responsibilities and support the implementation of the District’s mission and the goals outlined in the District Strategic Plan, the Board President annually assigns Trustees to committees that review the following areas:

Finance and Audit Committee
The Finance and Audit Committee reviews and recommends adoption of the tentative budget to the full Board by July 1st of each year. It reviews and recommends adoption of the final Budget to the Board by September 15th of each year. It also reviews and recommends the acceptance of the annual financial audits for both the general financial operation of the District and the bond program's financial audit to the full Board. Additionally it reviews Quarterly Financial Reports and reviews Internal Audit Reports semi annually and/or quarterly. It receives information on bond financing issues and reviews revenue-generating plans and/or the development of public/private partnerships.

Capital Construction Committee
The Capital Construction Committee has several functions. It acts as the public forum for presentations on the college master plans, certification of environmental impact reports, and related, necessary actions. It facilitates discussion on compliance with Board-established sustainability and energy goals to further advance sustainability and energy goals for the infrastructure and curriculum as new concepts and technologies are brought forward. It also receives reports on accomplishments and general policy compliance, hears policy issues, receives briefings on technical bonds matters such as insurance, labor compliance, Proposition 39 compliance, and any other matter related to the District's sustainable building program. Additionally, it receives formal conceptual design presentations on each new building and remodeling project with budgets in excess of $5 million prior to approval of the design concept. Finally, it considers and discusses other related matters as may be deemed appropriate by the Chair in consultation with Chancellor and President of the Board.

Legislative Committee
The Legislative Committee makes recommendations and considers proposals regarding legislative initiatives for the benefit of the District. It also makes recommendations and reviews proposed state and federal statutory and regulatory legislation. Additionally, it reviews the effectiveness of authorized lobbying efforts on behalf of the District. Finally, it considers and discusses other related matters as may be deemed appropriate by the Chair in consultation with the Chancellor and President of the Board.

Institutional Effectiveness Committee
The Institutional Effectiveness Committee reviews and approves a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District. Likewise, it reviews and provides feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed, and agreed upon. It also monitors college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges and existing planning and evaluation practices relative to student completion initiatives. Facilitating the review, update, and revision of the long-range strategic plan and
goals every five years is another responsibility of the Institutional Effectiveness Committee. The Committee also discusses potential new or revised curricular programs and services within the District, and encourages the development of new programs and services as may be appropriate. Additionally, the Institutional Effectiveness Committee considers and discusses other related matters as may be deemed appropriate by the Committee Chair in consultation with the Chancellor and President of the Board.

**Student Affairs Committee**

Chaired by the Student Trustee and comprised of the Associated Student Organization presidents of the nine colleges as well as additional Board members and staff liaisons, the Student Affairs Committee bears responsibility for hearing all issues related to the quality of student life. These issues, identified by committee members each year, have included topics such as the escalating price of college textbooks, the availability of financial aid, and the quality of the physical environment.

**Committee of the Whole on Innovation and Special Issues (Committee)**

The Committee was developed in January 2012 to enhance existing relationships with public and private sector partners that have a mutual interest in the academic and training success of the Los Angeles Community College District students. Those partners are represented by leaders in public higher education, the business community, the arts, and the public policy arena, among others. The working format includes a guest lecture from one of the aforementioned sectors before their Board of Trustees on a subject that directly impacts prospective current or recently graduated LACCD students. The presentation is followed by a dialogue with the members of the Board of Trustees that will, as primary outcome, facilitate new opportunities for LACCD students. The committee meetings act as a formal invitation to initiate, reconfirm or redefine a collaborative and strategic effort to serve LACCD students more effectively.
Governance and Planning Diagrams

Linking Planning to Budgeting:
Summary of Annual and Comprehensive Review Cycles of Continuous Improvement
LINKING PLANNING TO BUDGETING

Faculty Position Identification and Prioritization Links

1. Review Mission
   • Accreditation
   • Steering Committee

2. Review Master Plans
   Educational; Technology; Facilities

3. Program Reviews

4. Curriculum Committee (new program approval)

5. FPIP Committee

6. Academic Senate

7. President (FY budget allocation)

Comprehensive Review Cycle

District FON - Budget Committee

College Council
Faculty Position Identification and Prioritization Policy

For 2013-2014
Academic Senate Approval Date: 9-10-13

PURPOSE
The purpose of the Faculty Position Identification and Prioritization (FPIP) Policy is to establish procedures at West Los Angeles College (WLAC) to implement Board Rule 10304.1 of the Los Angeles Community College District's Board of Trustees pertaining to the identification and prioritization of full-time probationary faculty positions.

PHILOSOPHY
The philosophy of the FPIP policy shall be to promote fairness and equity in resource allocation, specifically in regard to faculty hiring, in accordance with the mission of the college. It is the explicit intent of the FPIP Policy to establish an open and objective process which will best serve the collective interests of the WLAC community.

GOALS
The prioritization of proposals for faculty hiring shall be based on the needs of the students, the college, the disciplines, the programs, and the enrollment trends. A wide range of factors shall be considered in the process.

FUNDING SOURCES FOR PRIORITIZED POSITIONS
The WLAC Faculty Position Priority list applies to probationary positions funded with program 100

COMMITTEE ON FACULTY POSITION IDENTIFICATION & PRIORITIZATION
The Committee on Faculty Position Identification and Prioritization (FPIP Committee) shall be the designee for the WLAC Academic Senate and the President of the College for the implementation of Board Rule 10304.1.

The FPIP Committee shall be composed of the following:
   Five (5) Full-Time Faculty
   Three (3) Administrators

The President of the Academic Senate and the Academic Senate shall jointly nominate the full-time faculty committee members drawing upon teaching and non-teaching faculty, with appointment to the committee being subject to full Senate confirmation. The appointment shall be for a three-year term. The terms of appointment shall be overlapping. Thus, in the first year of the FPIP Policy three (3) faculty members shall be appointed for three-year terms and the other two (2) faculty members shall be appointed for two-year terms. The President of the College shall designate the administrative appointees. The FPIP Committee shall select a chairperson for a term of three years. That selection shall take place at the beginning of an academic year. Members of the committee should be members of the college community who have a comprehensive knowledge of all aspects of the college, i.e. - Academic Affairs, Student Services, and Administrative Services.

The college institutional researcher shall be an ad hoc member of the committee at the meeting(s) devoted to evaluating the quantitative enrollment data.

PROCESS
1. At its first meeting of each academic year the committee will decide upon and announce a timetable giving the deadlines for submission of faculty position prioritization applications, the date of the FPIP interviews, and the date of release of the final faculty position recommendations. In addition, the FPIP Committee shall review the criteria which will be used to prioritize faculty positions.
2. **Horizontal Prioritization**

Each proposed probationary tenure-track position shall be placed into one of four categories

**Category I: General Education and Transfer Instructor positions**

**Category II: Foundation Learning Skills instructor positions (such as Learning Skills, Personal Development, Basic Skills, Reading, and ESL)**

**Category III: Career Technical Education Instructor positions**

**Category IV: Student and Instructional Support Service instructor positions (such as counselors, librarians, athletic coaches, child development personal)**

(NOTE: Notwithstanding extenuating circumstances and subject to future student needs, it is the expectation of the FPIP Committee that upon hire, the majority of the instructor’s teaching assignment in subsequent years will reflect the category selected in this FPIP process.)

Within each category, the faculty positions shall be prioritized, creating horizontal tiers composed of one position from each of the four categories. After all positions are prioritized in each category, the FPIP committee will prioritize a vertical prioritization list for all positions requested. The final vertical list shall be forwarded to the Academic Senate. The approval list shall be forwarded to the college president. The college president shall accept the FPIP recommendations.

3. For instructor positions in **General Education and Transfer**, the criteria for the prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - Annual # of associate degrees and/or certificates of achievement
   - How this position will sustain other disciplines and programs.
   - Validity of rationale in program review for hiring additional faculty.

For instructor positions in **Foundation Learning Skills**, the criteria for the prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - Annual # of associate degrees and/or certificates of achievement
   - How this position will sustain other disciplines and programs.
   - Validity of rationale in program review for hiring additional faculty.

For instructor positions in **Career and Technical Education**, the criteria for prioritization shall be:
   - Current staffing status in discipline (% full-time instructors in the classroom)
   - Student demand (Average fall semester census enrollment for past 3 years)
   - Annual # of associate degrees and/or certificates of achievement
   - Active advisory board
   - Validity of rationale in program review for hiring additional faculty.
   - Impact of position on WASC accreditation/approval and other required agency approvals.
   - Future forecast of the labor statistics (environment scanning) e.g. U.S. Bureau of Labor Statistics (http://www.bls.gov/)

For faculty positions in **Student and Instructional Support** such as counselor, librarian, athletic director, athletic coach, child development center, and other program director positions, the criteria for prioritization shall be:
   - Current staffing status
   - Student demand
   - Impact of position on WASC accreditation/approval and other required agency approvals.
   - Validity of rationale in program review for hiring additional faculty.

For new approved programs, disciplines, and services, the additional items must be provided:
   - How the proposed position promotes the strategies of the Educational Master Plan
• Planning committee’s analysis of program reviews/unit plans conducted by the divisions
• A list of proposed probationary full time faculty positions by Planning Committee.
• Submission of a copy of the program review and a copy of Proposed New Program Request (PNPR)
• Submission of a list of the other disciplines and programs that support this positions

4. Faculty position identification and prioritization (FPIP) application forms which reflect the criteria to be used for determining the faculty position recommendations shall be distributed to the division chairpersons and shall be available to any faculty member or administrator. The criteria for ranking shall also be distributed.

5. A FPIP application shall be required for each full-time, probationary faculty member to be replaced or added. (An application may be submitted for an anticipated retirement.)

6. FPIP applications for proposed probationary tenure-track faculty in existing disciplines, programs, and services may be submitted to the FPIP Committee by regular or probationary faculty members, division chairpersons, the college Academic Senate, or the college administration. FPIP applications submitted by a division chairperson or a full time regular faculty for a division shall include signatures by a majority of the full time faculty members of the division. A division chairperson may submit an application as a discipline faculty member.

Applications submitted by discipline faculty members must include ONE of the following peoples’ signature.
• Division Chairperson
• Program director
• President of the Academic Senate
• Vice President of Academic Affairs
• Vice President of Student Services

A division chairperson submitting an FPIP application as a discipline faculty member may not sign his/her own supporting signature in the capacity as division chairperson.

The signature of the President of the Academic Senate represents a motion of support passed by the WLAC Academic Senate. Discipline faculty members and division chairpersons should coordinate their efforts to insure that only one application per position is submitted for prioritization.

Requests for proposed probationary tenure-track faculty for new approved programs or special programs shall be accompanied with a copy of program review and a copy of Proposed New Program Request (PNPR)

The FPIP Committee shall formally request the Planning Committee to submit a list of proposed probationary tenure-track faculty for new approved programs and/or special programs. This list of positions shall be based upon an analysis of program reviews/unit plans conducted by the divisions.

7. The Articulation Officer shall provide assistance to the FPIP Committee and the applicants with regard to responses on the FPIP application about articulation matters.

8. The College Institutional Researcher shall provide the quantitative data required in the prioritization process. This shall include:
• Census enrollment data by subject area (Average fall semester census enrollment for the past three years)
• Percent full-time instructors in the classroom by subject area
• Annual # of degrees and certificates
• FTES/FTEF
• Current program review excerpts
• And other available data that the committee deems appropriate

9. The FPIP will only accept the applications that were submitted by the due date. Once the FPIP applications have been submitted, the FPIP Committee will review the information and may email the additional questions for each position to clarify the FPIP application. The FPIP Committee will not accept any additional materials after application deadline unless there is a question to clarify. The FPIP will not conduct interview session with any applicants. When multiple applications were submitted for the same position, the second position will be prioritized as if the first position was filled, the third position will be prioritized as if the first and the second position were filled.
10. **Consensus evaluation of applications**
The ranking of the proposed probationary tenure-track positions identified through FPIP applications shall be
by FPIP Committee consensus. Only the FPIP members will evaluate the prioritization and evaluation
process.

11. If a FPIP Committee member is a member of a discipline which has an FPIP application under
consideration, that member shall be excluded from the discussion and the evaluation process.

12. **Preview of the FPIP Committee’s Faculty Position Recommendations**
The recommendations shall be given to the president of the WLAC Academic Senate at the Academic Senate
meeting. When a proposed position is premised upon a retirement, then the recommendations shall indicate
that the faculty position has a contingent ranking.

13. **Appeals Process (regarding FPIP Committee’s faculty position recommendations).**
Once the FPIP Committee's faculty position recommendations have been distributed, an appeals process
may be conducted. The function of the appeals process is to review the FPIP process to ensure that the
procedures of the FPIP process policy were properly followed and that all relevant facts as submitted to the
FPIP committee were considered in the creation of the faculty position recommendations.

   a. All appeals shall be in writing. Appeals may be filed by any FPIP applicant. All appeals shall be filed
   within ten (10) working days of the announcement of the FPIP Committee's faculty position
   recommendations and shall be sent to the FPIP Committee Chairperson. All appeals shall be based only
   upon the FPIP application and all supporting information which was submitted to the FPIP Committee during
   the initial evaluation process. No new information shall be accepted or considered. All written appeals shall
   state in detail the specific reason(s) for the appeal.

   b. The FPIP appeals committee shall consist of a three-member subcommittee elected by the FPIP
   Committee from its own ranks. The FPIP appeals committee shall review and shall determine the merit of
   any appeal within ten (10) working days of the filing deadline for appeals.

   c. The decision of the FPIP appeals committee shall be final.

14. **Release of the FPIP Priority List**
After the time for filing an appeal has expired or after the appeals process is completed, where an appeal has
been filed, the FPIP Committee's faculty position recommendations or the amended FPIP Committee's faculty
position recommendations (in the case of a successful appeal) shall become final, except for faculty positions
which may subsequently be removed from the faculty position recommendations, and it shall be known as the
FPIP Priority List. The FPIP Priority List shall be sent to the Academic Senate for an approval. The approval
list shall be send to the President of the College.

15. **Removal of a faculty position from the WLAC Faculty Position Priority List**
   a. In the event that an anticipated faculty retirement does not occur and the ranking of a faculty position is
   premised upon that retirement, then that faculty position shall be dropped from the Priority List.

   b. A faculty position shall be removed from prioritization before or after the release of the FPIP Committee's
   faculty position priority list upon the written request of the individual submitting the FPIP application for that
   faculty position. The written request must include signatures from all of the individuals who signed in support
   of the original FPIP application.

   c. In the event that an individual submitting a FPIP application for a faculty position desires to withdraw that
   faculty position from the priority list after the date of release, the FPIP applicant shall submit a written request
   to the WLAC Academic Senate and to the administration for joint approval. Without joint approval the faculty
   position shall remain on the priority list.

16. The final faculty position priority list shall remain in effect until the next priority list is issued. For 2013 –
2014 application periods, the FPIP committee requests all applicants to submit a new application for each
position. Unfunded positions from the current prioritization list shall not be included in the list for 2014-2015.
When there are significantly new factors that may impact the justification for a position already on the list, a
request may be submitted for reconsideration of its rank on the priority list. For reconsideration of ranking, the FPIP Committee shall only re-evaluate the specific criterion(a) affected by the change(s). Reconsideration requests must include a written rationale for the request and signatures from all of the individuals who signed in support of the original FPIP application.

The FPIP Committee may update the priority list for these special extenuating circumstances: retirement, resignation, transfer, death or instructor special assignment appointments. To request a probationary, full-time faculty replacement, a FPIP application must be submitted and an interview conducted. These identified positions shall be inserted into the current priority list.

18. **Circumstances for automatic probationary faculty rehire**
The selection process shall be automatic if a new hire leaves the employment of the college at any time up until the end of the 2nd year of probation. After the 2nd year, a justification for the position, including the most current program review, shall be evaluated for merit by the FPIP Committee before a selection process is initiated to fill the vacated position. If the position is vacated after the 4th year, the position must submit a new FPIP application and be prioritized.

19. **Circumstances for insufficient applicant pool**
Once the hiring is approved by the College President, the selection process shall be initiated within a year. The hiring process shall be concluded within 2 years. If the position is not filled after 2nd year, a new FPIP application must be submitted and be prioritized.

20. **Annual Review**
Each academic year, the FPIP Committee shall evaluate the FPIP process and make recommendations to improve the FPIP process. The Academic Senate and the College President shall review the recommendation(s) of the FPIP Committee and shall mutually agree to adopt the recommended revisions to the FPIP Policy as appropriate.
FACULTY POSITION IDENTIFICATION & PRIORITIZATION APPLICATION

Existing Disciplines, Programs, and Services
Academic Senate Approval Date:
9-10-13

SUBMIT A SEPARATE APPLICATION TO EACH POSITION REQUEST

PRELIMINARY INFORMATION

1. Name of individual submitting this application: ____________________________

   Under which capacity are you submitting this application? (check one)
   
   ___ Regular or probationary faculty   ___ Division chair   ___ Program director   ___ Vice President

SUPPORTING SIGNATURES

• Applications submitted by a division chair must include signatures from a majority of the full time faculty members of the division.
• Applications submitted by a faculty member must include one signature from the following people (Division Chairperson or, Program Director or President of the Academic Senate or VP or Academic Affairs or VP of Student Services)

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Title</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the name of tenure-track position being requested.

3. Check ONE appropriate category based on the majority of the assigned classes.
   (NOTE: If none of these categories applies, select Student and Instructional Support Service Category)

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>CHECK ONLY 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education and Transfer</td>
<td></td>
</tr>
<tr>
<td>Foundation Learning Skills</td>
<td></td>
</tr>
<tr>
<td>Career Technical Education</td>
<td></td>
</tr>
<tr>
<td>Student and Instructional Support Service</td>
<td></td>
</tr>
</tbody>
</table>

4. Name the division of this faculty position:

5. Name of the discipline of this faculty position:

6. Assignment. What is the standard work load for this discipline? _________(e.g. - 12, 15, 18, 21 standard hours)
Position for General Education, Transfer and Foundation Learning Skills such as Learning Skills, Personal Development, Basic Skills, Reading, and ESL

Describe in details the following information on the selection criteria below.

- Prepare a hypothetical fall semester & spring semester assignment for the requested instructor. (Include class meeting days & start times.) You may attach the hypothetical work load sheet.

- Current staffing status in discipline (% full-time instructors in the classroom)

- How many retirements are anticipated in this area during 2014-2015 academic year?

- Student demand (Average fall semester census enrollment for past 3 years)

- Annual # of associate degrees and/or certificates of achievement

- How this position will sustain other disciplines and programs

- Rationale in program review for hiring additional faculty

Position for Career and Technical Education

Describe in details the following information on the selection criteria below.

- Prepare a hypothetical fall semester & spring semester assignment for the requested instructor. (Include class meeting days & start times.) You may attach the hypothetical work load sheet.

- Current staffing status in discipline (% full-time instructors in the classroom)

- How many retirements are anticipated in this area during 2014-2015 academic year?

- Student demand (Average fall semester census enrollment for past 3 years)

- Annual # of associate degrees and/or certificates of achievement

- Active advisory board (Attach the last advisory board meeting minutes.)

- Rationale in program review for hiring additional faculty

- Impact of position on WASC accreditation/approval and other required agency approvals.

- Future forecast of the labor statistics (environment scanning) e.g. U.S. Bureau of Labor Statistics (http://www.bls.gov/)
**Position for Student and instructional support positions** such as counselor, librarian, athletic director, athletic coach, child development center, and other program director positions.

Describe the following information on the selection criteria below.

- Current staffing status
- How many retirements are anticipated in this area during 2014-2015 academic year?
- Student demand
- Impact of position on WASC accreditation/approval and other required agency approvals.
- Rationale in program review for hiring additional faculty

**CRITERIA FOR RANKING WITHIN CATEGORIES**

<table>
<thead>
<tr>
<th>General Education and Transfer Degree Position</th>
<th>Foundation Learning Skills Position</th>
<th>Career Technical Education Position</th>
<th>Student and Instructional Support Service Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Ranking</td>
<td>Criteria for Ranking</td>
<td>Criteria for ranking</td>
<td>Criteria for ranking</td>
</tr>
<tr>
<td>• Current staffing status in discipline (% full-time instructors in the classroom)</td>
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<td>• Current staffing status</td>
</tr>
<tr>
<td>• Student demand (Average fall semester census enrollment for past 3 years)</td>
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<td>• Student demand</td>
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<tr>
<td>• Annual # of associate degrees and/or certificates of achievement</td>
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<tr>
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</tr>
<tr>
<td>• Validity of rationale in program review for hiring additional faculty.</td>
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<td>• Validity of rationale in program review for hiring additional faculty.</td>
</tr>
</tbody>
</table>

CRITERIA FOR RANKING WITHIN CATEGORIES

- Current staffing status
- Student demand
- Impact of position on WASC accreditation/approval and other required agency approvals.
- Validity of rationale in program review for hiring additional faculty.

Additional criteria for Career Technical Education Position includes:
- Impact of position on WASC accreditation/approval and other required agency approvals.
Principles for Prioritizing Programs and Services

**PRINCIPLES FOR PRIORITIZING PROGRAMS AND SERVICES**

**2012-2013**

Approved By: College Council
Approved Date: February 7, 2013

To guide the college in decisions related to planning and resource allocation.

**High Priority Principles**
- Meet requirements for health, safety and essential services.
- Meet local, state and federal regulations and other mandates.

**Principles**
- Focus on college Mission and/or Institutional Learning Outcomes.
- Focus on various college Master Plan Goals.
- Establish sustainable structures and processes consistent with gaining full reaffirmation of accreditation.
- Improve institutional effectiveness through data-informed planning and decision-making, process evaluation, and professional development.
- Safeguard student equity: avoid disproportionate student impacts.
- Enhance alternative revenue opportunities (local fees, foundation, grants, contract education, partnerships, etc.)
- Meet the needs of those being served.
- Strive to maintain a balanced budget.
- Quality of Program Review and Resource Request
  - Request is linked with a Planned Action, which is linked with a Unit Goal
  - Program Review has documented measures of progress toward achieving the Unit Goal
  - Request is responsive to SLO/PLO/ILO/SAO assessments
  - Request is responsive to other needs identified through program review
  - Program Review has an adequate implementation plan that describes the steps needed to accomplish the Planned Action
  - Resource requested is appropriate to accomplish the Planned Action

Vision: WEST: A gateway to success for every student.
MISSION: West Los Angeles College provides a transformative educational experience.
### Strategic Direction 1: Dedication to Learning

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Improve student achievement, both overall and among historically lower-achieving groups.</td>
<td>1.1.1 Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Strengthen the effectiveness and coverage of the tutoring program.</td>
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<tr>
<td></td>
<td>1.1.3 Complete development of the Student Equity Plan and implement it.</td>
</tr>
<tr>
<td></td>
<td>1.1.4 Create a Math Lab.</td>
</tr>
<tr>
<td></td>
<td>1.1.5 Evaluate the developmental math sequence in light of alternative models and make changes as warranted.</td>
</tr>
<tr>
<td></td>
<td>1.1.6 Develop and implement an accelerated pathway through the English sequence.</td>
</tr>
<tr>
<td></td>
<td>1.1.7 Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor</td>
</tr>
<tr>
<td>1.2 Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.</td>
<td>1.2.1 Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., RA, FELI).</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Implement learner-centered strategies.</td>
</tr>
<tr>
<td></td>
<td>1.2.3 Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.</td>
</tr>
<tr>
<td>1.3 Foster ethical and affective development as well as cognitive development in all student populations.</td>
<td>1.3.1 Facilitate training on ethical and affective development, and apply the resulting knowledge to all student populations (e.g., RA, FELI, Habits of Mind).</td>
</tr>
<tr>
<td>1.4 Inspire and increase the rate of faculty, staff, and administrators' involvement in professional learning activities.</td>
<td>1.4.1 Establish an exemplary professional learning program.</td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>Objectives</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 2.1 Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes. | 2.1.1 Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.  
2.1.2 Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum.  
2.1.3 Highlight and commend, on an annual basis, the best practices resulting from SLO /SAO assessment and dialogue. |
| 2.2 Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes. | 2.2.1 Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs.  
2.2.2 Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council.  
2.2.3 Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results.  
2.2.4 Engage students systematically in evaluating and improving the learning environment and their learning experiences. |
| 2.3 Exercise financial stewardship that ensures fiscal stability while supporting educational excellence and the College mission. | 2.3.1 Ensure that grant development and administration processes are transparent.  
2.3.2 Double the number and size of grants that support the College mission.  
2.3.3 Collaborate with the College Foundation to support and enhance designated programs and initiatives. |
| 2.4 Enhance and maintain facilities and technology to promote effective teaching and learning. | 2.4.1 Ensure that modifications of facilities optimize flexibility of use and build in appropriate technologies.  
2.4.2 Enhance the safety and cleanliness of the learning and teaching environment.  
2.4.3 Expand the use of up-to-date technology for teaching and learning.  
2.4.4 Promote student engagement in campus life through creation and/or enhancement of inviting spaces. |
## Strategic Direction 3: Programs and Services Responsive to Student Needs

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 3.1 Create clear completion pathways. | 3.1.1 Create and promote roadmaps for all degrees and certificates and align class scheduling with them.  
3.1.2 Provide access and follow-up services to ensure that students enter and follow the correct pathways until they attain their goals. |
| 3.2 Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them. | 3.2.1 Improve pre-enrollment services targeted to potential at-risk students.  
3.2.2 Enhance services to improve the retention and success rates of Black/African American and Hispanic/Latino students.  
3.2.3 Investigate the possible causes of the decrease in the proportion of African/American student enrollment, and initiate any corrective or supportive action warranted.  
3.2.4 Identify critical milestones for student success based on research, monitor progress of at-risk students through those milestones, and initiate supportive action as needed.  
3.2.5 Enhance services and programs to meet the needs of students and the community for whom English is a second language. |
| 3.3 Prepare students to enter a competitive workforce. | 3.3.1 Develop a career and job placement center.  
3.3.2 Close gaps in the preparation of students for employment in applicable fields.  
3.3.3 Enhance career counseling for undecided students.  
3.3.4 Strengthen and broaden relationships with industry leaders. |
| 3.4 Enhance curriculum vitality, viability, and relevance. | 3.4.1 Ensure the accuracy of curriculum-related records and publications.  
3.4.2 Systematically evaluate and improve the program viability process. |
### Strategic Direction 4: Collaboration, Engagement, and Respect

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 4.1 Be collegial. | 4.1.1 Design and implement an initiative to systematically raise the proportion of faculty, staff, students and administrators involved in committees and leadership activities.  
4.1.2 Train the College community in shared governance processes. |
| 4.2 Eliminate organizational silos. | 4.2.1 Develop and implement a plan to improve collaboration between instructional and student services departments. |
| 4.3 Celebrate the achievements of our entire community. | 4.3.1 Collect and effectively disseminate information about significant achievements by campus community members. |

### Strategic Direction 5: Connections with Communities

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 5.1 Forge effective alliances with local schools, organizations and individuals. | 5.1.1 Establish pathways for students at specific high schools to transition to West and succeed.  
5.1.2 Establish a mentoring program for low-achieving students, drawing mentors from among community leaders and West alumni and retirees.  
5.1.3 Strengthen relationships with local cities, businesses, and residents. |
| 5.2 Open the College to the world. | 5.2.1 Open students to global issues through curriculum and co-curricular activities. |
### Institutional Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Critical Thinking</td>
<td>Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.</td>
</tr>
<tr>
<td>B. Communication</td>
<td>Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.</td>
</tr>
<tr>
<td>C. Quantitative Reasoning</td>
<td>Identify, analyze, and solve problems that are quantitative in nature.</td>
</tr>
<tr>
<td>D. Self-Awareness/Interpersonal Skills</td>
<td>Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.</td>
</tr>
<tr>
<td>E. Civic Responsibility</td>
<td>Apply the principles of civility to situations in the contexts of work, family, community and the global world.</td>
</tr>
<tr>
<td>F. Technical Competence</td>
<td>Utilize the appropriate technology effectively for informational, academic, personal, and professional needs. Use competent technique in a musical performance.</td>
</tr>
<tr>
<td>G. Cultural Diversity</td>
<td>Respectfully engage with other cultures in an effort to understand them.</td>
</tr>
<tr>
<td>H. Ethics</td>
<td>Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.</td>
</tr>
<tr>
<td>I. Aesthetics</td>
<td>Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of one’s life.</td>
</tr>
</tbody>
</table>
## Alignment of College and District Strategic Plans

<table>
<thead>
<tr>
<th>District Strategic Plan Goal</th>
<th>College Strategic Directions &amp; Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Access and Preparation for Success – Improve equitable access; help students attain important early educational momentum points.</strong></td>
<td><strong>Strategic Direction 3:</strong> Programs and Services Responsive to Student Needs</td>
</tr>
<tr>
<td></td>
<td>✓ Create clear completion pathways</td>
</tr>
<tr>
<td></td>
<td>✓ Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them</td>
</tr>
<tr>
<td></td>
<td>✓ Prepare students to enter a competitive workforce</td>
</tr>
<tr>
<td></td>
<td>✓ Enhance curriculum vitality, viability, and relevance</td>
</tr>
</tbody>
</table>

| **Goal 2: Teaching and Learning for Success – Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.** | **Strategic Direction 1:** Dedication to Learning                                                    |
|                                                                                             | ✓ Improve student achievement, both overall and among historically lower-achieving groups             |
|                                                                                             | ✓ Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies |
|                                                                                             | ✓ Foster ethical and affective development as well as cognitive development in all student populations |
|                                                                                             | ✓ Inspire and increase the rate of faculty, staff, and administrators’ involvement in professional learning activities |

| **Goal 3: Organizational Effectiveness – Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.** | **Strategic Direction 2:** Culture of Continuous Improvement                                          |
|                                                                                             | ✓ Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes |
|                                                                                             | ✓ Systematize the evaluation and improvement of West’s effectiveness, focusing on planning and resource allocation processes |
|                                                                                             | ✓ Enhance and maintain facilities and technology to promote effective teaching and learning          |

| **Goal 4: Resources and Collaboration – Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.** | **Strategic Direction 2:** Culture of Continuous Improvement                                          |
|                                                                                             | ✓ Exercise financial stewardship that ensures fiscal stability while supporting educational excellence and the College mission |
|                                                                                             | **Strategic Direction 5:** Connections with Communities                                              |
|                                                                                             | ✓ Forge effective alliances with local schools, organizations and individuals                         |
|                                                                                             | ✓ Open the College to the world                                                                      |
## District Strategic Plan Goal Evaluation Metrics

### Goal #1- Access and Preparation for Success

<table>
<thead>
<tr>
<th>Objective</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2013 District</th>
<th>3 year change College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1. Ensure equitable access to education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Percentage of eligible students receiving Pell Grant</td>
<td>64%</td>
<td>64%</td>
<td>63%</td>
<td>71%</td>
<td>-1%</td>
</tr>
<tr>
<td><strong>Objective 2. Increase the percentage of new students who complete the matriculation process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Percentage of new students completing English assessment in the first term or before</td>
<td>63%</td>
<td>73%</td>
<td>70%</td>
<td>73%</td>
<td>8%</td>
</tr>
<tr>
<td>2.1 Percentage of new students completing Math assessment in the first term or before</td>
<td>64%</td>
<td>70%</td>
<td>72%</td>
<td>75%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Objective 3. Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>19%</td>
<td>-1%</td>
</tr>
<tr>
<td>3.2 Persistence - Fall to Spring</td>
<td>81%</td>
<td>83%</td>
<td>84%</td>
<td>87%</td>
<td>3%</td>
</tr>
<tr>
<td>3.2 Persistence - Fall to Fall</td>
<td>63%</td>
<td>68%</td>
<td>70%</td>
<td>75%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Goal #2- Teaching and Learning for Success

<table>
<thead>
<tr>
<th>Objective</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2013 District</th>
<th>3 year change College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1. Provide a learner-centered learning environment</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1.1 Measure of active learning/project learning</td>
<td>60%</td>
<td>63%</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>1.1 Measure of student engagement in and out of class</td>
<td>16%</td>
<td>20%</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>1.1 Measure of self-efficacy/self-directed learning</td>
<td>65%</td>
<td>67%</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>1.3 Measure of how technology is being used to improve student learning and engagement</td>
<td>72%</td>
<td>71%</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objective 2. Improve student outcomes</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.1 Percentage of new student cohort completing 30 units in 3 years</td>
<td>51%</td>
<td>53%</td>
<td>52%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2.1 Percentage of new student cohort completing 60 units in 3 years</td>
<td>18%</td>
<td>17%</td>
<td>19%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</td>
<td>13%</td>
<td>14%</td>
<td>16%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</td>
<td>17%</td>
<td>20%</td>
<td>19%</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</td>
<td>15%</td>
<td>15%</td>
<td>11%</td>
<td>13%</td>
<td>-4%</td>
</tr>
<tr>
<td>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</td>
<td>28%</td>
<td>30%</td>
<td>30%</td>
<td>33%</td>
<td>2%</td>
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### Institutional Efficiency

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<tr>
<th>Institutional Efficiency</th>
<th>Fall 2011/ FY 2012</th>
<th>Fall 2012/ FY 2013</th>
<th>Fall 2013/ FY 2014</th>
<th>Fall 2013/ FY 2014 District</th>
<th>3 year change College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size in Credit Classes</td>
<td>42.2</td>
<td>40.7</td>
<td>38.0</td>
<td>37.7</td>
<td>-10%</td>
</tr>
<tr>
<td>Cost/FTES (annual)</td>
<td>$4,272</td>
<td>$4,391</td>
<td>$4,743</td>
<td>$4,314</td>
<td>11%</td>
</tr>
</tbody>
</table>
Institution-set Standards for Student Achievement Measures

An institution-set standard is the identified level of performance determined by the institution to be acceptable. It is a measure the institution can and does use in assessing both institutional and programmatic performance in these areas (subject to exceptions for certain programs, which may have different standards as determined by the institution).

West’s Institution Set Standards, as proposed by the Planning and Institutional Effectiveness Committee, were approved by College Council on March 18, 2014 and by the college president also on March 18, 2014.

- **Institution-set standard for student course completion rate** 60%

Successful course completion rate equals the number of students who receive a successful grade (A, B, C, P) divided by the number of students who enrolled in the course and received a grade or W.
Institution-set Standards for Student Achievement Measures

- **Student completion of degrees & certificates combined:** 445 Awards
- **Student degree completion number:** 330 Degrees
- **Student certificate completion number:** 116 Certificates

**Degrees and Certificates Awarded**

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<tbody>
<tr>
<td>Assoc. Degree</td>
<td>360</td>
<td>349</td>
<td>313</td>
<td>325</td>
<td>341</td>
<td>397</td>
<td>342</td>
<td>325</td>
<td>342</td>
<td>331</td>
<td>389</td>
</tr>
<tr>
<td>Certificate</td>
<td>110</td>
<td>75</td>
<td>67</td>
<td>90</td>
<td>86</td>
<td>105</td>
<td>110</td>
<td>172</td>
<td>133</td>
<td>217</td>
<td>203</td>
</tr>
<tr>
<td>Undup Awards **</td>
<td>459</td>
<td>412</td>
<td>368</td>
<td>402</td>
<td>413</td>
<td>487</td>
<td>434</td>
<td>484</td>
<td>496</td>
<td>515</td>
<td>561</td>
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</tbody>
</table>

**Standard:**
- 445 Awards
- 330 Degrees
- 116 Certs.

**Institution-set Standard for Transfer to 4-year college/universities:** UC&CSU: 175 Transfers

**Transfers to Campuses of UC and CSU, In-State Private (ISP), and Out of State (OOS) Colleges and Universities**

- **Standard:** 175 Transfers to UC & CSU Annually

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</thead>
<tbody>
<tr>
<td>UC/ CSU</td>
<td>257</td>
<td>289</td>
<td>230</td>
<td>246</td>
<td>258</td>
<td>273</td>
<td>264</td>
<td>261</td>
<td>283</td>
<td>245</td>
<td>243</td>
<td>232</td>
<td>222</td>
<td>216</td>
<td>236</td>
<td>255</td>
<td>232</td>
<td>240</td>
<td>248</td>
<td>177</td>
<td>192</td>
<td>212</td>
<td>174</td>
<td>202</td>
</tr>
<tr>
<td>ISP &amp; OOS</td>
<td>45</td>
<td>57</td>
<td>74</td>
<td>84</td>
<td>105</td>
<td>107</td>
<td>127</td>
<td>147</td>
<td>158</td>
<td>162</td>
<td>151</td>
<td>145</td>
<td>178</td>
<td>171</td>
<td>150</td>
<td>103</td>
<td>65</td>
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</table>
Instructional Program Viability Review Policy

ADOPTED 12/13/05

West Los Angeles College
Academic Senate
Instructional Program Viability Review Policy

RATIONALE

Program Viability Review is a Senate-directed process meant to assure that the campus's instructional resources are used in response to the College's Mission, its Educational Master Plan, the needs of the students, and the requirements of the community it serves. Viability Review involves a "special" process, one that is only invoked under "unusual" circumstances: it is not a part of the regular Program Review process, and it is not a process that should be applied to all departments, disciplines, or programs in a regular fashion. The term "program" as it relates to this review process includes all degree and vocational certificate instructional programs; all instructional disciplines, and all departments or other campus units offering instruction. Program Viability Review is mandated by the following:

1. Accreditation: Recommendations for Standard Two of the Accreditation Team's final report direct the faculty to take an active role in educational innovation and in addressing the future of programs that appear to have outlived documented need;

2. State Senate Guidelines: State Senate models of the Program Review and Educational Planning processes make it clear that faculty must take a pro-active part in decisions affecting program creation, discontinuance, and restructuring;

3. The Principle of Collegial Consultation: The role of the Academic Senate makes it clear that the Senate must be consulted on all matters involving instruction. Playing a leading role in Program Viability Review assures that faculty and academic perspectives will guide campus-wide decision-making and that such decisions will be made through an open, publicly accessible process;

4. Board Rule 6803 in addition to procedures for program review established pursuant to Board Rule 6801, West Los Angeles College shall, in consultation with its Academic Senate, develop procedures for initiating and conducting a viability review of “educational programs,” as defined in Title 5, section 55000(b);

5. State Law: California Education Code § 78016 require a process for program discontinuance and Title 5 § 55130 & § 51022.

INITIATION OF VIABILITY REVIEW
Viability review may be recommended from a variety of sources to the Academic Senate for initiation. The recommendation must clearly state the reason and source of data for initiation. The Academic Senate will vote on the recommendation to initiate/not to initiate the process or if need be ask for more information before the vote. The following committee reports or planning documents may make a recommendation to the Academic Senate to initiate the process of viability review.

1. Master Plan and updates
   Unit Plan
   Advisory Committee Minutes
2. Accreditation Report
3. Administration
4. Program Review Process
   Yearly Program Review
   Comprehensive Program Review
   Program Review Validation

CRITERIA FOR VIABILITY REVIEW

The following criteria may be used to identify at-risk programs.

Qualitative Data

Explicit attention should be given to qualitative aspects of the program. In addition to the Master Plan, these factors should be considered:

- breadth of the curriculum
- teaching: faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, and classroom research learning outcomes
- student satisfaction
- student support services: tutoring, financial aid, learning/study skills, childcare. levels of outside support and recognition (e.g., articulating universities or employing business and industry)

Quantitative Data

It is important to emphasize that quantitative data should be presented with a narrative explanation. Assessment criteria should be applied programmatically to the strength and weaknesses to be evaluated.

Key factors which may be used in identifying and evaluating at-risk programs include:
- declining enrollment trends
- insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration
- low rate for student achievement of program goals (i.e., successful completion rate)
- low retention within courses
- low term-to-term persistence for those in courses in the major
- lack of demand in the workforce or cyclic nature of the workforce unavailability of the transfer major
- declining need for this program by other programs
insufficient numbers of faculty, including full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate) insufficient physical resources including facilities, equipment, and supplies inadequate levels of outside support such as classified staff, course offerings, library materials, and workplace learning opportunities
adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit
analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
whether course outlines have been updated in the last five years articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels

VIABILITY REVIEW PROCESS

The Academic Senate shall establish a special Viability Review Committee

1. The review committee exists until it files its recommendations
2. Membership shall include representatives from Senate, faculty, AFT, curriculum chair, ASO, academic affairs, discipline representative and may include a community member if possible
3. Committee is established when triggered in the manner described under initiation of viability review
4. Committee will meet and select a chair and vice-chair

Procedures and criteria for information gathering may include the following

1. Collect data listed under qualitative and quantitative data
2. Collect position papers from faculty and students
3. Interview faculty and students
4. Consult outside experts
5. Conduct surveys
6. Hold focus groups
7. Consult with special accreditation agencies or other agencies offering certification

Processes for conducting the review

1. Within 90 days of being formed the committee shall report its findings to the Academic Senate.
2. The committee shall hold at least one public open forum.

Possible outcomes of a viability review may include, but are not limited to, recommendations on the following:

1. Program modification;
2. Program improvement;
3. Departmental reorganization;
4. Program initiation;
5. Program discontinuance.
In making a recommendation for program discontinuance, a viability review must consider the following:

1. The effects on students and student success if the program is discontinued;
2. Provisions that can and should be made for students in progress to complete their training;
3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;
4. How the program’s discontinuance would impact the educational and budget-planning process used at the institution;
5. How the program’s discontinuance affects the region;
6. The effects of the program’s discontinuance on transfer to four-year colleges and universities;
7. The effects of the program’s discontinuance on local business and industries;
8. The effects of the program’s discontinuance on faculty and staff. The report shall include specific provisions for faculty and staff reassignment or retraining;
9. Discontinuance recommendation should only be done after a serious attempt has been made to improve the program effectiveness and efficiency and when it is clear that future efforts at remediation is not warranted.

The College President and College Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendation shall include a description of the viability review process and the reasons for the recommendation.

Approved By:

Doris Pichon Givens  
College President

Eloise Crippens  
Academic Senate President

Date  
Date
Program Viability Indicators

April 2012

“Possible outcomes of a viability review may include, but are not limited to, recommendations on the following:

1. Program modification;
2. Program improvement;
3. Departmental reorganization;
4. Program initiation;
5. Program discontinuance.”

- Senate Instructional Program Review Policy
  Approved December 13, 2005

To implement the Senate policy, these indicators will be integrated into the Program Review validation process of the comprehensive program review.

Possible Indicators already in Program Review

Changes in

- Total enrollment / number of students served
- Enrollment
- FTES
- Technology
- Labor market demand
- FTES

Additionally,

- Program average class size falls below 25 for 2 or more years
- No FT Regular faculty in a discipline
- Staff development
- Marketing
- New labs
**Possible Indicators in current Academic Senate policy**

Key factors which may be used in identifying and evaluating at-risk programs include:

- declining enrollment trends
- insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration
- low rate for student achievement of program goals (i.e., successful completion rate)
- low retention within courses
- low term-to-term persistence for those in courses in the major
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