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# Long Beach City College Mission and Values

## Mission Statement

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

## Values

Long Beach City College is

### **Purposeful**

The College provides students clear pathways and support to attain their career and educational goals.

### **Focused**

The College embraces a long-term commitment to innovative student success.

### **Nurturing**

The College provides an environment in which students, faculty, and staff build relationships that are understanding and supportive.

### **Connected**

The College is recognized as integral to an inclusive, vibrant, and prosperous local, regional, and global community.

### **Respectful**

The College values and celebrates the exemplary contributions of faculty, staff, and its community partners in supporting students.

# **Introduction: Letter from the Superintendent-President, Academic Senate President, and Classified Senate President**

Dear Campus Community,

Our mission at Long Beach City College is to provide equitable student learning and achievement, academic excellence, and workforce development by delivering high-quality educational programs and support services to our diverse communities. Long Beach City College has always recognized the critical role that participatory governance plays in achieving our mission. Our participatory governance structure is designed to emphasize responsibility, collaboration, and inclusivity among constituencies to ensure all voices are heard in decision-making processes. Through these processes, faculty, classified staff, administrators, and students are invited to participate in planning for our future and providing recommendations on decisions that will have an institutional impact. As Superintendent-President, Academic Senate President, and Classified Senate President, we are committed to participatory governance and believe that participatory governance is essential to fostering innovation and transformational change to achieve our College mission and strategic plan goals.

The College's 2020-2023 Participatory Governance and Institutional Planning Handbook is intended to promote a shared understanding of participatory governance processes at the College and was developed through thoughtful and collegial self-reflection by our College Planning Council. The members of this council have worked hard to make our Handbook user-friendly, thorough, and informative. The sections in the Handbook include frequently asked questions, clarification on constituent group roles, key participatory governance council and committee definitions, and the roles and responsibilities of co- and tri-chairs, members, resources, and guests. The Handbook also outlines the processes that lead to recommendations on Board Policies and Administrative Procedures, as well as institutional planning. It is our hope that this Handbook will increase awareness and understanding of participatory governance, help to ensure consistent application of governance practices, encourage broad and equitable participation in campus matters, and support the College's continuous quality improvement efforts.

We encourage our Long Beach City College community – faculty, staff, administrators, and students to work through your constituent group leaders to participate and have a voice in participatory governance! Diversity, equity, and inclusion in participatory governance is essential to informing decisions in the best interest of our students and employees.

Sincerely,

Dr. Mike Muñoz, Interim Superintendent-President  
Suman Mudunuri, Academic Senate President  
CC Sadler, Classified Senate President

## **Long Beach City College Participatory Governance Philosophy**

Participatory governance at Long Beach City College is a college-wide process that recognizes the right and responsibility of all faculty, staff, administrators, and students to participate in decision-making processes at the College. The participatory governance structure provides opportunities for all constituent groups to contribute justified and thoughtful recommendations on matters pertaining to policies and procedures, planning, program review, and accreditation. In the spirit of collaboration, cooperation, and collegiality, constituent group members in participatory governance work toward the betterment of the College and the students served by the College to achieve the College's mission by sharing their viewpoints and recommendations, gathering and sharing recommendations from their constituent groups at large, and communicating the work of participatory governance bodies broadly across campus.

Long Beach City College's participatory governance philosophy embraces the diverse perspectives and backgrounds of all constituent group members. The College's philosophy recognizes that while ultimate decisions lie with the Board of Trustees and the Superintendent-President, the College is grounded in the core belief that decisions are richer and better informed by the collective wisdom of constituent groups working together through participatory governance. And while participatory governance may not always constitute agreement by all, the governance process ensures that all perspectives are heard, respected, and genuinely considered prior to decisions being reached on participatory governance-related matters.

The Long Beach City College participatory governance philosophy affirms and applies the principles outlined in the Long Beach City College Code of Ethics (Board Policy and Administrative Regulations 3008). Participatory governance must facilitate a climate of trust, mutual support, and courteous consideration. It is the philosophy of the College that all constituent groups demonstrate respect for reason, freedom of expression, and the right to dissent in participatory governance. Participants must exhibit mutual respect, cooperation, promote a team environment, and confront issues and people without prejudice. When participating in governance, participants demonstrate due diligence in their committee work and model the highest standard of ethically responsible behavior.

Long Beach City College is committed to the College's stated core values:

We strive to be purposeful, focused, nurturing, connected and respectful in all we do.

# Frequently Asked Questions About Participatory Governance

## **What is participatory governance?**

Participatory Governance at Long Beach City College (LBCC) is the process of emphasizing responsibility, collaboration, and inclusivity among all constituencies through participation in College decision-making processes. Each constituency has recognized roles and responsibilities as described in state legislation ([Appendix D](#)) and the Long Beach Community College District [Board Policy](#) and [Administrative Regulations 2006](#).

## **What is the purpose of participatory governance?**

Participatory governance ensures that full and part-time faculty, classified staff, students, and managers have the opportunity to share their perspectives, viewpoints, and input by participating in the development of policies and procedures, the accreditation self-evaluation process, and the development and implementation of plans, priorities, and initiatives. Through participatory governance all constituent groups have the opportunity to be included in the College's decision-making processes. Participatory governance also ensures the right of the Academic Senate to assume the primary responsibility for making recommendations in areas pertaining to academic and professional matters.

## **Is participatory governance required for California Community Colleges?**

Yes. In 1988 Assembly Bill (AB) 1725 was passed, which established the Academic Senate's role as the primary voice in providing recommendations to California Community College Board of Trustees in academic and professional matters. AB 1725 is enacted through Title 5 of the California Code of Regulations. Title 5 requires each College's Board of Trustees to consult collegially with the Academic Senate by relying primarily upon their advice or reaching mutual agreement on academic and professional matters, which are further defined in legislation. Title 5 and California Education Code also require the Board to ensure the right and effective participation of faculty, classified staff, and students in the development of recommendations on college governance. Since LBCC is accredited by the Accrediting Commission of Community and Junior Colleges, the College is also required to remain in compliance with accreditation standards and ensure that all constituents have a voice in decision-making processes. All related legislation and accreditation standards are further defined in [Appendix D](#).

## **How does LBCC engage in participatory governance?**

Long Beach City College engages in participatory governance through the College's participatory governance committee structure and through the related multi-level process of Annual Planning and Program Review (APPR). Each committee has a specific purpose, function, and membership to ensure that all constituents have the opportunity to participate in decision-making related to planning for the future of the College, the accreditation self-evaluation process, and developing policies and procedures to accomplish the College's mission. Additionally, through the APPR process, goal-setting and the evaluation of progress toward goals occurs at all levels of the College to achieve the mission. This process also provides the opportunity for all constituents to request resources to accomplish

their area goals and provides a structured process for representatives of all constituent groups to participate in the prioritization of those resource requests for funding.

### **How do I fit into the participatory governance structure?**

As an employee or student at LBCC, you are a part of one of our constituent groups, which appoints representatives to our participatory governance committees. Through committee participation you have the opportunity to provide your recommendations and feedback on the development and implementation of college-wide plans, the accreditation self-evaluation process, and the development of and modifications to college policies and procedures. If there are no vacancies on committees for your constituent group, you can always attend any participatory governance committee meeting as a guest. Each year you also have the opportunity to participate in the Annual Planning and Program Review process. This process involves all constituents across campus and begins with all instructional programs and non-instructional departments analyzing data to establish or describe progress toward program or department goals and activities. This is also an opportunity for each program and department to request needed resources. As described later in this Handbook, this is a multi-level process and opportunities exist for you to participate at each level, which ultimately results in institutional priorities for the coming year and resource requests prioritized for funding to accomplish the College's Strategic Plan and mission.

### **How can I participate on a participatory governance council, committee, subcommittee, or taskforce?**

Each constituent group emails out "all calls" when vacancies in the membership of a council, committee, subcommittee, or taskforce arise. All calls are sent to all constituent group members. When you receive an all call email and want to be considered for membership, respond with your interest following the instructions provided by your constituent group. Each constituent group also has their own term limits for how long you can serve on a committee, which will be explained to you by your respective constituent group. If there are no existing vacancies on a council, committee, subcommittee, or taskforce, or if you are just interested in attending periodically as a guest, contact the [co- or tri-chairs](#) of the council, committee, subcommittee, or taskforce you are interested in to ask for the meeting location or zoom link for the meetings.

### **How does participatory governance fit into my work day?**

Participatory governance fits into the work day of all constituent group members! For full-time faculty, participation on participatory governance councils, committees, subcommittees, and taskforces can count toward required college service hours. Part-time faculty can receive stipends to participate on participatory governance councils, committees, subcommittees, and taskforces (specific stipend amounts are listed in the Certificated Hourly Instructors contract). For classified professionals, the College Planning Council has approved a [Classified Senate Participatory Governance Support Statement](#) that states that the District understands the crucial role of classified professionals as a part of participatory governance and that their time spent at council, committee, subcommittee, or taskforce meetings is included as a part of their work day. Management are appointed by President's Cabinet to serve on specific participatory governance councils, committees,

subcommittees, and/or taskforces or are appointed based on their position and are expected to make time during their work day to attend the meetings of the councils, committees, subcommittees, and/or taskforces to which they were appointed.

### **I was just elected to a committee, what do I need to know?**

As a new member of a committee, refer to the "[Planning Committee Member Responsibilities](#)" section of this Handbook. You should also visit the [committee webpage](#) to review the charge and membership. It is also recommended that you reach out to the [committee co- or tri-chairs](#) to learn more about what the committee is currently working on and how you can contribute.

### **What can this Handbook help me with?**

This Handbook is intended to be used as a toolbox for those who want to learn more about participatory governance and institutional planning at Long Beach City College. The focus of this Handbook is on participatory governance committees and processes that include membership from all constituent groups. The Handbook does not focus on the committees of specific college representative bodies (i.e., this Handbook will not detail the Academic Senate committee structure, Classified Senate, or Associated Student Body committee structures). The Handbook is also intended to provide clarification on roles and responsibilities of committee chairs, members, resources, and guests. Finally, the Handbook will help to explain our institutional planning processes and the alignment between our participatory governance planning committees, Strategic Plan, college-wide plans, and the Annual Planning and Program Review process.

### **What is the role of the Board of Trustees in Participatory Governance?**

While the Board of Trustees ultimately establishes and approves all Board Policies and ensures the fiscal health of the College, the Board of Trustees encourages the participation of all constituent groups in providing input on Board Policy and Administrative Procedure development, as well as college planning which is directly tied to resource allocation and the college budget. The Board supports and encourages broad participation in governance through collaborative college-wide processes. As the next section in this Handbook describes, the Board recognizes each constituent group's role in governance, exclusive of collecting bargaining issues.

## **Long Beach Community College District [Board Policy](#) and [Administrative Regulations 2006](#)**

Long Beach Community College District defines participation in governance as a collaborative college-wide process dependent on trust and open communication. Participation in college governance acknowledges the special roles of faculty, classified staff, and students, while recognizing that the Board of Trustees is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations. The essential activities of the College decision-making process are policy and procedure development and college planning implementation and review. Participation in governance includes shared planning, justified and thoughtful recommendations, and delegating responsibilities to appropriate areas. The College's participatory governance structure includes the President's Leadership Council, College Planning Council and other specified planning committees and task forces, and the Accreditation Steering Committee. As outlined in Board Policy and Administrative Regulations 2006 and union negotiated contracts with the District, and in compliance with AB1725, Title 5, California Education Code, and Accreditation Standards, the following College Representative Bodies participate in the decision-making processes of the district:

### **Academic Senate Participation**

The Board of Trustees recognizes the Academic Senate as the official body which represents the faculty in participatory governance relating to academic and professional matters. The Board of Trustees, or the Superintendent-President as designee, consults collegially with representatives of the Academic Senate when adopting policies and procedures on academic and professional matters. Policies and procedures on academic and professional matters shall not be adopted until such consultation has occurred.

The Board of Trustees or its designees will rely primarily upon the advice and judgement of the Academic Senate on:

1. Curriculum, including prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Policies for faculty professional development activities.

For those academic and professional matters where the Board of Trustees or its designees have agreed to rely primarily on the advice and judgment of the Academic Senate, recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. In alignment with Title 5 Regulations, Section 53203(d)(1), if an Academic Senate recommendation is not accepted by the Board of Trustees, the Board of Trustees or the Superintendent-President or designee shall promptly communicate the reasons in writing to the Academic Senate upon request.

The Board of Trustees or its designees will reach mutual agreement with the Academic Senate on:



6. Processes for program review;
7. Educational program development;
8. District and college governance structures and accreditation as related to faculty roles;
9. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
10. Processes for institutional planning and budget development.

For those academic and professional matters where the Board of Trustees or its designees have agreed to reach mutual agreement, and agreement has not been reached, existing policy will remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial financial hardship (Title 5 § 53203(d)(2)). In cases where there is no existing policy, or in cases where the exposure to legal liability or financial hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

If an academic and professional matter arises which is not enumerated in the ten academic and professional matters listed above, the Board of Trustees or designee and the Academic Senate shall mutually agree whether the Board shall rely primarily upon the advice and judgment of the Academic Senate or shall reach mutual agreement with the Academic Senate with regard to that matter.

## **Classified Senate Participation**

The Board of Trustees recognizes the Classified Senate as the official body, which represents classified staff in collegial participatory governance, exclusive of collective bargaining issues. The recommendations and opinions of the Classified Senate shall be given every reasonable consideration. Classified Senate members are included in all participatory governance committee memberships at the college.

## **Associated Student Body Participation**

The Board of Trustees recognizes the Associated Student Body Cabinet as the official body which represents the students in participatory governance relating to student matters. The Board, through the Superintendent-President or designee, shall provide students the opportunity to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations regarding policies and procedures. The Board of Trustees shall ensure that recommendations and positions developed by the Associated Student Body Cabinet or its designee are given every reasonable consideration. Associated Student Body members are included in all participatory governance committee memberships at the college.

## **Certificated Hourly Instructor (CHI) Participation**

Certificated Hourly Instructors participate on participatory governance committees. As outlined in the CHI negotiated contract with the District, they represent the part-time faculty voice in matters pertaining to the CHI contract and working conditions, participatory governance committee topics, and academic and professional matters that impact hourly faculty members.

## **Long Beach City College Faculty Association (LBCCFA)**

The Long Beach City College Faculty Association appoints representatives to certain participatory governance committees that may discuss matters that pertain to working conditions or the LBCCFA contract with the District. These committees include the President's Leadership Council, Accreditation Steering Committee, College Planning Council, Faculty and Staff Diversity Committee, Budget Advisory Committee, and Facilities Advisory Committee.

## **Long Beach Council of Classified Employees (American Federation of Teachers)**

The Long Beach Council of Classified Employees also appoints representatives to all participatory governance committees as established in the LBCCE/AFT Collective Bargaining Contract with the District. In instances where a committee only has one classified staff representative listed in the membership, the Classified Senate President will defer the appointment to the Classified Union President. Classified union representatives are members of participatory governance committees to speak to any matters that pertain to the contract or working conditions.

## **Management Participation**

Administrators, managers, and confidentials are represented by individuals appointed by the President's Cabinet.

# Committee Definitions

## *Committee Definitions*

There are multiple types of committees at Long Beach City College. Some councils, committees, subcommittees, taskforces, and work groups are operational in nature and do not fall within the participatory governance structure (i.e., they are convened by a director, dean, or Vice President to make decisions on implementation and/or improvements to operational tasks and division functions).

This section is intended to clarify definitions related to the representative bodies that participate in governance, as well as the definitions related to participatory governance committees at LBCC.

## College Representative Bodies

College representative bodies include the [Academic Senate](#), [Classified Senate](#), and [Associated Student Body](#). These representative bodies are required by Title 5. The committees and subcommittees for each of these representative bodies follow the Brown Act rules of procedure (Government Code §§54950). The committees and subcommittees for these bodies are responsible for providing representative perspectives in the College's decision-making process and making recommendations to the Vice Presidents, Superintendent-President, and Board of Trustees. The Academic Senate's Committee on Curriculum and Instruction (CCI) and CCI Subcommittees make recommendations on program and course curriculum, as well as Board Policies and Administrative Procedures related to academic and professional matters directly to the Board of Trustees. Academic Senate Executive Committee and Academic Affairs and Student Services administrators also meet monthly during the academic year to discuss academic and professional matters in Academic Council.

The Academic Senate, Classified Senate, and Associated Student Body each appoint representative members to the participatory governance committees described in the section above. Management representatives are appointed by President's Cabinet.

## Participatory Governance Committee Structure

As previously mentioned, the College ensures that all constituents have a voice in decision-making processes through a participatory governance committee structure. All participatory governance councils, committees, subcommittees, and taskforces include faculty, classified staff, student, and administrator members. Participatory governance committees are not written into Brown Act legislation and are not legally required to follow Robert's Rules of Order. The Participatory Governance structure is evaluated on a six-year cycle in alignment with the development of the College's Strategic Plan ([see Appendix G](#)). The highest-level participatory governance bodies are the Accreditation Steering Committee, President's Leadership Council, and College Planning Council. The participatory governance committee structure is described below:

## **Accreditation Steering Committee**

The Accreditation Steering Committee and the Accreditation Standard Committees are the main participatory governance committees for the College's institutional self-evaluation process. The Accreditation Steering Committee and Accreditation Standard Committees are active only during the College's institutional self-evaluation process and are activated through review and approval of their charges and memberships at the College Planning Council. The Accreditation Steering Committee ensures the development of the Institutional Self-Evaluation Report by providing direction, training, support, and feedback to the Accreditation Standards Committees as they draft each section of the report and gather evidence.

### **Accreditation Standard Committee Definition**

Each Accreditation Standard Committee facilitates the College's Institutional Self-Evaluation process through the composition of certain standard area portion(s) of the Institutional Self-Evaluation Report, as well as through the gathering and citation of relevant and appropriate evidence. The Accreditation Standard Committees ensure the development of a comprehensive report for their assigned areas that reflects an accurate description of the areas being reviewed.

## **President's Leadership Council**

**President's Leadership Council (PLC)** is the primary participatory governance advisory body to the Superintendent-President for the purpose of reviewing proposed new or changes to existing college Board Policies (BPs) and Administrative Procedures (APs). All BPs and APs are reviewed on a staggered six-year cycle to ensure they remain up-to-date and in compliance with standards and expectations set by federal and state legislation and regulations. The Council also serves as a consultative body for the Superintendent-President on issues of college leadership and matters of college-wide importance, other than those which are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.

## **Planning Committees**

The **College Planning Council (CPC)** and the planning committees that report to the CPC are the main participatory governance committees for institutional planning at Long Beach City College. Planning committees serve as recommending bodies for the College's development, coordination, and implementation of planning efforts in fulfillment of the College's mission. Committee members consider matters pertaining to a designated charge and report recommendations to the appropriate constituent groups and college leadership. The CPC ultimately directs the work of all planning committees and approves their charges and memberships. Planning committees may have subcommittees or taskforces that are also approved by the CPC to carry out specific tasks and functions for a planning committee. There are three types of planning committees:

**Planning Committee Definition**

A planning committee is a participatory governance body established to support the coordination of the college's planning efforts in fulfillment of the College's mission. Committees serve as recommending bodies for the College's development and implementation of planning efforts. Committee members consider matters pertaining to a designated charge and report recommendations to the appropriate constituent groups and the CPC. The CPC ultimately directs the work of all planning committees and approves their charges and memberships.

**Planning Subcommittee Definition**

A planning subcommittee is a participatory governance body that reports to and serves as a recommending body to a specific planning committee. A planning subcommittee provides recommendations to the planning committee based on their approved charge. The recommendation for the formation of a subcommittee may come from the CPC or a standing committee of the CPC. The CPC must approve the charge and member of a subcommittee.

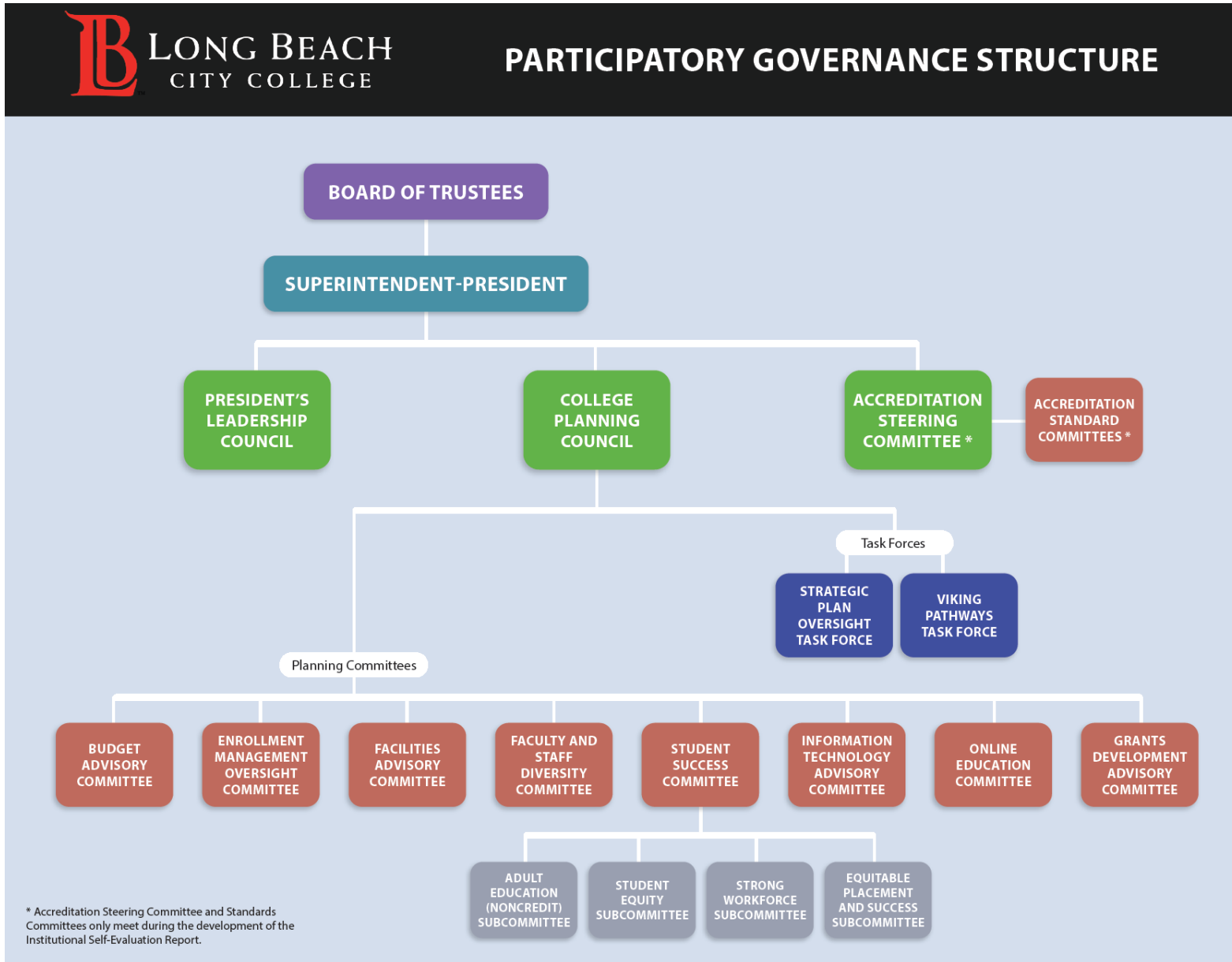
**Planning Taskforce Definition**

A planning taskforce is developed by the CPC, a planning committee, or planning subcommittee to provide recommendations on specific college-wide initiatives or tasks and meets until the initiatives or task is completed. A taskforce has a pre-determined amount of time to complete the work prior to disbanding. Regular reports on progress toward accomplishment of the initiatives or tasks must be provided to the council, committee, or subcommittee that the taskforce reports to. The charge and membership of a planning taskforce must be approved by the CPC.

**Planning Work Group Definition**

A planning work group is developed by a planning council, committee, subcommittee, or taskforce to complete specific tasks and meets for a short pre-determined amount of time. The planning work group must provide regular updates to the council, committee, subcommittee, or taskforce that the work group reports to. A planning work group does not need an official charge and membership and is not approved by the CPC.

# Participatory Governance Structure



# Participatory Governance Committee Charges and Memberships

Every participatory governance committee has a charge and membership that describes the purpose and functions of the committee, as well as the committee membership. Click on the links below to view the charge and membership for each committee in the participatory governance structure.

## [Accreditation Steering Committee](#)

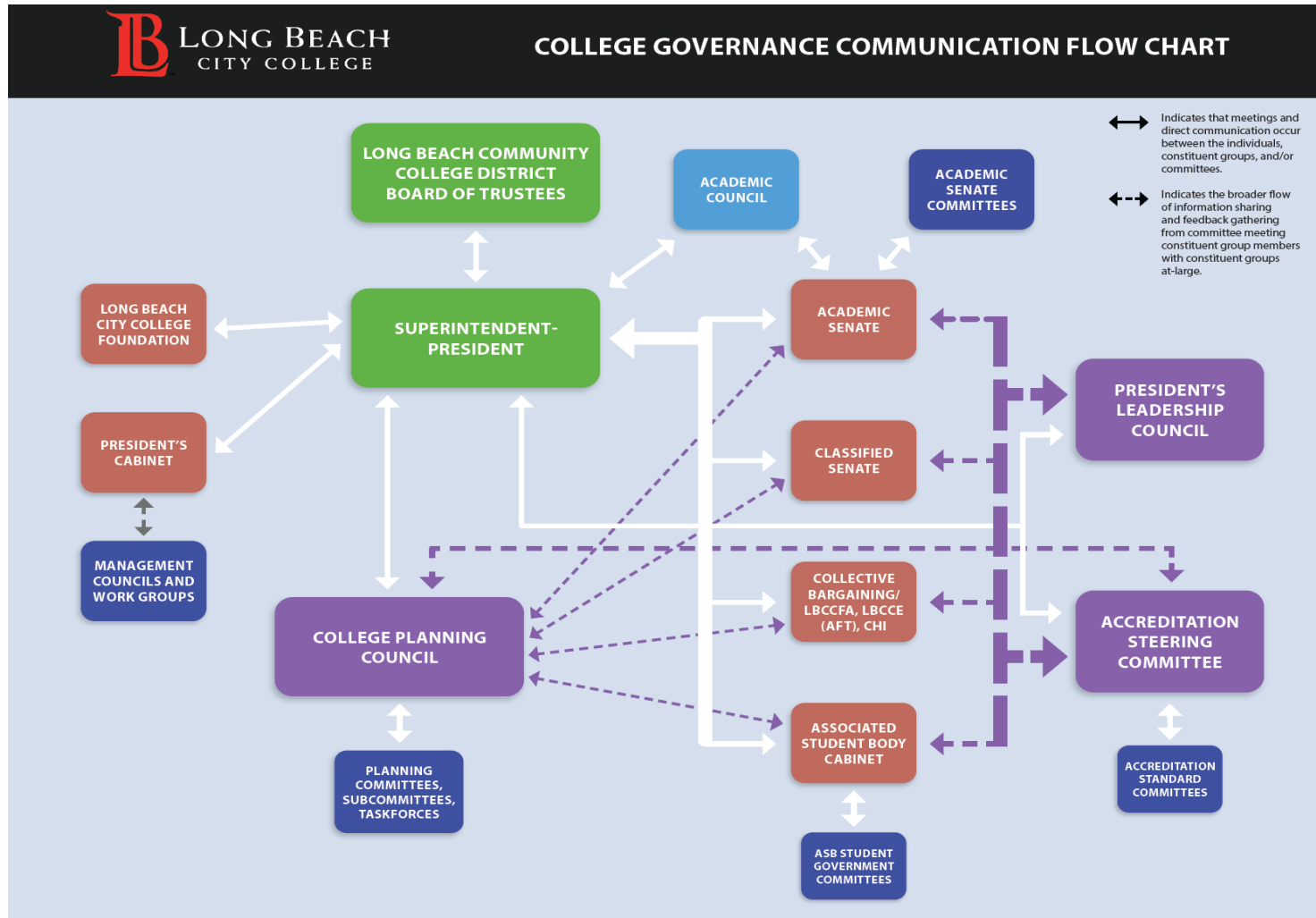
- [Accreditation Standard Committees](#)

## [President's Leadership Council](#)

## [College Planning Council](#)

- [Budget Advisory Committee](#)
- [Enrollment Management Oversight Committee](#)
- [Facilities Advisory Committee](#)
- [Faculty and Staff Diversity Committee](#)
- [Grants Development Advisory Committee](#)
- [Viking Pathways Taskforce](#)
- [Information Technology Advisory Committee](#)
- [Online Education Committee](#)
- [Student Success Committee](#)
  - [Adult Education \(Noncredit\) Subcommittee](#)
  - [Equitable Placement and Success Subcommittee](#)
  - [Student Equity Subcommittee](#)
  - [Strong Workforce Subcommittee](#)

# College Participatory Governance Communication Flow Chart



The communication flow chart illustrates how communication and ideas are brought forward by constituent groups through the participatory governance structure and college representative bodies to the Superintendent-President and Board of Trustees.



# Planning Committee Annual Reporting Cycle

The College Planning Council has established an annual reporting cycle to provide structure and support to planning committees, subcommittees, and taskforces in monitoring progress toward the accomplishment of their plans, purpose, and functions to ultimately support the achievement of the Strategic Plan goals and College mission.

## **This cycle consists of the following:**

- The Office of Institutional Effectiveness will work with each committee, subcommittee and taskforce on a cyclical basis to establish Specific, Measurable, Achievable, Relevant, and Timebound (SMART) metrics and identify relevant representative activities to achieve the SMART metrics.
  - SMART metrics and activities must be aligned with the College’s institutional priorities, Strategic Plan goals, and mission.
- All planning committees, subcommittees, and taskforces will establish a timeline of review for all SMART metrics each year.
- At the end of each academic year committees, subcommittees, and taskforces will submit a report using a prescribed template from the CPC that describes accomplishments and areas of improvement.
- The September CPC meeting will be a joint meeting with the CPC and all committee, subcommittee, and taskforce co- and tri-chairs. The Office of Institutional Effectiveness will present a synthesized overview of all submitted reports, along with the Institutional Priorities to kick off the academic year. This will provide committees, subcommittees, and taskforces with the opportunity to celebrate their hard work and successes, receive feedback and support from the CPC for the coming year, and receive information on the fiscal adopted budget and institutional priorities to drive their work.

# Planning Committee Co- and Tri-Chair Responsibilities

## Agendas

- Utilize the standard agenda template ([see Appendix A](#))
- Develop the agenda working with your co- or tri-chairs
- Agenda items should include a time limit for each item
- Agenda items should align with the purpose and function of the committee
- Avoid use of acronyms on agendas
- Notify any presenters as soon as possible and at minimum a week in advance
- Send agenda and any supporting documents to committee members and committee resources
- Post agenda and any supporting documents on LBCC [BoardDocs](#) at least 48 hours in advance

## Annual Deliverables

- Ensure the committee produces the annual deliverables outlined in the committee charge
- Submit an annual report to the College Planning Council discussing accomplishments and areas of improvement using the template provided by the College Planning Council
- If your committee is charged with developing a college-wide plan, ensure that a draft is brought forward to CPC for both first and second reading prior to approval

## Charge and Membership

- Ensure that any modifications to the charge and/or membership identified by the committee are provided to the College Planning Council for approval. For subcommittees and taskforces, the charge and membership must be approved by the committee the subcommittee or taskforce reports to prior to being approved by College Planning Council

## Committee Vacancies

- Communicate to the appropriate constituent groups any existing vacancies on the committee
- If a committee member is absent for more than two consecutive meetings, communicate attendance expectations

## New Committee Member Orientation

- At the first committee meeting of the year, co-chairs should utilize a portion of the meeting to review the charge and membership, share the Participatory Governance and Institutional Planning Handbook, describe committee member expectations for new members, and discuss expectations for committee work for the year
- If a committee member is appointed at any time during the year, ensure that committee member introductions occur at the member's first meeting and that the member is informed of the purpose and functions of the committee

## **Engaging Students in Committee Meetings**

- If a student is new to the committee at any time during the year, introductions should occur at the beginning of the student's first meeting and the purpose and functions of the committee should be reviewed.
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon
- As much as possible, ask students their thoughts during discussion of agenda items to engage students in the discussion and gather additional feedback from the student perspective

## **Meeting Procedures**

- Enforce time limits on agenda items and ensure meetings end on time
- Ensure committee member discussion stays on topic in alignment with each agenda item
- Facilitate open, respectful, and inclusive dialogue

## **Meeting Scheduling Practices**

- All meetings for the next academic year should be identified at the end of each spring
- All meeting dates/times should align with approved committee charge meeting dates/times
- Send calendar invites to all committee members prior to each academic year; Any resources to committees identified on the charge and membership should be included on calendar invites as "optional" attendees
- Co- or Tri- Chairs should mutually agree to cancel a meeting if a cancellation is necessary

## **Summary Notes**

- Identify a recorder to document summary notes for every meeting
- Utilize the standard summary notes template (see Appendix B)
- Summary notes should include attendance and denote decisions and recommendations
- Draft summary notes from the previous meeting should be brought to the next meeting for approval
- Post approved summary notes on the LBCC Board Docs website

# **Planning Committee Member Responsibilities**

## **Committee Meeting Preparation**

- Review the agenda, draft summary notes, and supporting documents prior to meeting
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided

## **Committee Meeting Participation**

- Ensure regular attendance to committee meetings
- Arrive to meetings on time
- Provide only relevant, on-topic comments and feedback during discussion of each agenda item
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

## **Engaging Students in Committee Meetings**

- Ensure committee members are introduced if a student is new to the committee
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

## **Communication with Constituent Groups**

- Leaders of each constituent group determine the formal mechanisms by which committee members provide updates to and solicit input from their respective bodies on items discussed at the committee meetings they attend. Contact your constituent group leaders for more information.
- Communication should occur prior to and following each committee meeting attended

# Planning Committee Resource Responsibilities

Resources are individuals whose position(s) are listed as resources in participatory governance council, committee, subcommittee, or taskforce approved charges and memberships. Resources provide expertise when items on agendas pertain to their role at the College. Resources should provide input and feedback only on agenda items pertaining to their role and expertise.

## Committee Meeting Preparation

- Have an initial meeting with co- or tri-chairs to understand the needs of the committee and how you can support as a resource
- Review the agenda, draft summary notes, and supporting documents prior to meeting to determine if topics are on the agenda related to your expertise
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided

## Committee Meeting Participation

- Ensure regular attendance to committee meetings when topics are agendized that relate to your role/position at the College
- Arrive to meetings on time
- Provide only relevant, on-topic comments and feedback during discussion of agenda items related to your expertise
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

## Engaging Students in Committee Meetings

- Avoid using acronyms while speaking during the meetings
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

# Planning Committee Guest Responsibilities

## Invited Presenters

- Presenters who are guests may attend the entire committee meeting or only for the item(s) for which they have been asked to present
- Presenters may answer committee member questions regarding their presentation(s) after their presentation(s) have concluded based on the direction of the chairs
- Presenters should not speak or ask clarifying questions during other meeting agenda items unless the committee asks the presenter to provide input. Presenters are more than welcome to reach out to committee co- or tri- chairs following the meeting they attended to learn more and have their questions clarified

## Community or Constituent Group Guests

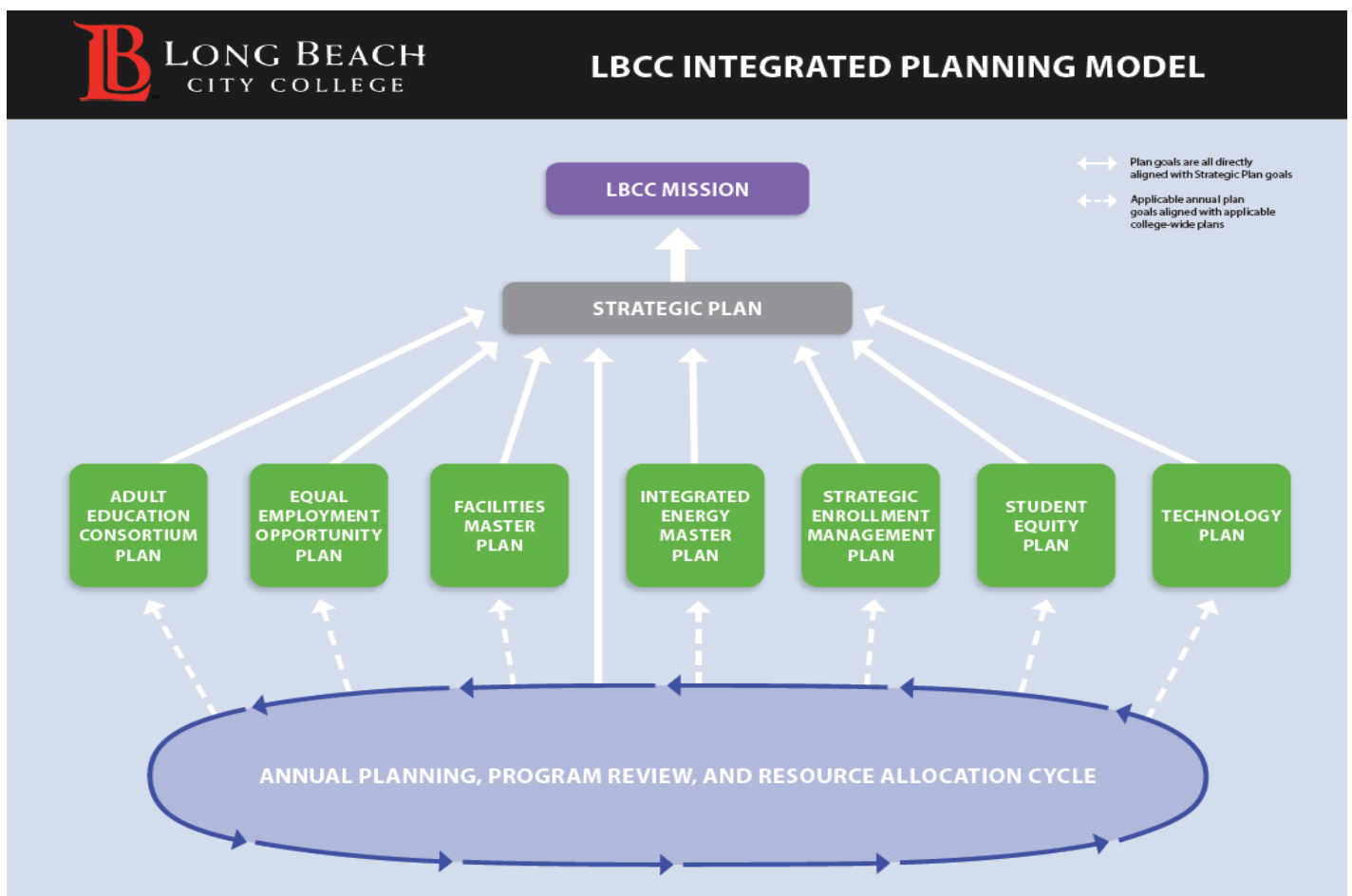
- Guests are welcome to attend any participatory governance meeting to observe and learn about the committee as the committee members carry out the functions listed in the approved charge and membership
- Guests should not speak or ask clarifying questions during the meeting unless the committee asks the guests to provide input. Guests are more than welcome to reach out to committee chairs following the meeting they attended to learn more and have their questions clarified

# Institutional Planning

Through the participatory governance planning committee structure, LBCC has developed a robust institutional planning process that involves all constituent groups and all areas of the college. The College Planning Council leads all planning efforts on campus to ensure the accomplishment of the [College's mission](#):

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high-quality educational programs and support services to our diverse communities.

The following sections detail each level of planning at LBCC, as displayed on the Integrated Planning Model Chart:



## Strategic Plan and College Planning Council

[Strategic Plan](#). The Strategic Plan establishes the primary goals that the College will work toward to accomplish the College's mission. The plan also includes strategies that the College plans to implement to ensure the goals are accomplished. The College Planning Council also works closely with Institutional Effectiveness to

ensure metrics are in place to measure progress toward the accomplishment of each Strategic Plan goal. Progress on metrics is reported out to the CPC and the Board of Trustees each year. In addition to developing the Strategic Plan, the College Planning Council is charged with monitoring progress on the implementation of the Strategic Plan.

### **College-Wide Plans and Planning Committees**

The majority of the planning committees that the College Planning Council oversees are charged with developing and monitoring implementation of cyclical long-term college-wide plans. The goals in each college-wide plan address long-term needs for educational programs and services and ensure the college has appropriate resource to achieve the Strategic Plan goals and College mission. The following college-wide plans are developed by planning committees on a cyclical basis:

- [2020-23 Strategic Enrollment Management Plan](#) developed by the [Enrollment Management Oversight Committee](#)
- [2018-2021 Technology Plan](#) developed by the [Information Technology Advisory Committee](#)
- [2016-2041 Facilities Master Plan](#) developed by the [Facilities Advisory Committee](#)
- [2018 Integrated Energy Master Plan](#) developed by the [Facilities Advisory Committee](#)
- [2019-2022 Equal Employment Opportunity Plan](#) developed by the [Faculty and Staff Diversity Committee](#)
- [2019-2022 Student Equity Plan](#) developed by the [Student Equity Subcommittee](#)
- [2019-2022 Adult Education Consortium Plan](#) developed by the [Adult Education Subcommittee](#)

A brief description of each plan can be found on the [college-wide plans webpage](#) of the [College Planning Council's website](#).

Some planning committees, subcommittees, and taskforces that report to College Planning Council are not charged with developing and implementing a college-wide plan, however their work is directly linked to supporting the integrated planning process:

- [Budget Advisory Committee](#): The Budget Advisory Committee works directly with the College Planning Council to coordinate budget processes in alignment with the College's Annual Planning and Program Review (APPR) process. One of the primary functions of the committee is to use the College's institutional priorities, established by the College Planning Council during the APPR process, to prepare recommendations for budget development. The institutional priorities are incorporated into the budget assumptions in both the tentative and adopted budgets and used by President's Cabinet to prioritize resource requests for funding during the APPR process described in the following section.
- [Grants Development Committee](#): The Grants Development Committee supports the alignment of grant funding with the College's mission, Strategic Plan goals, and resource needs.
- [Online Education Committee](#): The Online Education Committee establishes short and long-term planning goals for online education initiatives in alignment with the Strategic Plan goals and provides input on the goals of the Information Technology Advisory Committee's Technology Plan, as they pertain to online education technology.



- [Student Success Committee](#): The Student Success Committee supports student success efforts in alignment with the Strategic Plan. The Adult Education, Student Equity, Equitable Placement and Success Subcommittee, and Strong Workforce Subcommittees report to the Student Success Committee. As such, the Student Success Committee makes recommendations for the Adult Education Consortium Plan and Student Equity Plan, as well as provides input on equitable placement initiatives and Strong Workforce projects that support the Strategic Plan. The Committee also provides input and recommendations on college-wide student success initiatives that are implemented to support the Strategic Plan.
  - [Equitable Placement and Success Subcommittee](#): The Equitable Placement and Success Subcommittee provides leadership, coordination, and support for instructional areas regarding course placement in alignment with state and local policy and the College’s Strategic Plan to streamline the student experience, improve student learning, and accelerate student completion of their academic goals.
  - [Strong Workforce Subcommittee](#): The Strong Workforce Subcommittee provides recommendations on local Strong Workforce projects in alignment with the Chancellor’s Office Strong Workforce goals. The Subcommittee ensures that any recommendations for projects support progress toward accomplishment of the Strategic Plan goals, in addition to accomplishment of the Strong Workforce goals.
- [Viking Pathways Taskforce](#): The Viking Pathways Taskforce recommends practices that encourage the development and implementation of the Guided Pathways framework as defined in the Strategic Plan and by the Chancellor’s Office.

### [Annual Planning and Program Review Process](#)

The College’s mission and Strategic Plan goals also provide a framework that guides the development of the goals, activities, and resource requests in the Annual Planning and Program Review (APPR) process. The APPR process is overseen by the College Planning Council in collaboration with the Academic Senate’s Department Plan/Program Review Subcommittee and the Office of Institutional Effectiveness. This annual process is directly tied to the College’s budget and resource allocation processes. The APPR process is cyclical and consists of the following levels, which build upon one another:

- **Instructional Program Planning and Review; Administrative and Student Services Department Planning and Review:** The planning and program review process begins each fall with the development of instructional program plans/reviews and administrative and student services department plans/reviews. During this process, programs analyze SLO and student achievement data, while administrative and student services departments analyze Service Unit Outcome (SUO) data. Faculty and staff in each department reflect on progress toward goals from the previous year, and determine plans for the coming year. All program and department goals are aligned with the College’s Strategic Plan goals and mission. Faculty and staff in each department also have the opportunity to align their goals and activities directly to college-wide plan goals and strategies. Through this process, faculty and staff request

financial resources needed by their departments to provide the necessary human, physical, and technological support necessary to complete activities and move their goals forward.

- **School Level Planning:** Following the submission of program and department plans/reviews, instructional and student services areas develop school-level plans, established by school planning groups using a similar template and data-informed process. School planning groups follow established charges and memberships approved by the CPC to ensure broad participation in school planning by managers, faculty, and staff in each school and to ensure that a consistent process is followed by all school planning groups. School planning groups are expected to analyze progress on school goals from the previous year, review all program and department plans/reviews for their respective areas in relation to school level goals, and analyze student achievement and student learning data for each goal at the school level. Based on this analysis, school planning groups identify and prioritize activities in alignment with their school-level goals. Many of these activities arise from the program or department plans/reviews, but during the analysis of student achievement and student learning data, additional activities may arise that the school planning group agrees should be supported by the Dean and reflected in the school plan. Resource requests that are associated with making progress on the top five activities identified in each school plan to move forward the goals are prioritized to be moved forward to the next level of planning.
- **Vice President Level Planning:** School plans and non-instructional department plans are submitted to the appropriate Vice Presidents at the end of the fall semester so that they can begin developing Vice President level plans for the spring semester. The Vice Presidents each convene a Vice President level planning group in alignment with the Vice President level planning group charge and membership, which was developed and approved by the CPC. Each group is tri-chaired by the Vice President, an Academic Senate Executive Appointee, and a Classified Senate Executive Appointee, who are appointed at a fall CPC meeting each year. The Vice President level planning groups each have their own distinct membership, but all include a broad membership of faculty, classified staff, management, and students. Each Vice President level planning group is charged with reviewing data related to three-year metrics to measure three-year goals and the school-level or department-level plans to inform recommendations on the activities and resources that should be included in the Vice President level plan for the coming budget year.
- **Institutional Priorities:** When the Vice President plans are submitted, the College Planning Council holds a joint meeting with the Budget Advisory Committee. At this meeting, the Vice President level planning group tri-chairs present the Vice President level plans and the committees jointly set institutional priorities for the next fiscal year, which are included in the budget assumptions for the tentative and adopted budgets. The institutional priorities are guided by the College's mission, aligned with the Strategic Plan goals, and informed by the Vice President level plan goals. Once the budget is finalized for the coming year, the President's Cabinet meets to determine what will be funded from the prioritized Vice President level plan resource requests based on how closely they align with the institutional priorities. Final decisions are communicated back to the College Planning Council and Vice

President areas in the fall via email through In the Loop and by the Vice Presidents to their areas.

The College Planning Council evaluates the efficacy of the Annual Planning and Program Review process on a six-year cycle in alignment with the Strategic Plan cycle. The Department Plan/Program Review Subcommittee of the Committee on Curriculum and Instruction utilizes the same evaluation cycle to evaluate the efficacy of instructional program planning and review. See [Appendix E and F](#) for more information on these evaluation cycles.

# Annual Planning and Budget Timeline

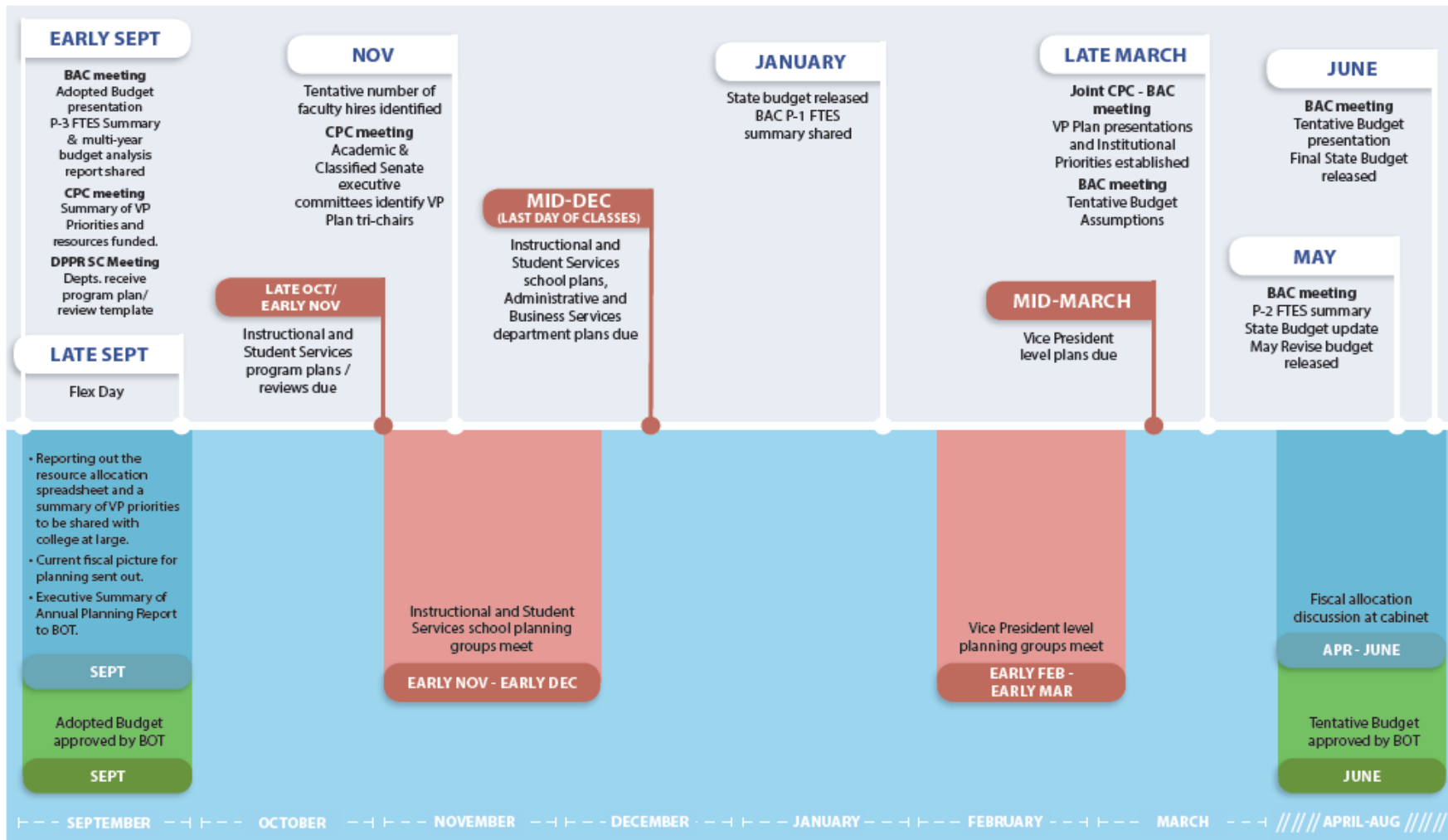
## ANNUAL PLANNING & BUDGET TIMELINE

SPECIFIC DEADLINES PROVIDED FOR EACH YEAR EVERY SEPTEMBER AT COLLEGE PLANNING COUNCIL AND DEPARTMENT PLAN/PROGRAM REVIEW SUBCOMMITTEE AND COMMUNICATED OUT COLLEGE - WIDE

### Acronyms Key

- BAC: Budget Advisory Committee
- BOT: Board of Trustees
- CPC: College Planning Council
- DPPR SC: Department Plan/Program Review Subcommittee
- FTES: Full-Time Equivalent Student
- P-1, P-2, P-3: Period 1, Period 2, Period 3
- VP: Vice President

THE CURRENT YEAR'S PLANNING TIMELINE CAN BE FOUND [HERE](#)



# Appendix A



[Committee or Task Force Name]

[MM/DD/YY]

[HH:MM XM – HH:MM XM]

[BUILDING-ROOM]

## Chairs

[Name, Constituent Group]

[Name, Constituent Group]

[Name, Constituent Group]

## Members

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

## Resources

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

*Note-Taker: [Name]*

## AGENDA

Purpose of [Insert Committee Name]: [Insert purpose statement from approved Charge and Membership]

1. Welcome - \_\_\_\_ Minutes
2. Approval of Summary Notes - \_\_\_\_\_ Minutes
- 3.
- 4.
- 5.
- 6.

Next Meeting: MM/DD/YY from XX:XX to XX:XX

*If you require accommodations, please contact DSPS at least 72 hours prior to the event at (562) 938-4558 (voice) or (562) 353-4217 (video phone) or [DSPS-Staff@lbcc.edu](mailto:DSPS-Staff@lbcc.edu).” Or, “If you require Sign Language Interpreting or Communication Access Realtime Translation services, please contact Stephanie Bonales at [SBonales@lbcc.edu](mailto:SBonales@lbcc.edu) or (562) 938-4918 (voice) or (562) 353-4217 (video phone) at least 5 business days prior to the event.*

## Appendix B



[Committee or Task Force Name]

[MM/DD/YY]

[HH:MM XM – HH:MM XM]

[BUILDING-ROOM]

*Present: [Names of all members and resources who attended meeting]*

*Absent: [Names of all members and resources who did not attend meeting]*

*Guests: [Any individual who attended meeting who is not listed on the official membership as a member or resource]*

1. Welcome - \_\_\_ Minutes

2. Approval of Summary Notes - \_\_\_ Minutes.

- Use Either: *“The summary notes were approved as written”* or *“The summary notes were approved with modifications”*

3.

4.

5.

6.

7. Next Meeting: MM/DD/YY

## Appendix C

### Committee and Task Force Charge and Membership Template

<b>Name of Committee or Task Force</b>	
<b>Purpose</b>	
<b>Function</b>	
<b>Annual Timeline of Outputs</b>	
<b>Reporting</b>	
<b>Membership and Membership Term Limits (Term Limits if Applicable)</b>	
<b>Meeting Frequency and Schedule</b>	
<b>Other</b>	

## **Appendix D**

### **Glossary of Terms**

#### **California Education Code Section 70901(e)**

California Education Code, Section 70901(e) requires that governing boards of community college districts establish minimum standards for governing procedures to ensure that faculty, staff, and students the right to participate effectively in district and college governance. Governing boards must also establish minimum standards for governing procedures to ensure that faculty, staff, and students have the opportunity to express their opinions at the college-level and to ensure that these opinions are given every reasonable consideration. This section of California Education Code also designates the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

#### **Title 5 § 53203 of California Code of Regulations**

Title 5 § 53203 states requirements for the “effective participation” of students and staff in the development of recommendations to the governing board. This section also requires the governing board to “consult collegially” with the academic senate (i.e., rely primarily upon the advice and judgement of the academic senate or reach mutual agreement between the governing board/designee and representatives of the academic senate) on academic and professional matters.

Title 5 § 53200 defines “academic and professional matters” as 11 matters related to policy development and implementation. These have become known today as the 10+1:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. This agreement means that faculty undertake these duties to consult collegially on the 10+1 as a part of their faculty obligation.

#### **Assembly Bill 1725**

Assembly Bill 1725 is comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity and staff



development. This bill established the Academic Senate's role as the college's primary voice of the faculty in providing recommendations to the governing board on academic and professional matters. Assembly Bill 1725 is operationalized in Title 5, as described in the section above.

## **Accreditation**

Standard IV.A.2 requires that the college establish and implement policy and procedures that authorize administrator, faculty, and staff participation in decision-making processes. This standard also explicitly states that the policy must provide provisions for student participation and for the consideration of student views in matters in which students have a direct and reasonable interest. This policy must specify how individuals can bring forward ideas and work together on appropriate policy, planning, and participatory governance committees.

Standard IV.A.3. requires that administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional planning, policies, and budget that relate to their areas of responsibility and expertise.

Standard IV.A.4. requires that faculty and academic administrators, through policy and procedures, and through well-defined structures, have the responsibility for recommendations on curriculum and student learning programs and services.

Standard IV.A.5 requires that the institution (through the board and institutional governance) ensures that relevant perspectives are considered, that decision-making is aligned with expertise and responsibility, and that there is timely action on institutional plans, policies, curricular change, and other key considerations.

Standard IV.A.6 requires that processes for decision-making and the resulting decisions are documented and widely communicated to the institution.

Standard IV.A.7 requires that the college's leadership roles, institutional governance, and decision-making policies and processes and regularly evaluated to assure their integrity and effectiveness. Results of these evaluations should be widely communicated and used as the basis for improvement.

## Appendix E

### Annual Planning and Program Review Evaluation Cycle

#### How often will the annual planning and program review evaluation occur?

In alignment with the College's Strategic Plan cycle, the annual planning and program review evaluation will occur every six years. Since evaluations previously occurred on an annual cycle, the initial multi-year cycle has been extended to eight years in order to align with the College's upcoming Strategic Planning cycle.

#### When will the evaluation cycle commence?

The evaluation cycle will begin with the 2020-2021 academic year. The first comprehensive evaluation in this cycle will occur in 2027-2028.

#### What will be included in the annual planning and program review evaluation?

The evaluation will focus on the efficacy of all aspects of the annual planning and program review process including timelines, annual planning structure (i.e., department, school, Vice President planning structure and planning group purpose/functions), planning and program review templates, resource request prioritization processes, and Tableau dashboards utilized in planning and program review. These aspects will be evaluated for planning at the department, school, and Vice-President levels, as well as program review at the department level. Instructional program planning and review will be evaluated through the Department Plan/Program Review Subcommittee (see [Instructional Program Planning and Review Cycle](#)).

#### Why do we need a cycle of evaluation for our annual planning and program review processes?

Updating processes on an annual basis does not allow for sufficient time to determine whether or not the current processes are effective. Furthermore, with constant changes on a yearly basis, there is potential for processes to become confusing and inefficient, as individuals are asked to relearn new processes each year. Accreditation standards also require regular review cycles for planning, program review, and resource allocation processes to ensure continuous quality improvement of these processes.

#### How will annual planning and program review be evaluated?

Annual planning will be evaluated based on survey feedback from faculty, classified professionals, and managers who participate in department, school, and Vice President-level planning and department-level program review. This survey will be administered on an annual basis, with a comprehensive evaluation of the results during each evaluation period. Focus groups may also be included in the evaluation if it is determined that further qualitative data is needed to inform improvements.

#### Who will evaluate the annual planning and program review process?

The evaluation will be conducted by Institutional Effectiveness. Institutional Effectiveness will compile and analyze the results of the evaluation, as well as identify recommendations for improvement based on results. These results and any recommended improvements will be shared with the College Planning Council for further discussion and feedback prior to any adjustments to the annual planning and program review process.

#### What updates can be made to the process or templates during the cycle?

While the process will undergo a comprehensive evaluation in alignment with the Strategic Plan cycle, aspects of the process may be updated at any time during the cycle for the following reasons:

- Accreditation Standards, Title 5, and/or California Education Code were updated in ways that impact annual planning and program review
- Errors in spelling, grammar, and/or minor functionality issues were identified in the templates and/or Tableau dashboards

# Appendix F

## Instructional Program Plan and Review Evaluation Cycle

### **How often will the Instructional Program Plan and Review evaluation occur?**

In alignment with the College's Strategic Plan cycle, the Instructional Program Plan and Review evaluation will occur every six years. Since evaluations previously occurred on an annual cycle, the initial multi-year cycle has been extended to eight years in order to align with the College's upcoming Strategic Planning cycle.

### **When will the evaluation cycle commence?**

The evaluation cycle will begin with the 2020-2021 academic year. The first comprehensive evaluation will occur in 2027-2028.

### **What will be included in the Instructional Program Plan and Review evaluation?**

The instructional program plan and review process (including timelines, training and workshops, resource documents, etc.), the Program Plan and Review Template (including the resource request spreadsheet), the Supplemental Program Review Template, and related Tableau Dashboards will be evaluated for their effectiveness in supporting faculty in analyzing student achievement and learning data and utilizing this data to inform future plans to improve student achievement and learning, as well as to inform resource requests.

### **Why do we need a cycle of evaluation for our planning and program review processes?**

Updating processes on an annual basis does not allow for sufficient time to determine whether or not the current processes are effective. Furthermore, with constant changes on a yearly basis, there is potential for processes to become confusing and inefficient, as individuals are asked to relearn new processes each year. Accreditation standards also require regular review cycles for planning, program review, and resource allocation processes to ensure continuous quality improvement of these processes.

### **How will Instructional Program Planning and Review be evaluated?**

Instructional program planning and review will be evaluated based on survey feedback from faculty who participate in the annual planning and program review process. This survey will be administered on an annual basis, with a comprehensive evaluation of the results every six years. Focus groups may also be included in the evaluation if it is determined that further qualitative data is needed to inform improvements.

### **Who will evaluate the Instructional Program Plan and Review process?**

The process will be evaluated by the Curriculum Chair, Department Plan/Program Review Subcommittee Chair, and SLO Coordinator in collaboration with the Dean or Associate Dean of Academic Affairs and Institutional Effectiveness. Results of the evaluation and any potential improvements will be shared with the Department Plan/Program Review Subcommittee for further discussion and feedback prior to any modifications or adjustments to the program planning and review process.

### **What updates can be made to the process or templates during the six-year cycle?**

While the process, templates, and dashboards will undergo a comprehensive evaluation every six years, aspects of the program planning and review processes, templates, or Tableau dashboards may be updated within the six-year time frame for the following reasons:

- Accreditation Standards, Title 5, and/or California Education Code were updated in ways that impact instructional planning and program review
- The Curriculum Committee has identified a needed modification to the templates based on updates to local curriculum processes and practices
- Errors in spelling, grammar, and/or minor functionality issues were identified in the templates and/or Tableau dashboards

# Appendix G

## Participatory Governance Evaluation Cycle

### **How often will the participatory governance evaluation occur?**

The participatory governance comprehensive evaluation will occur every six years, during the year in which the College's new Strategic Plan is developed. An additional evaluation will occur at the mid-point in the six-year cycle.

### **When will the evaluation cycle commence?**

The first comprehensive evaluation will be conducted in fall 2021. The mid-point evaluation will occur in fall 2024.

### **What will be included in the participatory governance evaluation?**

The evaluation will focus on all aspects of the President's Leadership Council and College Planning Council committee structure, communication, processes, and procedures to ensure their integrity and effectiveness. The evaluation will include feedback from all chairs and members who participate on these councils, committees, subcommittees, and taskforces, as well as include feedback from all college-wide constituents who do not participate directly in the participatory governance structure.

### **Why do we need a cycle of evaluation for our participatory governance structure and processes?**

A cycle of evaluation is needed for participatory governance to determine areas of improvement, as well as determine whether or not changes made as a result of the evaluation ultimately improve the participatory governance structure, communication, processes, and practices. An evaluation that occurs every six years, with a mid-point evaluation ensures sufficient time to evaluate whether any changes made have resulted in improvements to participatory governance effectiveness and integrity. In addition, the cycle ensures that results can be utilized to inform the development of the College's Strategic Plan and ensure the effectiveness of the implementation of the plan through the participatory governance committee structure.

### **How will participatory governance be evaluated?**

Participatory Governance will be evaluated based on survey feedback from full and part-time faculty, classified professionals, students, and administrators who participate as chairs, members, and/or resources of participatory governance councils, committees, subcommittees, and taskforces, as well as survey feedback from all constituent groups at-large. Focus groups may also be included in the evaluation if it is determined that further qualitative data is needed to inform improvements.

### **Who will evaluate the participatory governance process?**

The evaluation will be developed and conducted through the College Planning Council with support from Institutional Effectiveness. Institutional Effectiveness will compile the results of the evaluation. These results will be shared with the College Planning Council for further discussion and feedback to determine actions to take to improve the participatory governance structure, communication, processes, and practices.

### **What updates can be made to the process or structure during the cycle?**

While the process will undergo a comprehensive evaluation every six years and at the mid-point during this cycle, the College Planning Council may modify aspects of the participatory governance structure, communication, processes, or practices at any time during the cycle for the following reasons:

- Accreditation Standards, Title 5, and/or California Education Code were updated in ways that impact the participatory governance
- New college-wide initiatives have arisen at LBCC or the Chancellor's Office that require new or modified councils, committees, subcommittees, or taskforces
- Overlap in committee functions or a lack of need for a committee identified by the College Planning Council that requires committee consolidation or inactivation
- A gap in communication, committee structure, processes and/or practices is identified that was not identified in the evaluation results and needs to be remedied for improvement
- The Institutional Planning and Participatory Governance Handbook workgroup has brought forward recommendations for improvement to participatory governance processes or practices based on updates to the Handbook.