



“Integrated Planning Model to Enhance Student Access, Retention and Success”

LA Mission College

**Prepared By
The ELS Group, LLC
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I. Introduction and Focus of the Project

The ELS Group, LLC, a higher education consulting firm, was hired by LA Mission College (LAMC) in an effort to further increase the College's capacity to promote and maintain integrated planning. The ELS Project Team members are experts with extensive experience as community college leaders, both at the senior administrative level and at the operational level locally, statewide and nationally. The team members assigned to this project have extensive experience in unit planning, division planning, institutional planning, strategic planning, and if applicable, district level planning.

The purpose of this project was to have the ELS Project Team work in close collaboration with college personnel to develop and implement an Integrated Planning Model that will serve the specific interests of LA Mission College and the student community it is committed to serve. The management and leadership team at LA Mission College is committed to institutional planning that is interactive and fully integrated. In effect, the college seeks to maintain planning efforts within each department that are mutually complementary to other departments across the college. It is the position of stakeholders at the campus that integrated planning maximizes the resources of the college and greatly increases its capacity to fulfill its mission towards student access, retention and success.

The basic process used to conduct this project included the steps as identified below in the "Procedures" section. The recommendations and proposed strategies in this report are designed to improve the operational effectiveness and efficiency of the day to day and long term planning and operational functioning of the college in order to enhance accountability and systematic planning at all levels. This improvement will enhance the delivery of quality programs and services to the students and communities served by LA Mission College.

II. Procedures

Review of documents. In an effort to support the college's commitment to integrated planning at every level, the project team examined a variety planning documents and reports, beginning with the LAMC Strategic Master Plan (SMP) as well other relevant planning documents (see Appendix F).

Feedback from college personnel. The ELS Project Team interviewed stakeholders from various divisions/departments to gather input from college faculty, classified staff and management personnel (see Appendix E).

Findings, Implications, Recommendations and Strategies. The assessment portion of this project allowed the team to identify the findings and related implications which served as the basis for the development of the recommendations and proposed strategies. Specifically, the recommendations and proposed strategies are designed to strengthen the college's planning development and implementation structures and processes as a part of the overall college planning effort each year.

III. Findings, Implications, Recommendations and Proposed Strategies

A. General findings and analysis

The findings of this project are a result of extensive review and analysis of documents as well as interviews with college personnel. In general, the ELS Project Team found that the college faculty, staff and administrators are committed to student access, retention and success. The ELS Project Team also found that planning has taken place at the college for many years, yet there has become a need to address planning to become more coordinated among the college constituents. As noted later in this report, there are a variety of college reports that have been developed involving a lot of effort by many within the college community; however, in some cases the plans have not always been linked to other components of the overall planning process.

Findings #1-Development of Integrated Planning

1. The documents reviewed noted that the College Strategic Master Plan is aligned with the District's Strategic Plan.
2. The College Strategic Master Plan goals are broad based and allow for alignment of other college major planning documents. (see Appendix C)
3. Some of the divergent views of integrated planning could lead to duplication in College planning, effort and resources. (see Appendix C)
4. During a review of college planning documents and interviews with college personnel it became clear that college personnel have developed a variety of planning documents that are used for planning such as the Educational Master Plan, Enrollment Management Plan, Technology Plan, Facilities Plan, Achieving the Dream Plan, Student Services Plan, Equity Plan as well as the Strategic Master Plan. Each plan was developed without conscious alignment with the College Strategic Master Plan.

Implications

1. The College has accomplished a great deal through its recent accreditation self-evaluation follow-up process and plan development to meet Student Success Act and Student Equity requirements.
2. These monumental endeavors have positioned the College to develop a holistic approach toward integrated planning that ensures collaboration, transparency and is vetted through the existing shared governance processes. Also, it will lead to a reduction in duplicated effort while continuing to embrace student success.

Recommendation #1

The College should establish an Integrated Planning Committee that oversees planning across the various college departments and recommends a realignment of college planning into an Integrated Strategic Master Plan and refined College Planning Process.

Proposed Strategies

1. The Integrated Planning Committee should be comprised of two co-chairs (a Faculty member and senior level administrator). Committee membership should be agreed upon by key stakeholders and the Executive Team should be represented.
2. The Integrated Planning Committee should include in their duties the review and updating of the strategic vision, mission, values and goals statements so that the strategic direction of the college is clear to internal and external communities.
3. The ELS Project Team suggests that the Committee responsibilities should be to:
 - a. Establish a time-line for completion of the Integrated Planning Process;
 - b. Identify duplicate or overlapping planning objectives and activities across the various college department plans;
 - c. A review of the Integrated Planning process should also include a review of the planning cycles to ensure that plans are aligned with the College's Strategic Master Plan and Accreditation cycles.
 - d. Develop a LAMC communication plan;
 - e. Identify forums for engagement and data gathering (e.g., academic senate meetings, staff and administrative councils, student government, etc.); and,
 - f. Establish and engage in workshops on collaborative planning that includes all the LAMC key stakeholders.
4. The Integrated Planning Committee should focus on a SMART Planning Process which is **Specific, Measurable, Attainable, Relevant and Timely**.

Findings #2-Defining Integrated Planning

1. The interviewees were asked to provide a definition of Integrated Planning and if they had heard the definition from a colleague at LAMC. Overall, the interviewees provided a confirmation that there is not a singular definition of integrated planning.
2. All interviewees had varied definitions of integrated planning and did not have a recollection of anyone giving them a definition of integrated planning.
3. Interviewee responses ranged from “the right hand knowing what the left hand is doing”, “taking plans through the shared governance process” and aligning plans.

4. The majority of those interviewed stated that the planning process has improved greatly over the past few years but could still be improved.

Implications

1. The interviewees stated that the college is now at a juncture in which a singular definition of integrated planning is needed to propel the college forward to meet the overriding goal of student success.
2. Additional suggestions provided were to develop cross-discipline teams to address integrated Strategic Master Plan goal development, implementation and evaluation.

Recommendation #2

The Integrated Planning Committee should develop and maintain a definition, vision, philosophy and focus of Integrated Planning.

Proposed Strategies

1. In order to be more effective in developing an Integrated Planning Process, the college must adopt a singular definition of integrated planning. The Integrated Planning process at LA Mission College will capture all of the critical elements needed to ensure effective programs and services in order to move the institution forward in accomplishing its Mission leading to Student Success.
2. In order to better manage the college's plans, it is recommended that plans be linked or merged to the College's Strategic Master Plan.
3. The College should always link key college plans to the College Strategic Master Plan so that there is a systemic point of reference.

Findings #3-Existing College Plans and Processes

1. Documents reviewed demonstrated that there was a potential for duplication of effort, this was especially true with the Educational Master Plan, Basic Skills, Student Success and Support Plan and Student Equity Plan.
2. Some of the planning documents reviewed could be easily merged into one plan, thus reducing the amount of time needed to develop, implement and evaluate the plans. For example, the Technology Plan could include a section on Technology Replacement.
3. The planning process calendar is not aligned between the Strategic Master Plan and other college plans. For example the Strategic Master Plan date is 2013-2018, the Education Master Plan date is 2010-2015, the Technology plan is dated 2010-2015, Strategic Enrollment Management Plan 2012, etc.

4. Those involved in multiple planning processes were more aware of how the College plans linked to the Strategic Master Plan. On the other hand, those involved in singular plans or programs were less aware of the College's SMP or how was the plan/program that we connected to link to the SMP.
5. The faculty, staff and administrators at LAMC have completed a variety of specific plans to meet district, accreditation and state requirements.
6. It is evident from a review of the documents that the college created plans to improve student success and support.
7. The majority of those interviewed cited a lack of time and/or fatigue as the most challenging issue in college planning as well as accreditation follow-up reports.
8. Many stated that although they had worked on a plan or an aspect of an accreditation report they simply did not have time to read other plans or the college's Strategic Master Plan.
9. It was noted that faculty are required to serve on one shared governance committee but few serve on more than the required committee assignment due to time constraints.
10. The senior administrative staff and faculty who worked on the Student Success and Support Plan were aware of the plan's contents and alignment with the Strategic Master Plan; however, those not directly involved in the planning process were not aware of the Triple SP content or how the plan affected their area of work.
11. Those interviewed acknowledged that academic service personnel had little involvement in the Student Success and Support Plan due to the decision to split work on this plan (it was assigned to the division of Student Services) and Student Equity Plan (it was assigned to the division of Academic Services). It was noted that both of these plans were developed simultaneously.
12. The Triple SP and the Student Equity Plan were developed and approved late last fall (2014) under an abbreviated timeline set by the State and District.
13. The complexity of the college's current planning processes and timelines have made alignment to accreditation standards challenging and this has been complicated by a revision of Accreditation Standards and the new ACCJC self-study timetables for the LACCD.

Implications

1. The College has a well-developed Strategic Master Plan that is linked to the LACCD Strategic Plan.
2. The SMP goals are clear and serve as foundation goals for many of the subsequent plans at the college.
3. The College community is now ready to integrate planning in order to streamline the planning process, efforts, establish a self-evaluation component and conserve resources.
4. Alignment of a planning calendar would improve the planning process and lead to a more natural integration of Strategic Master Plan Goals, Objectives and Activities.
5. An Integrated Planning process will require less time-consuming meetings while providing a more defined and documented pathway to better guide the college in meeting its goals of student success through educational excellence.

Recommendation #3

The Integrated Planning Committee should develop and coordinate the implementation of an Integrated Planning Model.

Proposed Strategies

1. The Integrated Planning Committee should review current plans, objectives and activities for alignment with the College's Strategic Master Plan. Activities should be reviewed for overlapping tasks that duplicate effort and resources. (See Proposed Model, Appendix A)
2. The Integrated Planning Committee should consider merging existing plans together to develop a more focused College Strategic Master Plan which should include: the Educational Master Plan, Enrollment Master Plan, Technology Plan, Facilities Plan, Distance Education Plan and the Students Services Master Plan.
3. The committee should delineate the actual planning documents that will support the planning framework to be used to implement the College Strategic Master Plan.
4. The Integrated Planning Committee, in collaboration with the College Council and Executive Team, should evaluate online planning databases such as Strategic Planning Online (SPOL) or other products to assist the College in the collection and storage of planning data.
5. In order for college personnel to be engaged and involved in how planning is implemented, the College needs to develop and provide a standard format to disseminate

information via a web page, email and hard copy that updates the College community about planning throughout the year.

6. In order to be more efficient, effective and systematic in the process of planning, the College needs to make a commitment to link the use of accurate, timely, and reliable hard data as a framework for the planning processes that will ultimately help support consistent decision-making.
7. In order to maintain a common point of reference for the development and distribution of accurate and timely reports that supports planning and related operations, the College should determine that the Office of Institutional Research is the central point of reference for formal and official college wide data and informational reports.
8. Model Legend (see page 17) is as follows: a) Outer Circle-Planning Process Timeline; b) Second Circle-Planning and Budget Process; c) Third Circle – Program Review Process leading to Strategic Master Plan; and, d) Inner Circle – Mission and Main College Plans.

Findings # 4- Integrated Planning Training Workshop Sessions.

1. Several interviewees felt that the planning process would be less intimidating if the college held workshops on data analysis.
2. Many of those interviewed stated that there were opportunities to participate in college planning but due to time constraints many did not participate.
3. It was also noted that the college community has worked very hard to overcome accreditation concerns regarding collaboration.

Implications

1. A sound integrated planning process based on strategic goals and institutional learning outcomes with periodic training opportunities will improve the planning process.
2. If done in this manner, it will require less time-consuming process meetings while providing a more defined and documented pathway to better guide the college in meeting its goal of student success through educational excellence.

Recommendation # 4

The College should establish a Train-the Trainer Workshop to increase the capacity of participants to understand and maximize the benefits of Integrated Planning.

Proposed Strategies

1. Facilitate a Train the Trainer Workshop to increase the capacity of participants to understand and maximize the benefits of Integrated Planning.

2. Training Sessions should define and clarify:
 - a. how the Integrated Planning Process is managed and held accountable;
 - b. how the Strategic Master Plan is aligned with the other key college Plans; and,
 - c. how all Plans are linked to the Strategic Master Plan or Educational Master Plan or to the Mission.
3. Discuss how the big picture ideas, such as vision, mission and values, impact integrated planning.
4. Review the process of planning as follows:
 - a. What it takes to create a plan;
 - b. The needed details required in developing the plan;
 - c. The basic format a planning document;
 - d. Definition and evaluation of an Action Plan; and,
 - e. Clarify all the refined and new vocabulary of each individual discipline into the range of another—academics, student support services, facilities, and budget/finance.

Findings #5-Integrated Planning Evaluation Instrument

1. Some documents are cases connected to different college plans which make it difficult to know who knows about the processes and timelines.
2. The Comparison of the SSSP and Student Equity may need to be more clearly defined as how they are integrated with the other major college plans, i.e., SMP, EMP, SEMP, Basic Skills Plan and the Matriculation Plan.
3. Student Success Initiative Grid (draft) was created this past fall 2014. It is not clear how it connects to the college planning processes and why this plan was created.

Implications

1. It was good to see the Shared Governance Structure and members of the College Council.
2. The following document was reviewed- Program Review, Planning, and Resource Allocation Linkages Oversight committees, working with administrative area staff, annually review and report on the specialized plans. Information concerning unit and area plans is also incorporated into the specialized plans to document plan progress. An annual report on the specialized plans is presented to College Council in the fall semester of each year.

Recommendation #5

Establish the Annual Integrated Planning Evaluation Process and Timeline.

Proposed Strategies

1. The Integrated Planning Committee oversees the evaluation process. (see Appendix D)
2. The Integrated Planning Committee should review the Strategic Master Plan activities to define duplications of efforts and resources.

Findings # 6 -Showcasing LA Mission College as a best practice model for college planning that is designed to maximize student success and fulfill the overall mission of the Campus

1. The College does not have an outreach or marketing program that coordinates showcasing best practice models.
2. Each department decides what to showcase and where the presentation will occur. Personnel have presented their Student Learning Outcome database to LACCD.
3. Other presentations have included Achieving the Dream initiatives, basic skills program components, culinary arts open house and STEM presentations.
4. The College has not had an opportunity to present their experience with accreditation.
5. Those interviewed cited time constraints as the primary reason that they have not had the opportunity to showcase best practice planning processes beyond LACCD.
6. In addition, the College does not have an office of marketing or outreach to coordinate showcase events.
7. Each department or program is left to determine what and to whom best practices to showcase.
8. The interviewees stated that the President created and made presentations at town hall meetings and provided email updates which were viewed as positive steps in promoting transparency of college-wide operations.
9. It was noted that the President has been supportive of shared governance and available to the faculty and staff.
10. The interviewees noted that there is still a real concern regarding collaboration between student services and academic services.
11. Much of the improvement centered on better communication between administrators, faculty and staff in these two divisions.
12. Several of those interviewed expressed ideas on how departments could collaborate through learning communities and/or joint projects.

13. Some individuals felt that collaboration among members of the campus community has improved; however, they were less sure of how departments could collaborate better.
14. The Student Support and Success Plan could be leveraged to facilitate collaboration and support between administrative services, academic services and student service divisions of the college as a holistic endeavor to improved student success.

Implications

1. It was noted during the interviews that the college community holds a planning retreat annually.
2. During the past year the Retreat Planning Day was utilized to propel the college forward in meeting accreditation recommendations as noted in the ACCJC Action letter dated June 2013.
3. The college successfully achieved full accreditation status and could return to the practice of holding an annual strategic planning retreat day. This process should be showcased.
4. The positive work involved by the whole campus in achieving full accreditation status should be showcased at an Academic Senate Statewide conference and other statewide events.
5. LA Mission College faculty, staff, and administrators are committed to student success and assuring that the college achieves full accreditation.
6. The work completed during the past three years has been an exemplary accomplishment that is a testament to the commitment of the college community to the college and students that are served.
7. The College has made great strides in creating a culture of transparency through the President's town hall meetings and regular email updates.
8. A recommendation from several interviewees suggested a joint town-hall meeting or workshop in which the Vice President's and President co-present information within their area of supervision (building update, student service and equity plan as well as program updates).

Recommendation # 6

The College should develop a Marketing Plan to inform internal and external communities of what continues to be accomplished and refined in Integrated Planning Process.

Proposed Strategies

1. The College should reestablish the College Planning Summit.

2. The College should review what was accomplished the previous year and approve the objectives that need to be accomplished in the coming year.
3. The College should market to the College and Community how the Integrated Planning Committee and process is working to integrate planning and the allocation of resources.
4. The College has an opportunity to conduct a targeted internal marketing campaign to enlighten the campus community of the Student Success and Support Plan goals and activities.

Summary

The findings, implications, recommendations and proposed strategies presented to LA Mission College are designed to enhance the college's ability to refine, align and maintain processes and college operational functions. This continuous improvement is how the college plans will directly impact college personnel as well as the students that are served on a daily, yearly and long term basis.

Overall, Integrated Planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community, both internally and externally. A well thought out Integrated Planning process captures all the critical elements needed to ensure effective programs and services in order to move the institution forward in accomplishing its mission.

APPENDIX A
Integrated Planning Process Model

Integrated Planning Model begins with the Strategic Master Plan and informing the Program Review and other Planning Processes. The Integrated Planning Model has the following elements:

- The Strategic Master Plan directs Program Review;
- The main College planning documents are the Strategic Master Plan and the Educational Master Plan documents;
- Program Review is the main internal planning process once the Strategic Maser Plan is developed;
- The Integrated Planning Committee and the Budget and Planning Committee are the main Strategic Master Plan oversight committees, which are sub-committees of the College Council; and,
- The model includes Budget targets directed by the Strategic Master Plan with target dates throughout the year.

The Integrated Planning Model reduces the College Plans by merging several existing plans into a newly revised Education Master Plan, which is aligned with the College’s Strategic Master Plan.

Previous Planning Documents with similar goals, objectives but with <u>competing</u> activities	New Strategic Master Plan: same goals, objectives but with <u>aligned</u> activities.
<ul style="list-style-type: none"> ● Strategic Master Plan ● Educational Master Plan ● Strategic Enrollment Management Plan ● Distance Education Plan ● Student Equity Plan ● Basic Skills Plan ● Perkins Plan (CTE) College Plan ● Student Success Services Plan ● Student Services Master Plan ● Technology Plan ● Technology Replacement Plan ● Human Resources Plan ● Facilities Plan ● Achieving The Dream ● STEM 	<p>To Include the following plans into a merged plan with separate appendixes:</p> <ul style="list-style-type: none"> ● Strategic Master Plan ● Educational Master Plan <ul style="list-style-type: none"> ○ Strategic Enrollment Management Plan ○ Distance Education Plan ○ Basic Skills Plan (College Plan0 ○ Perkins Plan (C.T.E.) College Plan ○ Student Equity Plan ○ Student Services Plan ○ Student Success Services Plan ○ Technology Plan ○ Technology Replacement Plan ○ Human Resource Plan ○ Facilities Plan (narrative)

Integrated Planning Process Activities and Timeline

July: The Fiscal Year begins with the adoption of the State Budget. The Integrated Planning Committee (IPC) facilitates an internal and external environmental scan. Data is utilized to inform the Strategic Master Planning process and reviewed at the Planning Summit.

August: The Planning Summit is held which anchors the planning process through approval of the coming year's annual priorities and an evaluation of the previous year planning process is completed. The IPC begins the planning process. The Strategic Enrollment Committee and the Budget and Planning Committee review fall semester FTES targets to assure the College meets State Apportionment and FTES allocation.

September: The Budget Development forms and related information are updated on the College's Web site to assist with planning. The Program Review Process begins. Divisions departments and programs develop program review plans based on institutional data and the Strategic Master Plan Goals. Student Learning Outcomes and/or Service Area Outcomes are reviewed as part of the Program Review process.

October: College units complete Program Review including evaluation of prior year data and determine, if resource request are needed, to meet unit goals. The completed program review and resource request documents are forwarded to area leaders for review.

November: Mid-year budget augmentations are submitted to Budget and Planning Committee

December: The summer school budgets are due to the Budget and Planning Committee.

January: The IPC recommends changes or adjustments to the Strategic Master Plan based on data from Program Review and College goals. The revised Strategic Master Plan activities will be implemented in the next Academic year the non-staff resource requests are submitted for prioritization. The Governor releases the State Budget and the State Budget process begins.

February: Budget and Planning Committee prioritizes resource request based on approved criteria.

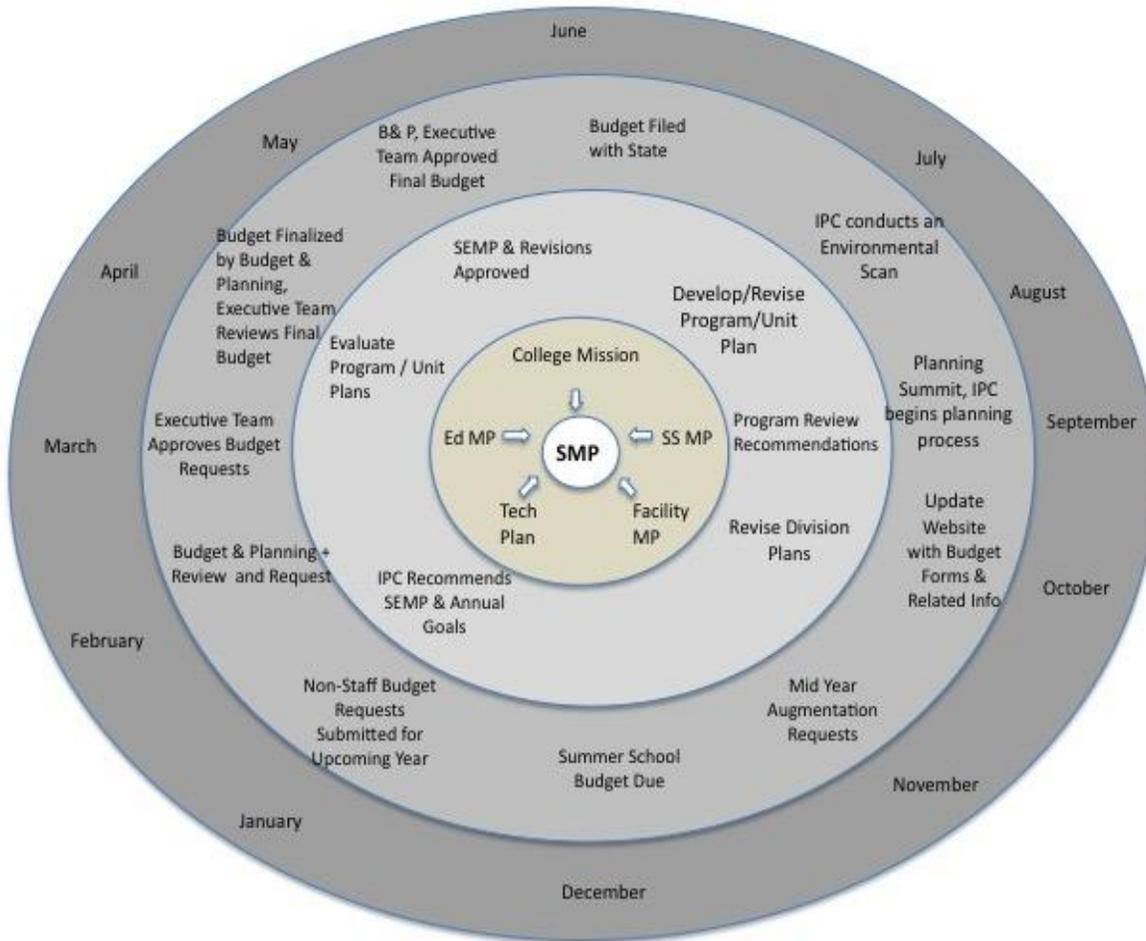
March: The IPC updates the Strategic Master Plan based on data from Program Review and College goals. Budget development is done based on the guidelines developed by Budget and Planning and Program Review data. The Executive Team reviews and approves budget request.

April: The Budget is finalized. The Annual Institutional Effectiveness Review and evaluation of planning processes are conducted. Planning process evaluations and Student Learning Outcomes and/or Service Area Outcomes evaluations are completed.

May: The budget is approved through the Shared Governance process and Executive Team. The Board approves the budget and Strategic Master Plan.

June: The College files the Budget with the State prior to the June 30 deadline.

Integrated Planning Process Model



Appendix B LA Mission College Identification and Overlap of College Planning Goals, Objectives and Activities Summary

The Project Team reviewed College plans to determine the linkages and overlaps between plans. Summaries of those findings are noted in the Table below:

Plan Abbreviation Glossary:

SMP	Strategic Master Plan	EMP	Educational Master Plan
SSSP	Student Success Service Plan	SEP	Strategic Enrollment Management Plan
SSMP	Student Services Master Plan	DE	Distance Education Plan
SEP	Student Equity Plan	BS	Basic Skills Plan (College)
AtD	Achieving the Dream	TECH	Technology Plan
B&P	Budget and Planning	AS	Academic Senate
Fac	Facilities Plan	CC	College Council
PROC	Program Review Oversight Committee	PDC	Professional Development Committee
SGOC	Shared Governance Oversight Committee	LAC	Learning Assessment Committee

College Plan Summary:

Goal/Objective/ Activity	Plan Assignment	Activity Overlap	Goal/Objective/ Activity not addressed in subsequent plan
Goal 1: Expand access to educational programs and services and prepare students for success.	EMP, SEM	EMP, SEM, DE SSSP, BS, FAC, AtD These plans have similar goals, objectives and/or activities related to student access.	
Comments:	Several College plans have a goal, objective and/or activity associated with this goal. The potential for duplication of effort and resources exist with this goal. It is recommended that Academic Service and Student Service leadership jointly oversee efforts to address this goal and supporting objectives and activities.		
1.1. Number of course offerings (to expand access	EMP, SEM, DE, AtD,	EPC, SEM, DE, SSSP, AtD	

to educational opportunities)	SEP	BS, SEP, STEM These plans note the need for new curriculum or co-curricular courses be developed to meet specific student populations and/or needs.	
Comments:	There are several Plans that include the development of special curriculum. This could lead to duplication of course offerings or curriculum imbalance. It is recommended that all curriculum development be reviewed and adhere to curriculum committee guidelines.		
1.1.2 Percentage of eligible students receiving financial aid (i.e., Pell Grant)	SSMP, SSSSP, EMP, SEP	SSMP, SSSSP, SEP These plans have goals, objectives and activities related to financial aid.	
Comments:	The new Triple SP plan and Student Equity Plan have included objectives and activities to increase the eligible students receiving financial aid, these do not appear to duplicate activities and resources.		
1.2. Increase the percentage of new student who complete the matriculation process by the end of the first semester.	SSSP, EMP, SEP	SSSP, EMP, SEP These plans have similar goals but target different groups.	
Comments:	The Student Services Master Plan, Triple SP Plan, EMP and Student Equity Plan include activities to increase matriculation processes, the Student Service Plan note efforts are directed by Counseling Services and Assessment.		
1.3. Increase the percentage of new students successfully completing at least one Math class and English/ESL/Developmental Communications class is their first year, and the percentage of new students	SEMP SSSP, BS, AtD, EMP		Subsequent plans reviewed did not address this objective.

persisting to subsequent terms.			
Comments:	This may be occurring, but was not addressed in College Plan documents reviewed.		
1.4. Increase the number of course offerings that accelerate students' transition from pre-college-level English/ESL/Developmental Communications and Math to College-level English and Math coursework.	SEM, SSSP, SSMP, BS, AtD , EMP, SEP, DE, CTE		Subsequent plans reviewed did not address this objective.
Comments:	This may be occurring but was not addressed in College Planning documents.		
1.5. Develop and expand student recruitment and outreach efforts.	SEM, SSSP SSMP, BS AtD, EMP SEP, DE CTE	This objective is mentioned in several College plans goals, objectives and activities. Some of the plans have similar activities.	
Comments:	Several plans have addressed activities to expand outreach efforts to targeted groups of potential students. The potential for duplication of effort and resources exist with this goal. It is recommended that outreach efforts be coordinated.		
1.6. Provide early assessment, remediation, concurrent enrollment, and counseling to feeder high schools.	SSSP, AS, EMP		Subsequent plans reviewed did not address this objective.
Comments:	Although mentioned in the Strategic Plan and assigned to three areas concurrent enrollment is not addressed in subsequent planning documents.		
Goal 2. Strengthen institutional effectiveness	PROC, B&P, DE, SEP,	Although several plans have goals, objectives and	

through a culture of evidence-based decision-making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.	SSSP, EMP	activities that include evident-based decision making these are fundamental elements of planning.	
Comments:	Several plans have objectives and/or activities addressing the need for evidence-based decision-making. It is recommended that the Office of Institutional Effectiveness should coordinate data mining to prevent duplication of effort.		
2.1 Refine the evidence-based system of resource request from Program Review based on criteria and evidence that requests will assist the College in meeting College and/or program goals/objectives, SLOs and/or SAOs, and student achievement	PROC, B&P	There is no evidence of duplication of effort or resources noted.	
Comments:	Although all College Plans utilized an approved method of resource request and prioritization.		
2.2. Continuously assess and improve College processes and services.	EMP, SSSP, B&P, PROC FAC, DE	There is no evidence of duplication of effort or resources noted.	
Comments	Although this objective is noted in several College Planning Documents there does not appear to be duplication of effort or resources.		
2.3. Improve College governance and communications.	SGOC DE		Subsequent plans reviewed did not address this objective.
Comments:	Plans reviewed addressed communication but did not address improving college governance structures.		

2.4. Increase the number of activities that promote professional development and collegiality.	AS, PDC, AtD, DE, SEP, EMP, SSSP, All Unions	Several College Plans have objectives and/or activities addressing Profession Development/Staff Development	
Comments:	Several plans have goals, objectives and/or activities addressing specific professional development needs. This duplication of professional development activities may lead to duplication of effort and resources. It is recommended that professional development activities be coordinated.		
Goal 3. Improve quality of educational programs and services to increase students' success in attaining their educational goals.	EMP, LAC, TECH, SEP, SSSP	Several College Plans have objectives and/or activities address activities to improve educational programs and services. There is a potential for duplication of effort and resources.	
Comments:	Several plans have goals, objectives and/or activities addressing educational programs and services. This duplication of objectives and/or activities may lead to duplication of effort and resources. It is recommended that these programs and services be coordinated.		
3.1. Provide a learner-centered educational environment that encourages active learning and student engagement.	EMP, LOAC, DE, AtD	The EMP, DE, and AtD plans have objectives and activities addressing active learning but there does not appear to be an overlap.	
Comments:	Although several College plans have goals, objectives and/or activities to provide a learner centered educational environment the activities address different areas of student learning there does not appear to be an overlap of effort.		
3.2. Increase successful course completion and course retention rates.	EMP, SSSP, AtD, CTE, SEP	The three plans that address activities to increase course completion and retention have different approaches.	
Comments:	There are several College Plans that address activities to increase successful course completion and course retention rates. These differing activities may lead to duplication of effort and resources. It is		

	recommended that the different activities be reviewed to determine if there is a duplication of effort and resources.		
3.3. Increase the percentage of new students who have reached the following milestones within three and six years: Successfully completing 30 & 60 units; Successfully completing English 101 and Math 123C/125; earning a certificate, degree, or transferring to a 4-year college or university. Increase the number of students earning certificates, degrees, and/or transferring to 4-year colleges/universities.	All, AtD		This Objective was not addressed in subsequent College Plans reviewed.
Comments	Although several plans discussed successful transfer and completion activities, this particular objective was not addressed.		
3.4. Increase the number of students who complete career-focused certificates in a timely manner.	EMP, SSSP, AtD	Although several plans have similar goals and objectives they have different activities addressing the certificate completion.	
Comments:	Although several College plans have goals, objectives and/or activities to increase the number of students who complete career-focused certificates in a timely manner there does not appear to be an overlap of effort.		
3.5. Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.	SEP BS	None noted	
Comments:	Although the Student Equity Plan, Student Equity and Basic Skills plans have goals, objectives and/or activities to increase the number of students who complete career-focused certificates in a timely manner there does		

	not appear to be an overlap of effort.		
Goal 4. Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.	PROC, B&P		This is not addressed in subsequent plans.
Comments:	Although implied this goal is not addressed in subsequent plans reviewed.		
4.1 Refine the evidence-based ranking system or resource request from Program Review based on criteria and evidence that requests will assist the College in meeting College and/or program goals/objectives, SLOs and/or SAOs, and student achievement standards.	PROC, B&P	B&P	
Comments:	Budget and Planning Committee has developed a ranking system which is utilized by Program Review and Planning processes.		
4.2. Develop and diversity sources of revenue.	B&P, Enterprise Programs		Not addressed in subsequent plans.
Comments:	An Enterprise Program plan was not reviewed.		
4.3. College Foundation will significantly increase external resources in order to support the College.	Foundation, B&P		Not addressed in subsequent plans.
Comments:	The Foundation Plan was not reviewed.		
4.4. Make the campus accessible to groups that would like to rent any college facilities, and ensure that all setups are completed	FAC		Not addressed in the Facilities Plan

to the renter's specifications and do not cause disruption to regular student activities.			
Comments:	This was not addressed in subsequent College plans reviewed.		
4.5. Use new building technologies to run buildings as efficiently as possible.	FAC		Not addressed in the Facilities Plan
Comments:	This was not addressed in subsequent College plans.		
4.6. Schedule appropriate class offerings/load to meet FTES targets without deficit spending.	EMP, SEMP, SEP		FTES targets were not specifically addressed in plans reviewed.
Comments:	Plans did address scheduling appropriate class offerings but did not address meeting FTES targets without deficit spending.		
Goal 5: Sustain user-friendly and Innovative technology to meet the needs of students, faculty and staff.	TECH, B&P, EMP, SSSP, DE	This goal was addressed in several plans.	
Comments:	Several plans have objectives and/or goals to enhance, acquire new technologies to improve student success. It is recommended that these activities should be coordinated through a technology or budget committee.		
5.1 Sustain current and install new technologies to maintain the latest innovations in teaching and learning.	TECH, B&P, SSSP, DE	Several plans reviewed included activities related to technology needed to address specific student populations and services.	
Comments:	Several plans have objectives and/or goals to enhance and acquire new technologies to improve student success. It is recommended that these activities should be coordinated through a technology or budget committee.		
5.2. Identify and evaluate emerging technologies for possible benefit to the	TECH	Several plans have objectives and/or activities to implement new	

College.	SSSP, PR	technologies.	
Comments:	Several plans have objectives and/or goals to enhance, acquire new technologies to improve student success. It is recommended that these activities should be coordinated through the technology or budget committee.		
5.3. Ensure compliance with accessibility standards for all students including those with disabilities	TECH, DE, SSSP, DSPS	There was no evidence of duplication of this objective.	
Comments:	This objective appears in the Technology Plan and although implied does not appear in other planning documents.		
Goal 6: Increase community engagement and expand business, community, and civic partnerships.	President's Office, CTE, TECH SSSP, DE STEM, SEP	Activities are noted in several college plans to expand services through partnerships with community partners.	
Comments:	Several plans noted the need to partner with the community and/or business to expand opportunities for students. There is a potential for duplication of effort. It is recommended that outreach efforts be coordinated.		
6.1 Increase business and community partnerships to support innovation and student learning.	President's Office, CTE, SSSP, DE, STEM	Activities are noted to expand services through partnerships with community partners.	
Comments:	Several plans noted the need to partner with the community and/or business to expand opportunities for students. There is a potential for duplication of effort. It is recommended that outreach efforts be coordinated.		
6.2. Keep campus facilities available and inviting for use by community groups for functions that have benefit to local population (e.g., Farmers Market, Olive Fest,	FAC		This was not addressed in subsequent plans

and Spring Fest)			
Comments:	Although implied and evidence exists that this is being done this was not addressed in the Facility Plan or other plans.		

Note: The Strategic Master Plan did not address the need to increase Faculty (Teaching and Counseling) to meet educational and student support needs in specific programs such as VA, Counseling and other student support staff needs. These are goals in both the Educational Master Plan and Student Success Services Plan.

APPENDIX C

LA Mission College

Integrated Planning Evaluation Instrument

The Integrated Planning Evaluation Instrument is designed to review the planning process and note areas in which the College has completed a strategic planning process is satisfied with the

process and areas in which improvements could be made. This is intended to be an evaluation overview of the process.

Strategic Planning Steps	Strategic Planning Goal has been met/completed	Strategic Planning Goal has not been met.	Steps to take to improve Strategic Planning Process
The College Mission contains goals that are measurable and is reflective of the College’s Student Population and tied to the Strategic Master Plan.			
The Strategic Planning Process cycle timelines were adequate to complete the planning cycle.			
The College Strategic Master Plan Goals are Tied to the College Mission.			
The College Strategic Master Plan Goals are Timely and Attainable			
The College Strategic Master Plan Goals are linked to Program Review and other College Planning Documents.			
The College Strategic Master Plan Objectives are measurable.			
The College Strategic Master Plan Activities are relevant to the object and goal.			
The College Strategic Master Plan Activities are assigned to the correct area and resources are not duplicated.			
The Strategic Planning Model directs the planning process and			

includes planning feedback loops.			
The Strategic Planning Process resource allocation request process is transparent.			
The Resource Allocation Prioritization Process was followed and funded resources were clearly identified in the budgeting process.			
The Strategic Planning Process is located on the Website or other media, which is accessible and is easy to understand.			

Appendix D
LAMC Personnel Interviewed

Michael Allen- Vice President, Academic Affairs and Accreditation Liaison

Rod Austria – Information Technology Manager
Louise Barbato - Chair of English and President of AFT Faculty Guild
Diana Bonilla - Counselor and Achieving the Dream Co-Chair
Cathy Brinkman – Associate Dean, CTE
Linda Carruthers - Director of Assessment
Kelly Enos –Vice Chair of Business/Law Department and Accreditation Steering Committee Co-Chair
Mike Fenton - Professor of Chemistry and Director of STEM
Carlos Gonzalez – Dean, Student Success
Madeline Hernandez – Dean, Academic Affairs
Cindy Luis - ESL Professor and Achieving the Dream Co-Chair
Cindy Luis - ESL Professor and Achieving the Dream Co-Chair
Sarah Master - Dean of Institutional Effectiveness
Leslie Milke - Chair of PE and President of Academic Senate
Darlene Montes – Interim Dean, Academic Affairs
D’Art Phares – African-American Studies Faculty and Educational Planning Committee Co-Chair
Joe Ramirez - Vice President, Student Services
Wendy Rivera - Outreach Coordinator
Tobin Sparfeld - Vice Chair of Music and Budget & Planning Committee Co-Chair
Ludi Vidal-Villegas – Dean, Student Services
Danny Villanueva -Vice President, Administrative Services

Appendix E

Documents Reviewed

1. ACCJC Follow Up Report (2015)
2. ACCJC Evaluation Team Report (2013)
3. LA Mission College Strategic Master Plan and Supporting Documents
4. Student Equity Plan
5. Student Success Support Program Plan
6. Annual Reflection Narrative – Achieving the Dream (AtD)
7. Basic Skills Report and Plan
8. Technology Master Plan
9. Educational Master Plan
10. Student Services Master Plan
11. Strategic Enrollment Management Plan
12. College Council
13. Structure of Shared Governance
14. Program Evaluation Review Process
15. Review, Planning and Allocation Linkages
16. Comparison – SSP and Student Equity
17. Basic Skills End of Year Report 2013-2014
18. Student Success Initiative Grid 2014-2015
19. Technology Replacement Plan 2014
20. California State Plan for CTE, 2008-2012
21. LACCD – PERKINS IV-IC 2008-2012 CTE Local Plan
22. 2014 Facility Master Plan Update
23. 2012 Strategic Master Plan Model
24. Budget and Planning Resource Allocation Plan