Institutional Self Study
For Reaffirmation of Accreditation

March 2001
In memory of
HELEN KRAHN
1938 - 2000
Teacher, Counselor, Friend
INSTITUTIONAL SELF STUDY
IN SUPPORT OF REAFFIRMATION OF
ACCREDITATION

LOS ANGELES PIERCE COLLEGE
6201 WINNETKA AVENUE
WOODLAND HILLS, CALIFORNIA 91371

2000 - 2001

SUBMITTED TO:

THE ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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Darroch F. “Rocky” Young
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DATE: December 13, 2000

TO: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

FROM: Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91371

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report reflects the nature and substance of this institution.

Signed:

President,
Los Angeles Pierce College

President, Board of Trustees
Los Angeles Community College District

Chancellor,
Los Angeles Community College District

President,
Faculty Academic Senate

Chapter Chair,
AFT

President,
Associated Students Organization

Accreditation Liaison Officer

Accreditation Self Study Chair
The Accreditation Self Study Steering Committee reviewed the eligibility requirements for accreditation. In May of 2000, the committee voted to affirm that Los Angeles Pierce College continues to meet each of these twenty eligibility requirements set by the Western Association of Schools and Colleges.

STATEMENT OF ASSURANCE

We hereby certify that Los Angeles Pierce College continues to meet the eligibility requirements for accreditation.

Signed:

[Signature]
President, Board of Trustees
Los Angeles Community College
District

[Signature]
President, Los Angeles Pierce College

Date: December 13, 2000
DISCUSSION OF ELIGIBILITY REQUIREMENTS

1. **AUTHORITY**

   The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges Letter of Reaffirmation of Accreditation is on file in the President’s office. A notation of this status is printed in the College Catalog*.

2. **MISSION**

   The College Statement of Mission* was adopted by the Board of Trustees in 1999, and is printed in the College Catalog.

3. **GOVERNING BOARD**

   The Board of Trustees operates under the authority of California State Education Code Sections 70900 – 70902. Its members are popularly elected and represent a broad array of community interests.

   An annual statement of lack of conflict of interest, California Fair Political Practices Commission Form 700 “Statement of Economic Interests” is filed by the Board members.

4. **CHIEF EXECUTIVE OFFICER**

   The job description for the position of President, Los Angeles Pierce College, describes the qualifications, attributes, and personal characteristics for the job. The Board of Trustee minutes of May 5, 1999*, reflect the date of official appointment to the position.

5. **ADMINISTRATIVE CAPACITY**

   The College organization charts are pp. 29-39 in this Self Study. The persons filling administrative positions are full-time, and have appropriate preparation and experience for their duties.
6. OPERATIONAL STATUS

Enrollment history is documented in the Office of Admissions and Records as well as enrollments in degree programs and degrees awarded.

7. DEGREES

The College Catalog lists degrees granted, course credit requirements, length of study time for each degree program, and designates transfer articulated status for individual courses. The Office of Admission and Records documents student enrollments and graduation statistics.

8. EDUCATIONAL PROGRAMS

The College degree programs are listed and described in the Catalog. The Course Outlines of Record* and data attesting to compliance with Title 5, Part VI, California Code of Regulations, and SCANS competencies are on file in the Office of Academic Affairs. The Board of Governors of the California Community Colleges authorization to offer Associate Degree programs is stated in the College Catalog.

9. ACADEMIC CREDIT

The College conforms with appropriate Education Code sections. The Course Outline of Record describes the relation between classroom hours and unit credit. The Office of Admissions and Records files document attendance and hours of credit for each class.

10. EDUCATIONAL OBJECTIVES

Program objectives are published with program descriptions in the College Catalog.

Los Angeles Pierce College
11. GENERAL EDUCATION

The Board of Governors of the California Community Colleges authorization, described in the College Catalog, discusses the breadth and educational components of Associate Degree programs, whether transfer oriented or vocationally oriented.

The Intersegmental General Education Transfer Curriculum, described in the College Catalog describes the transfer process to higher education.

12. FACULTY

The current Schedule of Classes* lists full-time and part-time faculty and their teaching responsibilities. The College Catalog lists faculty academic backgrounds. The AFT Faculty Guild contract* and Faculty Handbook* describe faculty issues and concerns. The Board of Trustees policies are on the District webpage.

13. STUDENT SERVICES

The College Research Office has student demographic studies* and has supplied selected information for this Self Study. A list of student services and their descriptions is found in the College Schedule of Classes and Catalog. The most recent Student Services Evaluation* is on file in the Office of the Vice President of Student Services.

14. ADMISSIONS

The College Catalog contains descriptions of nondiscrimination policies in English and Spanish, as well as Board of Trustee approved policies on admissions. Copies of the Pierce enrollment application* are located in the Admissions and Records Office.

15. INFORMATION AND LEARNING RESOURCES

The Library resources and holdings are on file in the Library. Student learning and support centers are described in the Schedule of Classes.

2000 - 2001 Self Study Report
16. **FINANCIAL RESOURCES**

Past, present, and future budgets and financial statements are on file with the Vice President of Administrative Services. Student loan default rates and relevant USDE reports are filed with the Financial Aid Office.

17. **FINANCIAL ACCOUNTABILITY**

A statement of audit procedures and findings is on file in the Business Office. A copy of the current budget and audited financial statement* are on file in the Business Office.

18. **INSTITUTIONAL PLANNING AND EVALUATION**

The current College Master Plan* is on file in the Academic Affairs Annex. Assessment of student learning and outcomes information is on file in the Office of Academic Affairs.

19. **PUBLIC DISCLOSURE**

The College Catalog, the primary document of public disclosure and student information, as well as the College application and examples of printed informational brochures, are available at the Information Desk, the Admissions and Records Office, and the Academic Affairs Annex.

20. **RELATIONS WITH THE ACCREDITING COMMISSION**

A copy of the previous Certification of Continued Compliance with Eligibility Requirements is on file in the Academic Affairs Annex. Listings of other accreditation certifications held by the College are in the College Catalog. Notice of College accreditation status is listed in College Catalog. Documentation and information regarding College participation in Multi-Campus Pilot Project (June 1999 policy) is found on pp. 41-46 of this Self Study.

Documents marked with (*) are available in the Team Room.

*Los Angeles Pierce College*
Pierce College is simply not the same place it was six years ago. Our current permanent President brings a dynamic, consensus-building style of leadership that has markedly impacted campus function, outlook, and morale. The new District Chancellor and his staff have begun a decentralization effort with the nine campuses in the District, which will have far-reaching impacts. Using the WASC Multi-Campus Pilot Program initiated for this Accreditation, the District is reviewing and assessing its role and services.

Since the last Accreditation visit, a variety of changes have occurred in educational program strategy and delivery. Enrollment management has been adopted across the three campus divisions as a major effort to reverse recent years of declining enrollments. Block scheduling and a new 15-week calendar have been instituted, and classroom productivity has risen. Our Fall 2000 enrollment has risen to 16,500, 16% from Fall 1999, and classroom productivity is up 19.5% from Fall 1999. Our successful double summer sessions give great hope for equal success with a new five-week winter intersession. There is a renewed emphasis on high school outreach and expansion of the International Students program. There has also been a turnaround in District and College finances. For two fiscal years the College has met all Operating Plan goals and maintained a significant ending balance. For 1998–1999, the ending balance was 1.3 million dollars. An even larger ending balance of 2.1 million dollars was achieved in the 1999–2000 fiscal year.

A Facilities Master Plan process, utilizing the talents of outside consultants, has helped the college toward its future. A variety of facility upgrades, post-earthquake recovery projects, plans to repave our largest parking lot, and many other improvement to the infrastructure, including a modern telephone system, campus air-conditioning, as well as landscaping and painting, are visible evidence of our renewal.

Changes in student demographics bring challenges to educational delivery methodology and student services. We have confirmed our successful matriculation process and our self-perception as a transfer institution,
especially to CSUN and UCLA. Since 1987, when records were first kept, Pierce College has been among the top transfer colleges to the UC system every year. Pierce is also in the top feeder schools to CSUN with more successful transfers than any other community college. System-wide, Pierce transfer students to all CSU's have a higher GPA and continuation rate than the CSU average. We view ourselves as a college with a diverse (ethnic, national origin, educational goal, and age) student population. We have a renewed commitment to external partnerships through our revitalized Pierce Foundation and Contract Education. With the leadership of our President and three Vice Presidents, we are redefining ourselves as a 20,000 student college, valuing our strong transfer program, recognizing our diverse student population, committing to the maintenance of our large campus (including the Agriculture programs and associated lands, "the Farm"), and with our new public and political relations office, renewing our sense of community with the community.

**STANDARD ONE: INSTITUTIONAL MISSION** describes how the revision of our Mission Statement has helped the current, broad-based College Master Planning process. This revision has helped to define our vision as a community college based on the "four legs" of the community college mandate.

**STANDARD TWO: INSTITUTIONAL INTEGRITY** highlights the new, two-year College Catalog publishing cycle, and a Schedule of Classes that now contains current and projected offerings to assist students in their planning efforts. The College has developed a web-site for use by faculty, staff, students, and the community. The Faculty Code of Ethics and the Student Code of Conduct are described. There has been much growth in the efforts to highlight equity and diversity issues among the staff and students. Our athletics program has been reviewed by its accrediting commission, weaknesses were identified, and the case for additional resources is being made. Finally, the working relationship between Pierce and the Accrediting Commission (WASC-ACCJC), especially with the Multi-College Pilot Program, is making this Accreditation Self Study a productive process.

*Los Angeles Pierce College*
ABSTRACT OF THE SELF STUDY

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS describes the important, ongoing work of our campus researcher and how this is being integrated into the planning process. Research results play a vital role in enrollment management, compliance reporting, program review, and in the development of the Educational Master Plan, the Facilities Master Plan, and this Accreditation Self Study report. Our program review cycle for educational programs has been completed, and it is improving collaboration as well as communication between the many campus planning processes. This illustrates a major theme: the College Master Plan has maintained its resiliency and purpose through several college presidencies since the last visit. Our new 15-week Pierce plan and the creation of a Marketing Manager and Public Relations position is generating increased student interest and enrollment.

STANDARD FOUR: EDUCATIONAL PROGRAMS describes many new efforts to meet the increasing student need for flexibility and to provide unique programs for special populations of students. These include double summer sessions and a winter inter-session, in addition to our two regular 15-week semesters, increased emphasis on improving matriculation, expanding our well-respected international students program, and new outreach efforts to local high schools. Decentralization will result in increased ability to shape curriculum and program areas to meet the needs of our community, and forge new educational partnerships with business and industry. Increasing our already high student transfer and success rates is a priority. Our full-time, part-time faculty ratio, until recently, was very high (83%). The result is that College faculty staffing is uneven, retiring faculty were not replaced, and growth areas did not receive new full-time faculty.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT delineates the wide variety of support services available to students, and describes various methods used to evaluate those services. This area has benefited from new technology such as a College web-site with student information and telephone and computer registration procedures. The importance of the matriculation process for new students is

2000 - 2001 Self-Study Report
highlighted. Many programs have been developed to serve our diverse student population and they demonstrate our commitment to success for all students.

**STANDARD SIX: INFORMATION AND LEARNING RESOURCES** describes our success in obtaining equipment and software through off-campus donations. However, adequate classroom and infrastructure space remains critical to our growth projections. As buildings are renovated or remodeled, technology and its support issues are given high priority. Current discussions within our Technology Task Force include upgrading our Distance Learning Center and the use of "wireless" computer connections between campus buildings. Instructional equipment funding and adequate support staff are also critical issues.

**STANDARD SEVEN: FACULTY AND STAFF** issues reflect our concern over our high full-time to part-time faculty ratio and its implications, including understaffing in selected departments. Experience has shown that hiring pools for staff should be kept at the College, thus reflecting the Pierce service area, an unappreciated concept when candidates are hired and interviewed at the District office. Evaluation systems are in place for the Chancellor and the College administration. The President's evaluation is now based on measurable goals as well as the Vice Presidents and Deans. For faculty, staff, and administration, personal development opportunities remain abundant, varied, and very useful.

**STANDARD EIGHT: PHYSICAL RESOURCES** relates the specifics of over 40 campus projects that have occurred in recent years to upgrade and refurbish many buildings and facilities. Over $26 million has been spent on these projects, including ADA upgrades, a new and very effective and much needed telephone system, and campus air conditioning. Several post-1994 earthquake building projects continue. The current facilities master planning process is evaluating the entire campus, including the agriculture lands, with the concept of restoring and transforming the campus for its 21st century role in Southern California higher education. Maintenance and appropriate staffing levels for new and upgraded facilities remain a concern.

*Los Angeles Pierce College*
ABSTRACT OF THE SELF STUDY

STANDARD NINE: FINANCIAL RESOURCES notes that since enrollment has risen, and productivity has increased, the College is no longer operating in a "crisis management" mode. A more effective mechanism for determining funding or budget levels for campus units has been developed. The Pierce College Council has been revamped for more efficient, timely operation, and the Pierce College Foundation has been reorganized. These developments have greatly improved the campus operational budget, but many under-funded needs remain. New external funding sources and partnerships are being explored.

STANDARD TEN: GOVERNANCE AND ADMINISTRATION shows that decentralization within the District is under way. District leadership has stabilized with a new Chancellor and a new Pierce College President, who bring much needed expertise, experience, and leadership. Our President brings a consensus building style to our leadership team. Our campus shared governance is working well. Because of the Multi-College Pilot Program (MCPP), the Board of Trustees is more involved with Accreditation and WASC policies and procedures. Hopefully, the MCPP will result in further improvements in accountability, communication, and efficiency within all nine campuses.
ORGANIZATION FOR THE SELF STUDY
INTRODUCTION

Los Angeles Pierce College is pleased to submit this Institutional Self Study for Reaffirmation of Accreditation. Formal planning for this study began in spring 1999 with selection of a Self Study Chair. The organizational structure was designed during the summer of 1999.

TRAINING

The Accreditation Liaison Officer (ALO) attended the 1998 ACCJC Training Session at El Camino College.

The Pierce College community was introduced to the Accreditation process by David Wolf at a special meeting in May 1999.

The Steering Committee received training from Darlene Pachenco at Los Angeles Valley College in summer 1999, and from former Accreditation Chair Dr. Barrie Logan.

The Self Study Chair and ALO received additional training at the Fall 1999 and Spring 2000 Assessment Institutes.

BROAD-BASED PARTICIPATION

Selection of Self Study Chair

The position of Self Study Chair was established and advertised to the entire campus by the Academic Senate. Candidates submitted biographical sketches and were interviewed by a selection committee.

Selection of Standard Chairs

Standards were to be co-chaired whenever possible, by representatives from the three campus personnel groups. Standard Co-chairs were selected by a campus leadership group including:

- Academic Senate President
- Pierce College Council Chair
- Staff Guild Chair
- Accreditation Liaison Officer
- Self Study Chair
Committee Members

A general announcement about the Accreditation process and participation was made at Opening Day, Fall 1999.

A follow-up “Request For Volunteers” flyer was distributed to all faculty and staff.

Direct invitations were made to the Student Body President and the Student Council through the ASO Advisor.

Standard Chairs also recruited committee members from faculty, staff, and students.

DATA GATHERING

The College Researcher provided regional demographic and economic data, as well as prepared and produced a student survey, a faculty and staff survey, and a student and faculty profile.

CAMPUS-WIDE REVIEW OF THE DRAFT SELF STUDY

An announcement that the Draft Self Study would be available for a two week period for the entire campus to review, was made on Opening Day Fall 2000. A follow-up flyer was sent to all faculty and staff. In addition, an e-mail announcement was sent during the second week of the review period. Five copies of the Draft Self Study were available in the following locations:

- Academic Affairs Office
- President’s Office
- Student Services Office
- Library
- Plant Facilities Office

Los Angeles Pierce College
FINAL DRAFT

A Draft document was presented to Senior Staff October 14 for review of content and continuity. Page layout and graphic design issues were finished in November. The Self Study document was forwarded to the College leadership and Chancellor for signatures, and was approved by the Board of Trustees in December 2000.

INTEGRATION OF CAMPUS SELF STUDY, INSTITUTIONAL SELF STUDY, AND THE MCPP

The MCPP initiated by ACCJC policy in 1999 proved to be a valuable force affecting the College and the District with an unprecedented opportunity to address common accreditation issues. Discussion of the MCPP policy and process, and the resulting synergies, is found on pp. 41-46 of this document.
LOS ANGELES PIERCE COLLEGE
ACCREDITATION SELF STUDY
STANDARD COMMITTEES and MEMBERS

STANDARD ONE  INSTITUTIONAL MISSION

STANDARD TWO  INSTITUTIONAL INTEGRITY

Co-Chairs: Rob O'Neil  -  faculty
           Carmelita Thomas  -  administration

Members:   Diane Ali  -  classified staff
           Livinia Hutner  -  faculty
           Betty Odello  -  faculty
           Ken Reynolds  -  management
           Behnam Salar  -  student

STANDARD THREE  INSTITUTIONAL EFFECTIVENESS

Chair:     Barrie Logan  -  faculty

Members:   Kathy Basil  -  faculty
           Bob Martinez  -  faculty
           Marian Prochter  -  classified staff
           Victoria Romero  -  classified staff
           Brenda Sopher  -  classified staff

2000 - 2001 Self-Study Report
STANDARD FOUR EDUCATIONAL PROGRAMS

Co-Chairs:  Elizabeth Rinnander - administration
            Marcia Solomon - faculty
            Phil Stein - faculty
            Kathy Yoder - faculty

Members:   Larry Andre - faculty
            Thelma Fleischer - faculty
            Ann Forkeotes - faculty
            Barbara Heller - classified staff
            Larry Humphrey - faculty
            Jodi Johnson - faculty
            Diane Levine - faculty
            Sheldon Roth - faculty
            Wayne Wren - faculty

STANDARD FIVE STUDENT SUPPORT AND DEVELOPMENT

Co-Chairs:  Mona Altounji - classified staff
            Kathy Daruty - faculty
            Joy McCaslin - administration

Members:   Anita Antoniades - classified staff
            Beth Benne - classified staff
            Shelly Gerstl - administration
            Miriam Gottlieb - faculty
            John James - faculty
            Gene Larson - faculty
            Marian Welser - faculty
            Heather Ostrin - student
STANDARD SIX INFORMATION AND LEARNING RESOURCES

Co-Chairs: Mike Corrner - administration
           Lyn Koller - faculty
           Martin Mota - classified staff
           Jeremy Villar - supervision

Members: Amy Copeland - student
         Barbara Fish - faculty
         Gail Hobbs - faculty
         Kate Kubach - faculty
         George Ogar - faculty
         Florence Robin - faculty
         Sherry Saadat - student

STANDARD SEVEN FACULTY AND STAFF

Co-Chairs: Carol Fox - classified staff
           Izzy Goodman - faculty
           Carlos Martinez - administration

Members: Esther Cohn - classified staff
         Joe Garcia - classified staff
         Larry Horn - faculty
         Carol Pandy - faculty
         Karen Rosenfeld - faculty
         Alan Ward - classified staff
         Liz White - faculty
STANDARD EIGHT  PHYSICAL RESOURCES

Co-Chairs:  Tim Oliver  -  administration
            James Rikel  -  faculty
            Frank Vitone  -  classified staff

Members:  Ted Barnes  -  supervision
          Dave Bush  -  management
          Norm Crozier  -  faculty
          Pat Farris  -  faculty
          John Jones  -  classified staff
          Bob Ono  -  faculty
          Bob Lofrano  -  faculty
          Lee Shapiro  -  faculty
          Henny Shepherd  -  faculty
          Bart Trinchero  -  faculty
          Marty Vargas  -  supervision

STANDARD NINE  FINANCIAL RESOURCES

Co-Chairs:  Tim Oliver  -  administration
            Al Partington  -  faculty
            Lagrand Powell  -  supervision
            Art Sherman  -  faculty

Members:  Dick Ahrens  -  faculty
          David Braun  -  faculty
          Amy Copeland  -  student
          Carol Delgado  -  faculty
          Bert Sanchez  -  faculty
          Ken Sharpe  -  faculty

Los Angeles Pierce College
### STANDARD TEN  GOVERNANCE AND ADMINISTRATION

**Co-Chairs:**
- Richard Follett - faculty
- Helen Krahn - faculty
- Martin Mota - classified staff
- Tom Oliver - administration
- Carmelita Thomas - administration

**Members:**
- Bill deRubertis - faculty
- Richard Follett - faculty
- Kathy Oborn - administration
- Pat Siever - faculty
Pierce College
Functional Administration
*Leadership Group:
  President
  3 Vice Presidents
  Academic Senate President
  AFT Classified Chapter Chair
  AFT Faculty Chapter Chair
  Academic Policy Chair
  Pierce College Council Chair
### Classified Positions in the Instructional Area

**Key:**

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<td>b.</td>
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<td>c.</td>
<td>1.0 Inst Asst - Lang Arts</td>
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<td>d.</td>
<td>1.0 Phys Science Lab Tech</td>
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<td>e.</td>
<td>0.35 Swimming Pool Supervisor</td>
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<td>f.</td>
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<td>h.</td>
<td>1.0 Inst Asst</td>
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<td>1.0 Piano Accompanist</td>
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<td>1.0 Theater Mgmt Asst</td>
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<td>q.</td>
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<td>s.</td>
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Pierce College
Academic Affairs Functions

Tom Oliver
Academic Affairs

Instructional Program
- Credit Program
- Non-Credit (Extension)
- Satellite Operations
- Contract Education
- Vocational Education

Tech Prep
- Institutional Research
- Library & The Learning Center
- Educational Master Plan (Program Review)
- Professional Staff Development
- Workforce Development
- Classroom Utilization
- Cooperative Education
Pierce College
Plant Facilities Reporting Structure

Vice President, Administration
Tim Oliver

Facilities Manager
D.L. Bush

Sup. Carpenter
HVAC Supervisor

Sup. Electrician
Sup. Plumber

Operations Manager
Sup. Painter

Stock Clerk
Sr. Cust. Sup.
Sr. Gardener Sup.
Sup. Gardener
MULTI-COLLEGE PILOT PROGRAM
The Accrediting Commission For Community And Junior Colleges Multi-College Pilot Program

A Chronology and Evaluation Of The Pilot Program Fall 1999 – Spring 2001

A. Introducing the Multi-College Pilot Program to the Colleges: Transforming ACCJC Policy into Product

1. Defining the Scope: Multi-College Pilot Program (MCPP) Steering Committee Formation and Initial Meeting - Fall 1999

The Accreditation Liaison Officers (ALO’s) and the Self Study Chairs of the three valley colleges met as the MCPP Steering Committee to discuss the ACCJC MCPP policy, its meanings and intent. The Committee set a time line and formulated a sequence of activities to assure involvement of campus Standard Chairs and District leadership.

2. Identifying the Major Products of the Program

The creation of a “Matrix” which would address how authority and responsibility are distributed between the colleges and the District, (ACCJC’s ‘functional map’), was identified as the major product to come from the process. It was decided that a general meeting of the Steering Committee, including ALO’s (typically campus Vice Presidents of Academic Affairs), campus Standard Chairs, appropriate District personnel, the Chancellor, and ACCJC representatives should be the next step.

B. Developing the Matrix Structure

1. General Meeting of Steering Committee Pilot Program leadership – December 1999

The meeting accomplished the following:
a. An introduction of MCPP leaders, especially the ACCJC representatives, who were asked to describe their concerns and hoped-for outcomes for the MCPP policy document.

b. An introduction of the "Matrix" as the focus of Campus/District interaction and a proposed working arrangement to facilitate the gathering, recording, and sharing of the specific information developed by the "Matrix". A timeline for this process was also discussed.

c. Described the difference between unique campus responses to the ten standards, and shared responses (those "Matrix" responses which should be quoted exactly in each campus Self Study). As ACCJC pointed out, history has often showed that much confusion and misunderstanding exists in multi-college districts between the colleges and their governing boards.

d. Discussion of several "Matrix" concepts and the 'entities’ who have responsibility for campus operations. We believe that the "Matrix" which resulted from these discussions accurately reflects the status of “functional responsibility”. However this issue of functional responsibility is probably something the ACCJC will examine closely as it re-evaluates its 1999 MCPP policy.

e. Addressed new working relationships between ACCJC and the LACCD. Though not accredited, the LACCD, like other multi-college districts, has a crucial role in college accreditation issues.
C. Integrating the Matrix into the Self Study: Expanding the Program to Include District Administrators and Campus Standard Chairs. Workshop for Accreditation Standard Committees – January 2000

The Standard Committees at each campus had been working for several months and the ACCJC policy and Matrix issues needed to be presented to the Standard co-chairs for their incorporation into the Self Study process.

ACCJC representatives, the MCPP Steering Committee, and District administrators (Leadership group) laid foundational framework, discussed the integration of the process, developed timelines, and gave the Standard co-chairs their assignments for the day and the coming months. The group then split up by standard, and moved to smaller rooms where they, with the assistance of the Leadership group, began the consensus-based process of developing Matrix questions.

In hindsight, this workshop should have occurred earlier in the school year. Time had to be spent bringing newcomers up to speed on the background of the MCPP and the purposes and outcomes of the Matrix questions.

D. Completion of the Matrix Questions: Efforts to Complete the Matrix Questions While Maintaining Reasonable Campus Self Study Progress

The three campus Self Study Chairs met to decide how to accomplish the task of Matrix completion. This was needed to obtain responses in a timely manner, thus facilitating the work of campus Standard Committees. A strategy was adopted by the three Standard Chairs to finish the Matrix questions, and to speed up the response time by developing an on-line based format to be used by the 'functional entities' identified earlier.
E. Completion of All Matrix Questions

The Matrix was completed and sent to all parties. The Master Document, containing 417 questions, was broken into five smaller collections of questions. One set was routed to each of the five groups who have functional responsibility for campus operations: Board of Trustees, District Office, Personnel Commission, District Academic Senate, and all employee Unions. The larger number of detailed questions, and the ending of the school year contributed to a slow response.

F. District Decision to Create Its Own Self Study Document – Late Spring 2000; Completed August 2000

The Chancellor and the District announced their creation of a separate Self Study document for the District Office operations that would:

1. Assist in their efforts to become more efficient and accountable regarding not only ACCJC Accreditation aims, but within their own organizational framework

2. Clear up misunderstandings and better inform the colleges about many issues addressed in the Accreditation process.

3. Develop ‘clearer’ uniform language for the campuses to incorporate into their Self Study documents.

G. The Matrix Functional Responsibility Map Remains Illusive

Identification of campus or District groups who have a responsibility relationship to any of the 10 Standards has been relatively easy. Deciding what that responsibility is, and to what degree it is exercised has proved harder to find consensus. Additionally, determining how to depict these relationships in a format understandable to the reader, has further complicated this process.
H. Interactions and Synergies

By Fall 2000, the efforts of the MCPP leadership resulted in several response documents which have been used in preparing the separate Self Studies. The initial pilot program by the three valley colleges has resulted a new, much appreciated, dynamic.

1. Campus to campus interaction and cooperation has brought mutual benefit.

2. The colleges and the Chancellor recognize the need to engage in a more active dialog about District functions and services as identified in this MCPP effort.

3. There has been a clarification of decentralization and its expected outcomes.

4. New dialog and working relationships with District personnel have been established.

5. A cooperative work dynamic between the District and the colleges has developed.

6. A sharing of Self Studies between the District and colleges.

7. ACCJC better understands the extraordinary complexity of LACCD operations.


2000 - 2001 Self Study Report
### ACCREDITATING COMMISSION for COMMUNITY and JUNIOR COLLEGES
### FUNCTIONAL MAP

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<thead>
<tr>
<th>Standard</th>
<th>Institution</th>
<th>Board</th>
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46
INTRODUCTION TO PIERCE COLLEGE

Los Angeles Pierce College is a public two-year community college situated on 427 acres in the community of Woodland Hills in the western San Fernando Valley. Established in 1947 as an agricultural college, Pierce has evolved along with its community, offering a comprehensive curriculum to its diverse student population of 16,500 students (Fall 2000). Consistent with the “four legs” of the State educational mandate for community college education, students may select from a broad array of educational offerings leading to university transfer, career training, lifelong learning, or precollegiate basic academic skills instruction.

Pierce prides itself on its excellent transfer program, boasting one of the highest transfer rates to public universities of any community college in Southern California. A recent ten-year study published by UCLA indicates that Pierce transfer students graduated with a higher GPA than transfer students from any other regional community college (Doc. DBD.1). Many of these transfer students also elect to earn one of the 43 two-year Associate of Arts or Associate of Science Degrees offered by the College. Many other students come to Pierce to earn an associate degree in a vocational area. For those students interested in shorter-term certification, the College offers 38 vocational Certificates of Completion and 40 Certificates of Achievement.

Pierce also serves the needs of the community by offering a wide variety of noncredit classes through its Community Services Program, special training for welfare recipients and displaced workers, and a variety of athletic, performing arts, and special events.

Whatever their reasons for attending Pierce College, students are helped to reach their educational goals with a wide variety of support services.
SIGNIFICANT CHANGES SINCE THE LAST ACCREDITATION VISIT

District-wide Change

Better Communication and Increased Campus Autonomy

Being part of a multi-college district presents numerous challenges to both District and College operations. During the previous six years, the District has addressed these challenges by making concerted efforts to increase campus autonomy (decentralization) (Doc. DBD.2). A mutual interest in improving communications between the District and campuses is demonstrated by the District/College partnership in ACCJC’s Multi-campus Pilot Project.

Campus Changes

Administrative Stability

The campus has likewise experienced some significant changes. At the time of the last accreditation visit, the College was headed by an acting President and an acting Vice President of Academic Affairs. All administrative positions are now filled by permanent employees.

Stabilized (increasing!) Enrollments

Pierce College, like many California Community Colleges, experienced a surge in student enrollment during the late 1970’s and early 1980’s. However, for most of the last two decades, the College experienced a steady enrollment decline. Last fall, enrollments leveled off and in Fall 2000, the College experienced a 16% increase in enrollment.

Physical Improvements

Several major new projects have been completed that have produced significant benefits to students and campus personnel. All the major buildings and classrooms have been fitted with air conditioning, a new communications system has been installed, and most of the campus has been repainted. Construction of a new Student Services Building that will house Financial Aid, Assessment, the Business Office, and Bookstore operations, to replace an earthquake damaged building, is set to begin in early 2001, as well as the almost total resurfacing of our

Los Angeles Pierce College
largest student parking lot. Over $26 million has been spent on capital outlay and scheduled maintenance projects, including campus air conditioning and painting. All classrooms are receiving new tablet-arm chairs by the end of 2000. The gardening crew has made significant improvements with new landscaping and irrigation projects.

Community Changes

Housing Patterns

The last six years has brought some significant changes to the West San Fernando Valley. As a result of the Northridge earthquake of 1994, the community has undergone some significant shifts. The decline in property values caused by the quake enabled many lower income families to move to the San Fernando Valley. The original dominant white population is now aging, and their grown children have moved to other communities. Local high schools reflect this change, but their policies include bussing in students from higher-density locations to maintain their enrollments. Because these commuter high school students do not live in Pierce's service community, they are less likely to enroll at Pierce after completing high school.

Economics

The community has likewise experienced a shift in its economic base. Agriculture, the mainstay of the West Valley's economy through the 1940's, was replaced by the aerospace industry in the 1950's. "Aerospace is no longer as dominant a portion of the region's economy, but the decrease in defense spending has been replaced by a huge increase in other types of jobs in the computer and technology sector" (San Fernando Valley Almanac 2000) – The Economic Alliance of the San Fernando Valley.

In addition to computer/technology-oriented businesses, nearby Warner Center is the hub for finance and insurance in the West San Fernando Valley. The Valley accounts for one-fifth of the finance and insurance jobs in Los Angeles County (San Fernando Valley Almanac 2000).

2000 - 2001 Self Study Report
As the Valley has changed, College programs have changed to meet local economic needs. New programs in international trade and graphic design have been introduced, and the College is currently restructuring its Agriculture Program.

REGIONAL AND LOCAL DEMOGRAPHIC AND ECONOMIC TRENDS

Like most community colleges, Pierce draws its students from the surrounding community, and the College must respond to the changing goals of its students, as dictated by changing community demographics and the demands of the job market. We need to know who our students and potential students are, what their educational expectations are, what new demands exist in the work environment, and much more.

Changes in the Population of the San Fernando Valley

Outmigration

The population of the San Fernando Valley has declined gradually since 1990. Meanwhile, the population of the north Los Angeles County (Lancaster, Palmdale, Santa Clarita) and Ventura County (to the northwest), has steadily increased (Source: CSUN Service Area Research Project – Population). The result is an outward migration of our potential student base. With State funding models based on an assumption of enrollment growth, Pierce must put concerted and sustained effort into attracting new students.

Ethnic Diversity

(Area ethnic data are based on 1999 Census data, but the College believes they are still relevant. 2000 Census data will be used when available.)

Los Angeles County is one of the most ethnically diverse counties in the United States. A report issued by California State University, Northridge, studied the 1980 to 1990 changes in neighborhood ethnicity in the San Fernando Valley and LA County. They reported the following: [note: ethnic categories are those used by the Census Bureau]
The most significant ethnic change between 1980 and 1990 was the increase of over 1.5 million of those grouped as “Latinos” in both LA and Orange counties. New arrivals, predominantly Mexicans and Central Americans, accounted for much of the increase, but the predominance of young adults of child-bearing age was also a factor. Many San Fernando Valley tracts are a quarter to a half Latino/Hispanic.

There was an increase in the population in the county of those the census groups as “Asians.” In 1990, the Asian population constituted less than 11% of the population of LA but represented a third to a half of the population within many neighborhoods, showing strong cultural connections and social networking within distinct groups. Several San Fernando Valley tracts had 20% or more Asians.

The most evident trend for “African-Americans” was a moving away from traditional Los Angeles neighborhoods, with many moving either out of the county or out of the state during the 1980’s. Most tracts in the San Fernando Valley (and all tracts in the West San Fernando Valley) had fewer than 10% African-Americans.

The only ethnic group that showed a decline in numbers was “Whites.” The decline is attributed to outmigration, a low birth rate, and high average age. In 1990, many neighborhoods of the West San Fernando Valley were over 50% white.

Regional Economy

Los Angeles City and County Occupation Trends

California has recovered from the worst recession in sixty years, but the recovered local economy is not the same as it was prior to the recession. The San Fernando Valley employment landscape has changed: the closing of a major GM plant, the decline of the defense industry, and the move toward corporate downsizing and outsourcing all impact the Valley economic environment.

The UCLA Business Forecasting Project in 1995 projected a bipolar occupational growth pattern for the city and county. In general, it predicts a split between high-end professional and technical jobs and lower-end service jobs. The project identified three factors that will influence an individual's job future:

- education
- job readiness
- job experience

According to the Los Angeles Economic Development Corporation (LAEDC), while Los Angeles County government will continue to be the largest employer in the five-county area surrounding metropolitan Los Angeles, the strongest area of growth will be in motion picture/TV production. This activity will spill over into the real estate industry with several major office buildings slated to start construction to meet demand for space. The aerospace/high-technology industry has been adding jobs in recent years, with Boeing becoming the largest private sector employer.

Community Educational and Training Needs

The Bureau of Labor Statistics corroborates the UCLA Business Forecast, showing that employment will increase in occupations requiring various degrees of education and training. Growth rates over the 1996-2006 period will range from seven percent for occupations generally requiring postsecondary vocational training to 25 percent for occupations requiring a bachelor's degree. All categories that generally require an associate degree or more education are projected to grow faster than average.

Los Angeles Pierce College
According to the March 1998 Employment Review, companies are increasingly hiring recent college graduates with specific skills. Some of the things employers look for include: work-related experience, completion of career-oriented college courses (specific "real world" courses such as accounting, computer programming, or corporate marketing), computer literacy, special circumstances (qualifying factors that show one is highly disciplined, driven, and excellent at time management), realistic expectations, and corporate fit.

Regional Enrollment Trends
There has been much anticipation of "Tidal Wave II," the result of the coming of age of the children of the last population swell. This "baby boom echo" will hit college age in the next few years, making them potential students in California higher education. There have been at least four reports that predict vastly different increases in student enrollments by 2005. Both the California Postsecondary Education Commission and the California Department of Finance predict annual rates of growth of over 2% (2.2% and 2.5% respectively) in the three segments of California public higher education. CPEC and the DOF base their predictions on population data and on the assumption that statewide adult participation rates in higher education will increase from present levels. In a dissenting report, the Legislative Analyst's Office (LAO) sees no support for the assumption of an increase in participation rates. They observe that the percentage of adults attending California's public colleges has declined since 1971. The rate for 18-24 year olds has increased, but the rate for those 25 and older has fallen. The LAO makes its projections based on the current participation rates and project a growth of 0.3% per year, lower than the CPEC and DOF growth rates. The LAO concludes that the growth in statewide enrollment for all segments will be steady and moderate, not of tidal wave proportions.

The report notes that participation rates are affected by many factors, including:

- prior college experience
- academic performance during K-12 schooling

2000 - 2001 Self Study Report
- preference for immediate or deferred income upon high school graduation
- educational attainment and income of parents

**Local factors that influence enrollment projections for planning**

- The population of the San Fernando Valley has decreased slightly, and our enrollment has declined steadily since the early 1980's
- The ethnic composition of the San Fernando Valley has changed dramatically
- The fastest growing communities in the San Fernando Valley are those with lower participation rates in higher education
- We have moved from a community whose needs and backgrounds were more homogenous to a community of more complexity
- There are more educational and job training alternatives than in the past

**PIERCe COLLEGE'S SERVICE AREA**

Pierce College defines its service area as comprising all or parts of the West San Fernando Valley communities of Agoura, Bell Canyon, Calabasas, Canoga Park, Chatsworth, Encino, Granada Hills, Mission Hills, North Hills, Northridge, Porter Ranch, Reseda, Sepulveda, Tarzana, Topanga Canyon, Van Nuys, West Hills, Westlake Village, Winnetka, and Woodland Hills. However, students come to the College from throughout the region, attracted by the College's unique programs. These communities have 184,500 residences and 19,350 businesses (US Postal Service), totaling a population of about 516,600.
CHANGES IN STUDENT BODY CHARACTERISTICS...A 25-YEAR CYCLE OF CHANGE

Student Characteristics

Students are no longer predominantly male, enrolled full time and admitted directly from high school.

Over the past decade, our students' educational and training needs have become increasingly diversified.

Through the 1980's, the vast majority of Pierce students entered college with reasonably strong basic skills. They were 18 to 22 years of age, living at home, dependent on parental support, and attending school full-time. However, recruitment and demographic shifts have brought an influx of diverse students with varying degrees of academic preparedness, including high-risk youths, minority students, welfare parents, unemployed or underemployed adults, immigrants and refugees, and re-entry adults. Seven percent of Pierce College's students enter the College without having earned a high school diploma in the United States. As we begin the new millennium, only 55% of our students are under age 24 and only 25% attend school full time. Increasingly, our students must address both family and job obligations while attending school.

In order to fully identify how the needs of our students have changed, we have compiled and analyzed student characteristics data from several sources, including the District Census file, college enrollment applications, and the Pierce College Annual Information Digest.
# Student and Enrollment Characteristics

**Enrollment: 13,078 (Fall 1999)**

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<th>Age</th>
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<td>24%</td>
<td>Under 6</td>
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<tr>
<td>20 - 24</td>
<td>31%</td>
<td>3%</td>
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<tr>
<td>25 - 29</td>
<td>14%</td>
<td>6-11 Units</td>
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<td>30 - 49</td>
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<td>50 and over</td>
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<td>% of students with high school equivalency</td>
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<td>% not a high school graduate</td>
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<td>% who are concurrent H.S. students</td>
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<tr>
<td>% with an Associate in Arts degree</td>
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<td>% with a BA or higher degree</td>
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Los Angeles Pierce College
During the last 13 years, minority ethnic enrollment has steadily increased at Pierce College. Only 25 years ago, the student body was 91% white – today, we are 57% ethnic minority.

### CHANGES IN ETHNICITY

**UNDUPLICATED ENROLLMENT BY ETHNICITY**

Fall 1975 to Fall 1999

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<tr>
<th>Year</th>
<th>% Asian</th>
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<th>% Hispanic</th>
<th>% White</th>
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<td>2</td>
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<td>91</td>
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<td>9</td>
<td>74</td>
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<td>20</td>
<td>5</td>
<td>20</td>
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<td>1999</td>
<td>19</td>
<td>6</td>
<td>22</td>
<td>43</td>
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Correct %

T=89.5%

Source: Annual Information Digest 1999

---

**Pierce Enjoys a Rich Ethnic Diversity**

Our racial diversity is extended by language and culture. Most of our students speak English, yet information gathered from our college admissions application reveals that 31% of our students’ primary language at home is a language other than English.

**Students’ Primary Language**

By Full-Time Degree-Seeking Students

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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>70%</td>
</tr>
<tr>
<td>Armenian</td>
<td>2%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1%</td>
</tr>
<tr>
<td>Farsi</td>
<td>5%</td>
</tr>
<tr>
<td>Japanese</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2%</td>
</tr>
<tr>
<td>Korean</td>
<td>2%</td>
</tr>
<tr>
<td>Russian</td>
<td>1%</td>
</tr>
<tr>
<td>Spanish</td>
<td>10%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
<tr>
<td>% non-English Homes</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Annual Information Digest 1999

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**2000 - 2001 Self Study Report**
Students Come With Differing Expectations

Pierce College's mandate is to help all students reach their educational goals, but as the characteristics of our student body are changing, so are our students' expectations.

<table>
<thead>
<tr>
<th>Entering Students' Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education 11%</td>
</tr>
<tr>
<td>Vocational/job-related 33%</td>
</tr>
<tr>
<td>Transfer 35%</td>
</tr>
<tr>
<td>Undecided 17%</td>
</tr>
<tr>
<td>Basic skills 4%</td>
</tr>
</tbody>
</table>

Source: Annual Information Digest 1999

Through the 1970's, most students who came to Pierce College were seeking their first two years of university education and were preparing to transfer. Today, our students come to us for a variety of reason, ranging from a desire to upgrade specific job skills to interest in transfer for four-year or graduate degrees. To fulfill these varying aspirations, the College must provide an educational program to meet the needs of our heterogeneous population. Our students must connect with supportive faculty who provide a range of learning opportunities, and be supported by comprehensive student services geared to ensuring student success.

Faculty Characteristics

Faculty are Mature and Experienced

At Pierce College, we recognize the importance of faculty in creating a learning environment with positive student outcomes. The College currently employs 221 full-time and 205 part-time faculty members, 233 classified staff, and 10 certificated administrators. The experience and dedication of Pierce's faculty and classified staff is one of our greatest assets; however, it is also clear that there are substantial differences between the characteristics of our emerging student body and those of their teachers.
Classification, Gender, Ethnicity & Age
Distribution of Pierce College Faculty (Spring 1999)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>Female</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>Male</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>Under 30</td>
<td>0%</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>30-39</td>
<td>6%</td>
</tr>
<tr>
<td>Administrative</td>
<td>40-49</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>50-60</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>60+</td>
<td>27%</td>
</tr>
</tbody>
</table>

THE DEFINING ELEMENTS OF PIERCE COLLEGE

The Agriculture Program

The Agriculture program has continued throughout Pierce’s history to be one of the most defining aspects of the College. More than half of the College’s 427 acres are devoted to the College’s agricultural instructional laboratory (the Farm). While the uniqueness of the Agriculture program has attracted many to the College and garnered considerable community and industry support, others see it as nostalgia for the past. What is clear is that State funding is based on FTES, not acreage, and the Farm, which requires significant financial resources, generates only modest FTES.

Architecture

The College began as part of the Los Angeles Unified School District, separating from the K-12 part of the District in the late 1960’s. Most of the buildings on campus were completed while Pierce was part of LA Unified, and this history is reflected in much of the school’s architectural style that was commonly used in the 1960’s. Despite the notable lack of ivy, the College, however, boasts an open campus with over 2200 trees, large lawns and garden areas, and quiet nooks where students can study.

2000 - 2001 Self Study Report
The Challenges Pierce Faces

The College has benefited from the efforts of the College Researcher, who has provided us with information about our community and the students we serve. Adding to this, the College President and a study conducted in Fall 2000 by an outside research firm on student attitudes about Pierce have also brought the College a better understanding of the challenges we face to enable corrective actions to be taken.

The College President has clearly identified the College's financial condition as the basis for its sustained good health. He has identified specific issues to be address that relate to staffing patterns, the District's budget allocation model, and the need for a College information system to validate District data.

In Fall 1999, a study conducted by Davis Research (Doc. DBD.3) of student attitudes about the College presented three very important findings:

- Student choice of a community college is very similar to a retail decision—it is based on physical appearance and word-of-mouth reputation.
- Pierce has not sold itself, and when students do not hear about the positive attributes, they assume the qualities don't exist.
- Pierce has a reputation of having some faculty that lack sensitivity to student needs.
- The College is addressing all three of these issues, and the impact on the College has been both immediate and significant.

PIERCE'S PLACE IN THE EDUCATIONAL COMMUNITY

Pierce College faces enrollment growth challenges that are shared by other urban community colleges in well-established neighborhoods. Enrollment increases present a special challenge in stable communities that are not experiencing growth of the college-age population. In order to grow, the College has identified new student clienteles and

Los Angeles Pierce College
established new programs and services to meet these students’ needs. An aggressive marketing campaign has been launched to capitalize on the opportunities available to high school students through concurrent enrollment, and to recent immigrants and welfare recipients through State-sponsored job-training programs. Our newest program provides noncredit, short-term courses for the senior population.

We have learned that our students are strongly influenced by aesthetics and appearance; therefore we will devote considerable resources to improving our facilities and grounds. Our students have a voracious appetite for technological tools and computer instruction, so we are expanding our computer labs, and continually updating our computer instructional program. Many of our students also come to us with significant academic skills deficits. Therefore, additional resources are being directed towards basic skills classes. There is clearly stated community interest in agricultural education, and our agriculture curriculum is being updated to address current community interests and educational needs. Likewise, the mapping of the human genome has fostered strong growth in the biological sciences. And our Life Science department is adding courses to address emerging interest in genetic analysis. During the next six years, Pierce College will continue to capitalize on the strategic advantage of its strong university transfer program and will make special efforts to improve educational quality and accountability to ensure student success.
SUPPORTING DOCUMENTS

DBD 1  UCLA Office of Academic Planning and Budget - Report on Successful Performance of Transfers

DBD 2  LACCD Board of Trustees "Decentralization Perspectives" December 15, 1999

DBD 3  Davis Research Report for Pierce College
1. **It is recommended that by the end of the 1995-96 academic year, the College review its Master Plan goals and objectives to establish priorities and to develop an action plan of activities that includes measurable goals and activities that are tied to timelines, with specific reference to individuals and/or groups responsible for carrying out the plans.**

The Pierce College 1997 Educational Master Plan reviewed College goals and objectives, developed timelines, and assigned responsibility to specific individuals. This document has been incorporated into our current master planning efforts. In the Spring of 1999, the College began its current Master Plan process, which is establishing and developing prioritized goals and objectives for the College. This Master Plan has several components: the Educational Master Plan, Facilities Master Plan, Technology Plan, and a Financial Strategy supporting these plans. A copy of this Master Plan is attached (Doc. PR 1).

In 1999, the College President developed goals for the academic year. These goals were used as part of his evaluation process. During the Spring of 2000, the President used his 1999 goals as a basis for developing a set of goals for the 2000-2001 academic year. Each of the College Vice Presidents has generated a set of goals with measurable outcomes (Doc. PR 2). The Vice Presidents have communicated these goals to their deans and program managers and have requested that all departments and disciplines establish their own goals and objectives for the 2000-2001 academic year. These goals will reflect activities that support the College goals for the year (Doc. PR 3), and be presented in late Fall 2000 to the Pierce College Council for inclusion into the College Strategic Plan.

2. **It is recommended that by December 31, 1995, the College identify academic and student service programs for evaluation and complete the informal review by the end of the 1998-99 academic year**
Since the last accreditation comprehensive visit, all instructional departments and student services units have undergone Program Review. In the Spring 2000 semester, the review process was expanded to include two nondepartmental instructional programs involving special groups of students, Honors and PACE. For subsequent rounds of Program Reviews, more streamlined processes were developed that involve updates on the response of each department or unit to previous recommendations and the setting of goals for the next year. In the Fall 2000 semester, the early participants in the Program Review processes completed a second round of reviews.

3. It is recommended that the College form an enrollment management and scheduling committee that, beginning with the Fall 1996 semester, will be responsible for planning, coordinating, and making recommendations regarding enrollment management, scheduling, and curriculum balance, as well as assisting the College with the setting of FTES, WSCH, and WSCH/FTES targets.

District database and other data resources relating to enrollment management are developed by the District Office and provided to the colleges for their analysis in addition to our own studies. Planning and resource allocation are assumed to be the responsibility of each individual college with District Office staff available for technical consultation and assistance.

The Office of Academic Affairs and Student Services has begun the process of developing an Enrollment Management Plan. The 1999-2000 enrollment plan has generated a 16% increase in student enrollment to 16,500 students for the 2000-2001 school year. The Full Time Equivalent Student (FTES) for the 1999-2000 school year was 9,200 FTES. The estimated projection for the 2000-2001 school year is over 11,000 FTES. This shows our plans are making a real impact on enrollment growth for the College. The components of the 2000-2001 enrollment management plan are:
a. Setting targets of FTES, FTEF, and WSCH/FTE

The Office of Academic Affairs and the Senior Staff have established FTES targets for all departments and disciplines. The targets were set by reviewing the vitality of the programs, student demand, and available staff and rooms. New institutional research reports were generated to help evaluate and set target numbers. The College, through shared governance, established a percentage number for growth, and a 75/25 full-time/part-time faculty ratio will be closely monitored. With the increase in hourly faculty, the full-time/part-time ratio dropped from 83% full-time teaching/17% part-time teaching to 76% full-time and 24% part-time instruction.

b. Implement a new calendar

In the Fall of 2000, Pierce College implemented a new academic calendar. The Pierce Plan (Doc. PR 4) consists of a 15-week fall semester, a five-week winter intersession, a 15-week spring semester, and two five-week summer sessions. The change in calendar was done to address the needs and of our students. The Fall 1999 to Fall 2000 data show an increase of 2000 students and an increase of 20% in FTES.

c. Review scheduling patterns

The Office of Academic Affairs reviews with the department chairs the scheduling patterns for their department disciplines on a semester basis. The new 15 week semester, five-week winter intersession and two five-week summer sessions require a much more sophisticated management of class offerings.

Standby lists, program and discipline goals, and Program Review documents are used in establishing the schedule of classes and an increased allocation in hourly assignments when positive enrollment trends are established.
d. Monitor student support services involved in Matriculation process

Because of changes in calendar, the new winter intersession, and increase in enrollment, services such as admissions, assessment, and counseling are being carefully monitored to ensure that the process is streamlined for new students.

e. Enhance programs through Program Review (Doc. PR 5)

All programs and disciplines are setting yearly measurable goals that support their Program Review. These goals help formulate the Educational Master Plan and keep the programs and disciplines current. Course outlines are reviewed by the disciplines on a yearly schedule to help meet the department/discipline goals and are submitted to the Curriculum Committee for approval.

f. Review of student hours accounting procedures for laboratory classes

All support laboratories, i.e., CSIT, computer applications, music, business, and biology are being reviewed to see if more FTES can be generated by the laboratories. Presently, the labs are not collecting credit WSCH. New course outlines addressing hours "to-be-arranged" in these disciplines will pass their curricular and course outline updates through the curriculum process.

g. Review demographic information and student trends

For our campus to remain current with its community, demographics are reviewed regularly. The Office of Institutional Research, working with Academic Affairs, is given the task of collecting the information and convening a campus group to review student trends (Doc. PR 6). Recommendations and suggestions will be passed on to the departments/disciplines and the Pierce College Council for action. The expansion of the Office of Institutional Research is being planned.

Los Angeles Pierce College
h. Enhance marketing efforts for prospective students

The College has implemented an expanded and updated marketing plan summary for Pierce College (Doc. PR 7). The Director of Marketing and Public Relations developed a campaign focusing on “Pierce College as the Smart Choice,” which included letters, brochures, radio and television ads. The Director also developed relationships with the local newspapers. The Pierce website <www.piercecollege.com> now has an access icon which allows students, community members, and the media to have instant access to updated information about our planning processes, events and activities, special programs, and other news items. In Fall 2000, the College received a 34% increase in approved applications for international students, which resulted in a 28% increase in student enrollment compared to Fall 1999.

The College has taken the following actions in recruitment and marketing:

- Delivered advertising brochures (the abbreviated schedule) to 248,000 homes through direct mail prior to each semester. Approximate cost to College: $30,000 three times a year for a total cost of $90,000.
- Expanded mailings to continuing, returning, and new students with specific targeting of former students with BA degrees.
- Expanded advertising of the credit program through the noncredit program.
- Expanded concurrent enrollment activities with seven local high schools.
- Authorized a community needs assessment to identify potential sources of community support and issues that negatively impacted College fund raising ability done in 1997.
 Implemented articulation discussions with 15 local private four-year institutions with a goal of acceptance of IGETC as full completion of students’ GE pattern.

 Redesigned high school early admission materials to upgrade image.

 Implemented an ad campaign in L.A. Weekly in Fall 1999.

 Summer sessions recruitment through ads at UCLA in Daily Bruin and CSUN Sundial in Summer 1999.

 Hired a full-time faculty member on instructor special assignment for marketing.

### i. High school recruitment plan

Pierce College hired a Coordinator of High School Relations last year to expand the recruitment effort in 20 feeder high schools. With a team of seven outreach representatives, she achieved a dramatic increase in student applications and will continue this year to expand our contact with high school students. In Fall 2000, we saw a 24% increase in applications, and a 19% increase in new high school students enrolling at Pierce compared to Fall 1999.

### j. High school concurrent enrollment program

The Office of Academic Affairs recently hired a high school academic and vocational program coordinator. This person is responsible for interfacing with the academic and vocational high school programs and linking these programs to Pierce College disciplines. These partnerships will include specialized programs such as teacher prep, science magnet, agriculture academy, and fast track honors.

Satellite Centers, offering afternoon and evening classes, have been established at Enriched Curriculum Centers in the following high schools: Canoga Park, Cleveland, Chatsworth, El Camino, Reseda, Sherman Oaks Center for Enriched Curriculum Studies (located in Tarzana), and Taft.

*Los Angeles Pierce College*
Additionally:

- Twenty three classes of liberal arts and technical-vocational studies are currently providing better service to students and members of the community.
- Six additional high schools have been contacted with a view toward expanding the Academic Outreach Program; the Spring 2001 offerings have been increased to forty classes.
- Academic Outreach has been consolidated with the hiring of a .5 position of Academic Outreach Coordinator.
- Academic Outreach is now linking together with other outreach programs and their directors, including High School Relations, Fast Track, TAP Honors Program, “Teacher and Reading Development Partnerships” Grant Program, Tech Prep, and PACE.
- Participant Enriched Curriculum Centers are eager to expand the academic offerings and have introduced creative and innovative processes designed to accomplish this expansion. The Sherman Oaks Center has been awarded a grant to bus students roundtrip to Pierce College in the late afternoon to attend six of their Academic Outreach classes on the Pierce campus.
- Pierce College professors have found these heterogeneous classes of high school students, Pierce College students, and members of the community to be an excellent mix with the additional social benefit of creating dialogue and interactive understanding of the diverse age group participants.
Pierce anticipates a significant expansion of high school participants and class offerings, together with an increase in the number of enrolled high school students and community residents, by the next academic year.

k. Basic skills and remedial programs

Pierce College serves a diverse population. To enhance student success, the College is developing a more comprehensive basic skills and remedial program. The premise is to help student retention and student success through tutorial programs and meet the English and Math needs of our students. Pierce College is enhancing its community outreach to community-based organizations. These organizations have ties to different segments of the ethnic community that are in our educational service area. Pierce College has begun to support and service these groups with information about the College (workshops on financial aid, support services, general counseling) and classes (Personal Development, ESL, remedial Math). The Offices of Academic Affairs and Student Services have developed a team of faculty and staff that provide requested services. The first organization to receive this interaction is BASE (Basic Adult Spanish Educators), whose mission is "to educate poverty level adult Hispanics and enable them to enter the job market at a dignified level." The next organization is the Guadalupe Center. Then the College will focus on some large religious organizations. The College will develop remedial and ESL classes for these community based organizations to help bridge the educational gap between the College and these students.

I. Retention of current students

The Office of Academic Affairs generates end of the semester class retention reports. This report shows enrollment at the first day, end of first week, census day, twelfth week, end of semester, and positive (grade of 'C' or better) outcomes. This information is given to each
department chair for review and reaction with departmental faculty. The retention data will also be used in the evaluation process of both full-time and hourly faculty.

m. Expand special programs

The College is expanding its different offerings to align itself with student demand. The PACE program, for focused and motivated students, is offering more classes at company sites for student convenience. The Master Plan calls for developing partnerships in the horticulture, agriculture, and veterinarian disciplines. A recruitment plan has been implemented to attract more international students to the Pierce campus. The College has just developed a senior education program that offers classes of Personal Finance, Using the Internet, and Music Appreciation (Doc. PR 8).

n. Forge new business partnerships with educational disciplines.

The College is working with business groups to establish better communications with local industry, i.e., the Valley Industry and Commerce Association and the Economic Alliance of the San Fernando Valley. The vitality of Pierce College's vocational/occupational programs is dependent on the integration of local business and partnerships to help build and expand our workforce development programs. The College attends the monthly Education Task Force meetings for both organizations.

o. Establish new initiatives with four-year institutions.

The College is in discussion with CSUN, UCLA, and USC on collaborative programs. A transfer admissions guarantee program was initiated with CSUN, along with an Instant Admissions Day. A Fast-Track Honors program has begun with cooperation from UCLA and USC. A major State Grant was received to begin a teacher preparation program with CSUN.

2000 - 2001 Self Study Report
p. College improvement in FTES.

The College is offering a winter intersession that will provide additional class offerings for students and additional FTES to the College. Also the College is expanding both of its summer sessions by 6% to 10%. This will provide additional growth FTES for the College.

q. Expanded and made summer school more flexible

The College offers two consecutive summer sessions, to provide the needed flexibility to capture different student populations. Since 1996, the College has expanded its summer school offerings by 231%, increasing from 94 classes in Summer 1996 to 217 in Summer 2000 (Doc. PR 9).

4. It is recommended that the College reconvene its Technology Learning Round Table Task Force by the end of the Fall 1995 term, and assign it the initial task of developing a computing and technology master plan, to be completed by the end of the Spring 1996 term.

The 1993-1994 Accreditation Self Study identified a planning agenda under the Institutional Effectiveness Standard that called for the implementation of a management information system by October 1996.

In response to this planning agenda, the College has created committees and task forces aimed at improving College technologies and to do the work previously assigned to the Technology Learning Round Table Task Force. As a result of these efforts, the College introduced The Pierce College Technology Plan in 1997 that summarized many of the previously discussed plans and policies in a single document. Combined, these planning efforts resulted in significant technology developments, including:

   a) Installation of fiber optics for most College locations
   b) Expanded network capabilities
   c) Expanded student computing capabilities including additional computers in the Learning Resource Center, the Math Lab, and the Computer Science Department

Los Angeles Pierce College
d) Introduction of web-based services for students with online registration capabilities

e) Creation of a Student Assistance Center with three (3) computers

f) A comprehensive College web page

g) Campus-wide email, Microsoft Office, and other computer applications

h) Improvements to the Faculty Support Center including updated computers and peripherals, web services and campus network access

i) Expanded faculty computing capabilities

j) Introduction of financial aid computer systems

k) Installation of a new state-of-the-art automated telephone system

l) Expanded and improved laboratory computing

In June 2000, the Vice President of Administrative Services formed the Technology Task Force to explore and discuss all aspects of College technologies. Task force members include the Vice Presidents of Administrative Services, Academic Affairs, and Student Services; leaders of the Pierce College Council, AFT Faculty Guild, Academic Senate, and Departmental Council; the Information Technologies Senior Microcomputer Systems Specialist and two Microcomputer Systems Specialists; the College Webmaster; the former director of Information Technologies; the Director of Staff Development; and the faculty member responsible for distance learning.

The Technology Task Force is focusing on future improvements to academic, faculty, and campus-wide information and technologies. Members have reviewed the technology-related responsibilities of divisions
and departments and are in the process of developing recommendations for improving campus technologies, reporting relationships, and communications.

The Technology Task Force is currently developing the 2001 Pierce College Technology Plan (Doc. PR 10) focusing on three major types of College information technologies: campus-wide technologies; academic, student, and faculty technologies; and student services and administrative technologies. The initial plan will be published in January 2001, for review by College organizations and external technology experts.

Task force members understand the importance technologies will play in the future of the College, and the need for effective computers and classroom technologies. It is already exploring the latest alternatives such as wireless technology in order to best serve College classrooms and laboratories.

5. It is recommended that Pierce College seriously look at its graduation requirements, including both developing and implementing general education criteria consistent with Title 5 guidelines for degree-applicable courses, by January 1996.

In Fall 1996 the College Curriculum Committee established three teams according to academic discipline area that reviewed general education courses for any apparent deviations from Title 5 requirements. Departments were invited to submit justifications when necessary and to submit courses not yet included that would seem to fit Title 5 requirements. The Curriculum Committee has incorporated these changes into the 1997-98 College Catalog.

6. It is recommended that the local Curriculum Committee Handbook be completed and widely disseminated by January 1996.

The Curriculum Committee Handbook (Doc. PR 11) is complete, is in use by the Curriculum Committee, and is available online.
7. It is recommended that by Fall 1996, the College strengthen its commitment to provide education extending beyond the transfer courses, such as basic skills, vocational programs, and certificates, JTPA, GAIN, SBAC, School to Work, and Tech Prep.

The Vice President of Academic Affairs has reorganized Academic Affairs to better serve the needs of vocational and occupational training (see College organization chart p. 32). In the past, special program areas were spread across several deans and now are consolidated under one dean.

The College will hire a professional grant writer in the 2000-2001-academic year. Plans are being drafted to search for grants and contract education opportunities. A partnership has been established between Pierce College, Mission College, Valley College, Glendale College, and the Economic Alliance of the San Fernando Valley. This alliance will promote more contract education with local business and industry.

The College is also funding a District grant writer, Dr. John Rude, to help generate specific grants for disciplines and activity areas in our Agriculture Department. The Undersecretary of Agriculture for the United States visited the campus in late summer 2000. She offered to fly a person back to Washington, D.C. to work with her staff on potential grants for the College. The College has funded Dr. Rude to travel to Washington, D.C. to evaluate potential grants for Pierce College.

Pierce College was awarded the Teacher and Reading Development Partnership Grant (Doc. PR 12) and is developing a program that encourages students to pursue a career in teaching by affording them preservice tutor training and tutor experience. Pierce is developing a partnership with Cal State University Northridge, to open new pathways to a baccalaureate degree and teaching credential in a four-year time period, and to assist elementary pupils in developing improved reading skills. We currently have 107 students participating in the tutor training program and hope that the majority of them will be tutoring at nearby elementary schools. We have also developed a seamless pathway to
credentialing with Cal State University Northridge, which will afford the students the opportunity to take two 300-level education courses while they are attending community college.

Pierce College has developed formal programs with the LAUSD Adult Education Center (West Valley Occupational Center) across the street from the College. Their students can matriculate from their classes into several of our programs such as Child Development, Computer Applications, and Office Management. The College has established a conflict resolution center on campus with the California Department of Motor Vehicles.

Unite L.A., a high school tech prep partnership, has been initiated to help the College direct students into specific academic and vocational programs.

The College is just beginning to organize a contract education group working with L. A. Valley College. We will participate in a training program for Krispy Kreme Donut franchises.

Pierce College serves a diverse population. To enhance student success, the College is developing a more comprehensive basic skills and remedial program. The premise is to help student retention and student success through tutorial programs and fulfill the English and Math needs of our students. Pierce College is enhancing its community outreach to community-based organizations. These organizations have ties to different segments of the ethnic community in our educational service area. Pierce College has begun to support and serve these groups with information about the College (workshops on financial aid, support services, general counseling) and classes (Personal Development, ESL, remedial Math). The Offices of Academic Affairs and Student Services have developed a team of faculty and staff that provide requested services. The first organization to receive this interaction is BASE (Basic Adult Spanish Educators), whose mission is "to educate poverty level adult Hispanics and enable them to enter the job market at a dignified
level.” The next organization is the Guadalupe Center. Then the College will focus on some large religious organizations. The College will develop remedial and ESL classes for these community-based organizations.

The College purchased 20 SUN workstations to begin offering SUN certified classes.

The Chemistry Department has developed a new program where prominent Caltech scientists spend the day at Pierce College and communicate with faculty and staff. At the end of the day, the scientists will address a large group of interested students. The Chemistry Department has also established a relationship with the Jet Propulsion Laboratory (JPL), where Pierce students can work in the summer as interns. Also, JPL has donated a number of scientific computers to the Chemistry Department.

8. **It is recommended that by Fall 1996, the needs of the growing population of ESL and underprepared students be reflected in the curricular offerings and support services of the College.**

Support for the ESL population begins with recruitment in the high schools and at community based organizations utilizing the College’s bilingual recruiters. Admission applications are available in the following languages: Farsi, Japanese, Spanish, and Vietnamese. After applying, and as new students are processed through the matriculation process, they are screened for assessment tests based on their language background. Bilingual counselors are also available at the College.

Low-income students who are either ESL and/or underprepared, and therefore score low on assessment tests, may be eligible for the Extended Opportunity Programs and Services (EOPS) program. EOPS offers them special tutoring, counseling, and financial assistance. EOPS is a comprehensive program that tracks at-risk students and provides appropriate interventions. To demonstrate its commitment to the large Hispanic community in our service area, the administration is in the process of hiring an associate dean who will have responsibility for the EOPS program and will be the College liaison to the Spanish-speaking
population that we serve. This administrator will design programs that interact with community-based organizations like BASE and the Guadalupe Center.

The needs of the growing population of ESL and underrepresented students are reflected in the curricular offerings and support services of the College. The English Department has added many lower level ESL courses and various short-term classes that are offered at diverse times. In Fall 2000, a weekend ESL class was offered. There has been increasing enrollment in a new intensive ESL program that was developed to meet the needs of this special population of students. Each semester, these programs are evaluated, utilizing a norming method, by the English Department ESL faculty and the Director of Assessment. The need for these programs is continually assessed.

Additionally, classes are offered by the Speech Department, GAIN, EOPS, and the Learning Center. The Writing Lab provides tutoring and computer-assisted instruction in the fundamentals of grammar and essay writing for native and non-native English speakers.

Community Services offers 6-week, 2-hours “English for the Foreign Born” classes on a quarterly basis. The classes include:

- **English for the Foreign Born – Beginning**: daily communication, skills for stores, banks, restaurants, etc.
- **English for the Foreign Born – Intermediate**: grammar, writing, reading short stories, conversation, basic American idioms
- **English for the Foreign Born - Intermediate/Advanced**: oral communication, pronunciation
- **English for the Foreign Born – Advanced**: American slang, idioms
- **Accent Reduction**: Improve spoken English, recognition of “errors,” develop new speech habits

Los Angeles Pierce College
9. It is recommended that the Chancellor and the Board of Trustees consider again increasing of the student health fee to the $70 maximum permitted by the Ed Code.

An outside evaluation was conducted in 1997 by the Health Services Association, California Community Colleges for all Health Services operations in the LACCD. Their recommendation was that the Board approve the $11 health fee (increased from $10 through COLA), which the Board passed in the Fall 1997 semester and implemented the next year. The increased fee enabled the College to hire a licensed clinical psychologist for ten hours per week. Existing Health Center staff include a full-time nurse, a full-time medical office assistant, a nurse practitioner at 20 hours per week, and a physician at five hours per week and on call during operating hours. Plans also include expanding the facilities of the Health Center to ensure adequate privacy and appropriate storage of materials, while enhancing student health services.

10. It is recommended that the College develop a faculty hiring manual with a set of criteria related to teaching effectiveness such as a teaching demonstration and/or a portfolio review.

This recommendation was based on a planning agenda item from the 1994 Self Study, where the concept was described as a compendium of successful hiring techniques solicited from various departments. The President of the Pierce Academic Senate compiled submissions from department chairs, had the material reviewed by the Compliance and Affirmative Action Officers and published in the Guidelines For Hiring New Faculty Members in March 1997 (Doc. PR 13). The manual was made available to department chairs in electronic form or hard copy. It is neither a policy statement nor a mandatory process. It is a set of suggestions based on successful practices of experienced department chairs.

A useful companion manual for the College guide is the District Academic Senate's Faculty Handbook About Faculty Hiring, Spring 1997 (Doc. PR 14), prepared by the Educational Policies and Advisory Committee.
Contained here are official Board Rules concerning faculty hiring, a definition of minimum qualifications, and the equivalence policy for faculty qualifications.

11. It is recommended that the District develop a process which allows the College to incorporate local requirements in position announcements when advertising for open positions.

Blair Sillers, Executive Assistant to the Chancellor, informed the College that both the Personnel Operations office (academic positions) and the Personnel Commission (classified positions) have historically permitted college advertising to incorporate local requirements, but the actual process is not common knowledge. Therefore, both offices will publish an “advertising” process document to improve awareness.

12. The team recommends that the College develop and implement a comprehensive plan for staffing, space utilization, and the acquisition, maintenance, and replacement of equipment for the effective delivery of services in the Library, The Learning Center, the Media Center, the Math Lab, the Writing Lab, and the Faculty Support Center.

The College, through its Leadership Group (see College organization chart p. 31), is developing a comprehensive staffing plan. With the enrollment growth of 2000 students from Fall 1999 to Fall 2000 and the increase in FTES of 20%, the College will expand services to meet the students’ needs. The number of students being supported by tutoring services has increased 25% in five years. The 1997 Pierce College Technology Plan includes goals to “prepare graduates to use the tools of the Information Age,” and “to enable and assist instructors in the knowledge and skills in the use of educational technology.” This plan provided for enhancements in multimedia, specialized computer labs, the Learning Center, and the library. Many of the goals outlined have been achieved.
In Summer 2000, the Vice President of Administrative Services formed the Technology Task Force, comprised of the Vice Presidents, campus leaders, and members of the various technical staffs. This task force is developing a Pierce College Technology Plan focusing on academic, student, and faculty technologies; campus-wide technologies; and student services and administrative technologies. This new plan will include recommendations for staffing, space utilization, and the acquisition, maintenance, and replacement of equipment. It will provide a consistent basis for the budgeting and management of College technologies.

The current status of College technology resources include:

a) The library, funded by a combination of College general funds, Block Grants, and TTIP funds. Access to periodicals through online access has increased, and the District automation project is in progress. Online catalog and circulation are in place. In 1999, the College hired a new librarian (one of only two permanent hires made in 1999-2000), indicating the College's commitment to library services. The new librarian has a strong technology background, experience with different research databases and a high energy for innovative ways of using a library.

b) The Learning Center, centrally located with a full time director and staff. The Supplemental Instruction Program is now under the direction of the Learning Center, having been administered previously by Matriculation. A plan is being developed to ensure that the Learning Resource Center has the required software applications to properly support College educational programs.

c) Funding for Media Center staffing, equipment, maintenance, and operations are provided by the College general fund, TTIP and Block Grants. Older audiovisual equipment is being phased out and
replaced by new multimedia carts, televisions, and video recorders. The Information Technology Department operates the Media Center.

d) The Distance Education-Teleconferencing Center is being refurbished for use by faculty and staff. The center will have a teleconferencing interactive system, a computer cart with display and Internet connection, satellite downlink capabilities, and a conference table for twenty people.

e) The Math Lab moved to a new location in 1999. Faculty members rotate as supervisors in the Math Lab. Math Lab tutors are required to take a one-unit course provided by the Learning Center to acquire tutoring skills. A plan is being developed to better serve our math students. The President has proposed that one of the College’s six new hires in 2000-2001 be a new classified Math Lab employee.

f) The Writing Lab now occupies a larger room on the ground floor of the Library with more computers.

g) The Faculty Support Center is located in two adjacent rooms on the ground floor of the Library building. State block grant funding provides equipment. The Information Technology Department provides repairs, maintenance, and support services.

h) The 20/20 Lab is located on the ground floor of the Library. This multi-use lab provides facilities for student computing, GIS programs, graphic arts, multimedia studies, and Internet classes. Equipment is provided using State block grant funds. The Information Technology Department provides staff support, repairs, and maintenance.
13. In order to meet DWP deadlines for energy conservation incentives, it is recommended that the District immediately facilitate the rapid implementation of the energy conservation proposals the College has formulated.

The College has been implementing the proposals and will complete them by July 2000. Classroom ceilings have been lowered, energy efficient lighting installed, and automatic light switching placed. A new heating and air-conditioning plant has been brought online. All air ducts have been cleaned.

14. No later than the deadline established by FEMA, it is recommended that the District commit in writing to match the FEMA offer to provide 80% of the cost for replacement buildings.

In November of 1998, FEMA agreed to partially fund the demolition and replacement of the Modern Language Building, Business Offices, and Bookstore. FEMA will provide $2,543,023, with the balance to be paid from Bookstore funds and a District loan. Relocation of classrooms, labs, and offices began in Spring 2000. Demolition will begin in early 2001, with completion of the project is expected by Summer 2002.

15. It is recommended that the College complete implementation of the physical resources and campus development strategy #5 in the 1993 Master Plan using appropriate campus involvement with an intent to support the educational program and create a revenue stream for the College.

Since the 1995 visit, and in spite of difficult financial times, the College has completed many capital construction projects. Phase one of the air-conditioning project has been completed, which means that virtually all classrooms and offices on the north side of the mall have been air-conditioned. In addition, the College has received State Capital Outlay money to air condition the remainder of the campus within the next 12 months. Besides the air-conditioning project, the College has also installed a new telecommunication infrastructure including a new telephone system and a new fiber optic “backbone” for the College. Finally, the College
has completed a number of smaller projects that include an architectural barrier removal project, the installation of a new irrigation system, and numerous scheduled maintenance projects.

Furthermore, following the last accreditation visit in 1995, the College dutifully continued the evolution of the Educational Master Plan that led to the adoption of a revised Educational Master Plan in 1997. That document is important because it has served as the institutional rudder during the tumultuous times of the last six years. Even though the Plan provided that stability (and still provides the operating framework for the institution), the College continues to refine the Plan—most notably through the integration of Program Review outcomes into the plan and the attempt to link budget augmentation (equipment, new faculty positions, discretionary fund supplements) to those plans. The College has also attempted to wrap all planning efforts with an annual Strategic Plan that delineates very specific goals and objectives. Each goal and objective is tied to the Educational Master Plan and is vertically integrated in the organization (President to Vice Presidents, Vice Presidents to Deans, etc.). Finally, each person has a set of goals and objectives, and each goal has a designated responsible person. In the case of managers and administrators, performance towards completion of the goals will be a cornerstone of their annual evaluation.

Understanding the planning environment at the College is an important element in evaluating the Facility Master Plan process. Once the College had completed the revision of the Educational Master Plan in 1997, an effort was begun to develop a Facilities Master Plan. Through a competitive selection process, the combined consultants of TDM and Sasaki Associates was selected on September 3, 1997. The efforts of documenting the state of existing facilities and the visionary process was begun and completed. Unfortunately, concurrent with all of these efforts was the continuation of the financial crisis at the institution. Enrollment continued to decline and the College faced financial difficulties. As a result, College leaders decided to suspend the Facilities Master Plan process in 1998 and conduct an RFP process on land-use alternatives for the portion of campus west of Mason (approximately 200 acres)
that would generate income for the College. At the completion of the process, the Pierce College Council recommended to the Board of Trustees to select the proposal, which would essentially revamp the current Horticulture area with new facilities to accommodate the entire Agriculture Science program and convert the 200 acres west of Mason to a "PGA-level" golf course. The recommendation was extremely controversial both within the College and within the community and generated an air of conflict.

While the Board of Trustees was deliberating on this recommendation, two notable organizational changes occurred—the District chose a new Chancellor and Pierce College chose a new President. It was recommended that it would be inappropriate to proceed with a land use issue of this magnitude without the completion of the Facilities Master Plan. Furthermore, it was also recommended that the College needed to find operating solutions to solve the operating income problems instead of using land use leases as the cure for an operating shortfall. Accordingly, the Board of Trustees rejected all proposals in the RFP process and the Facility Master Plan team was reassembled, augmented and given the charge to complete the plan prior to December 31, 2000. The College also began a program to solve the enrollment problem so that additional income would be generated through enrollment growth in the 2000-2001 academic year and further worked to reduce operating expenditures, including the reduction of faculty staffing ratios down to the 75/25 state guideline by Fall 2000.

With this history in place, and using the existing Educational Master Plan as the guide, the College resumed the Facility Master Plan process. It was clear from a review of the conflicts within the land-use RFP process that there was not a clear institutional understanding of the goals of an education program in agriculture in the San Fernando Valley at the beginning of the 21st century. Therefore, through the support of the Ralph M. Parsons Foundation and the Kellogg Foundation, the College conducted three agriculture symposia (December 3, 1999, February 5, 2000, and March 3, 2000) to attempt to answer this question. The symposia involved all of the faculty from the Agriculture Department,
selected faculty from the sciences, the Senior Staff of the College, representatives from universities with active agriculture programs (particularly U.C. Davis and Cal Poly Pomona), representatives from other community colleges, industry representatives (growers, distributors, nursery, seed producers, equestrian, veterinary, etc.), related community agencies (Tree People, Department of Agriculture, etc.), LAUSD representatives, and interested community activists. Along with the additional work of the Agriculture Department faculty, it was determined that there was a valuable place for agriculture in the Pierce College educational program. The agricultural goals, with their Facility Master Plan impact, were delineated.

Shortly thereafter, after reviewing and updating the previous efforts of the Facility Master Plan, on March 30, 2000, the College hosted a meeting for the community to help determine the structure and purpose of the current effort. Besides notifications in newspapers, notices were also sent to the 10,000 people residing in closest proximity to the College. The result of the effort was the adoption of a set of Master Plan goals and objectives.

From the middle of April through the middle of August, the Facility Master Plan Committee (the President, the Vice Presidents, the Academic Senate President, the President of both the faculty and classified AFT chapters, the President of the Pierce College Council, the ASO President, and all of the paid consultants) worked on developing three Facility Master Plan options. To do so required the delineation of the critical support elements (operating assumptions, projected enrollments, corresponding ASF needs, proposed public-private partnerships, modernization requirements, etc.) and general design elements. These three options were presented and explained to on-campus groups (faculty, staff, and students), numerous community groups (chambers of commerce, homeowners associations, newspaper editorial boards, elected officials, etc.) and presented once again in a large public meeting on September 21. The comments from

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those presentations were used to prepare a recommended Facility Master Plan. It was presented to the Pierce College Council on October 24 (where the preferred alternative was unanimously approved), available to the public for review during the month of November, and presented to the Board of Trustees for adoption on December 6.

Hopefully, the current effort will result in a Board of Trustees adoption and finally bring some resolution to the land use debate that has lasted for 40 years at the College. Once the Master Plan has been adopted by the Board of Trustees, the College will begin implementation of the plan. In particular, the implementation will include a campus-wide EIR, solicitation of potential partners through an RFP process, pursuit of any necessary zoning changes or planning issues with the City of Los Angeles, and the arrangement for financing the different elements of the plan.

16. **No later than July 1, 1996, it is recommended that the College establish, implement, and maintain effective college-wide injury and illness prevention plus hazardous materials programs.**

The College has completed and implemented an Injury and Illness Prevention Program (Doc. PR 15). Through the current October 1998 program, the College has these four separate hazardous materials program areas:

1) Hazardous Chemical Control
2) Blood Borne Pathogens Exposure Control
3) Medical Waste and Needle Control
4) Formaldehyde Exposure Control

A consequence of being in a multi-college district is that this function is now effectively administered and monitored by the District Occupational Safety and Health Office.

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17. It is recommended that the District develop a new budget allocation model in consultation with the College that provides the following:

   a. budget stability which considers the State budget allocation model that community college districts receive.
   b. minimum annual levels of funding that meet continuing and basic needs of Pierce College.
   c. financial incentives that support the College's efforts to increase productivity and control costs.

In response to a and b, the District began a new budget allocation model with its college decentralization plan in the 1998-1999 fiscal year that provided funding to all colleges with the requirement the College not exceed its budget. The District ended that year with a $23.9 million surplus (Doc. PR 16). Pierce College carefully allocated its budget and was able to end its 1998-1999 fiscal year with a surplus of 1.3 million dollars. Following District policy, the surplus was carried over to Pierce College's 1999-2000 budget model. The College ended the 1999-2000 year with a $2.1 million surplus (Doc. PR 17). The 1999-2000, as well as 2000-2001 fiscal budget included increased funding for Pierce College for the COLA, Partnership for Excellence program, student growth funds, and basic skills program advances. In response to c, the cost control procedures employed in 1998-1999 resulted in a 10% reduction of expenditure costs per FTES for that fiscal year. The College financial incentives within the District allocation model include meeting its student growth requirement to keep its associated growth funds and providing adequate basic skills classes to keep its basic skills advances.

18. It is also recommended that the College take greater responsibility for improving its own financial stability by increasing its own productivity, controlling its own costs, pursuing external sources of funding, and moving forward with its land, facility, and asset management proposals through joint ventures and partnerships.
a. Enrollment Building Measures

Ever since the onset of the enrollment decline in the 1980's, the College has been concerned about the financial consequences of a continually shrinking enrollment. As a result, from time to time there were efforts to stem the tide. However, in the summer of 1999, the issue of increasing enrollment took on new importance. With the rejection of all proposals in the "golf" RFP process, the College made two critical decisions: major land use decisions would not be made until a Facilities Master Plan was in place, and the College would develop a strategy so that operating income (exclusive of land use leases) matched operating expenses. With regards to the latter decision, the College decided that it needed to marshal all of its limited resources and attempt to turn around student enrollment. If the College could generate a 5% enrollment increase, it would generate sufficient funds to offset the costs of the growth, invest in future growth, and meet its fixed cost obligations. The plan is to try to sustain that magnitude of growth until the College reaches 20,000 students. For more than 50 years, Pierce College has not enjoyed the benefits of marketing and public relations. Currently, our Director of Marketing and Public Relations is working directly for and with our College President. Since our Director has access to top level management decisions, he is able to offer suggestions on decisions that impact the College's various constituents. He acts as an ombudsperson for the community, students, staff, and faculty. His interest is not just in promoting the College but improving the College to make it promotion-worthy. The initial efforts of the Director were directed towards making the College known to prospective students, explaining the 15-week Pierce Plan, and reinvigorating our multimedia promotion efforts (Doc. PR 18).

The College Webmaster, whose office is situated near the Director of Marketing and Public Relations, has been creatively working with the Director to increase the amount of information present on our website, improve its usefulness to the community, and reestablish working links with all the local media.
Almost all marketing and public relations efforts of the College are geared toward pushing the public to the College's website. A key button on the website is the logo of the newsboy. This button brings the public timely information about developments at the College from its progress in producing a Master Plan to special events like the partnership with Caltech, which has produced a Speakers Series on "Frontiers in Science" (Doc. PR 19).

Obviously, the College was immensely successful because the fall enrollment was up 16% (far exceeding the 5% goal) and accomplishing in one year what was expected to take three years. The response to Recommendation #3 (p. 64) explains the College actions that helped to generate this phenomenal increase in enrollment.

b. Expenditure Control and Cost Reduction Measures

Pierce College has achieved financial stability. For two fiscal years, the College has met all Operating Plan goals and maintained a significant ending balance. In 1999-2000, the ending balance grew by $809,965, from $1,307,040 to $2,117,005.

Senior Staff and the Leadership Group met in October 2000 to establish allocation priorities for this 1999-2000 ending balance. The consensus was to set an ending balance goal for 2000-2001 of $1.3 million, and to allocate the balance (approximately $800,000) for high-priority spending in support of current College goals. These include measures to build enrollment, improve Partnership for Excellence goals, improve outside funding sources, alterations and improvements, technology, and additional classified support. The recommendations will be forwarded to the PCC and PCC Budget Committee for review and recommendations to the President. This system of priorities, budget recommendations, and review by College shared governance contributes to the College's fiscal stability and ensures that campus organizations participate effectively in the budget and allocation process.
Following a long period of financial difficulties, the College now has sufficient funding for its ongoing expenses, and partial funding for goal priorities aimed at student growth, expanded academic programs, and facilities improvements. The College has greatly improved its preparedness for funding emergencies and unforeseen expenditures. It has benefited from increases in general funding, Partnership for Excellence (PFE) and Block Grant funding that provide additional stability and greatly enhance our academic and other programs.

The College and the District are committed to continually improving fiscal and budgetary practices to ensure the effectiveness and productivity of our efforts, and the control of our expenses. Current measures include the following:

1) An effective shared governance system establishes and evaluates College goals and budget priorities. The President takes proactive approaches to fiscal planning, coordination, and campus-wide communication. Meetings are held regularly with campus organizations to discuss and establish goals and fiscal practices. The resulting priorities provide a consistent basis for budgeting, implementation, and control of encumbrances and expenses.

2) Vice Presidents, deans, and managers take active roles in reviewing and approving personnel changes, budgets, contracts and facilities work orders.

3) The District is developing a computer system aimed at improving District-wide financial, human resources, and student information applications.

4) In 2000-2001, the College will introduce a network-based system for budgeting, fiscal management, and cost control that will be available to all departments, providing increased interaction and improved access to fiscal information.
5) Methods are being introduced to improve the tracking of budget changes and cost allocations in support of more accurate budgeting.

The College is actively seeking joint ventures, partnerships, and other working relationships aimed at improving academic and other College programs and to best utilize College land, facilities, and assets. Our current efforts include:

1) *The Facilities Master Plan*

The Pierce College Facilities Master Plan will be submitted to the Board of Trustees in December 2000. It includes numerous opportunities to joint venture and partnership with companies and organizations, developers, and independent operators.

Master Plan components include partnership and/or joint venture opportunities to participate in a) science activities related to our agriculture and science departments; b) housing for lifelong learning (senior citizen) and student housing projects; c) various programs proposed for the new Pierce College Agricultural Education Center; d) events, services, and enterprises of the new Events Center and equestrian programs; and e) other potential programs and services related to the Master Plan.

2) *The Pierce College Foundation (Doc. PR 20)*

Thanks to the Foundation, the College is making contact with many potential partners. Through its promotion of the College in the business community, and the formation of a highly qualified Board of Directors, the Foundation has introduced new ideas and suggestions for future partnerships. For example, a major company recently indicated a strong interest in a multi-million dollar opportunity with

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Pierce College. We are confident that the Foundation will play a vital role in identifying and solidifying joint ventures and partnerships for the College.

3) *Pierce College – Legacy Partners Agreement*

Legacy Partners is building over 500 apartment units on its land adjacent to Pierce College. In 1993, the District granted an easement allowing the construction of retaining walls on the College property line. Through a series of negotiations, the College and the District agreed to allow Legacy to grade a portion of the College’s land rather than constructing the retaining walls.

In turn, Legacy is canceling the easement and donating a) the re-paving of approximately 540,000 square feet of the College’s parking lot #7; b) re-paving of adjacent roads; c) landscaping the land between our respective properties; d) maintaining and irrigating that land for 55 years; e) building a service road for agricultural and recreational purposes; and, f) providing a new drainage system for a portion of the College’s El Rancho Road that is subject to flooding. The total value of this work is estimated to be over $4 million, and the net result of this agreement will benefit both Pierce College and Legacy. This is a win-win situation.

c. **External Sources of Funding**

The Pierce College Foundation began a major restructuring in 1999 with the assistance and financial support of The Parsons Foundation. A Foundation Director was appointed and a new Foundation Board has been established that is comprised of community and industry leaders from our local area. The Foundation has been successful in attracting significant interest in the future of Pierce College, support of our Facilities

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Master Plan efforts, and a broad base of support in our education goals and institutional priorities. The Foundation has arranged meetings with business and community leaders interested in forming long-term partnerships with Pierce College.

The College has developed and implemented several programs to provide additional or external funding. Our large site, with open spaces in an agricultural setting, lends itself well to many types of activities that cannot be held at other colleges or locations.

In 1999-2000, the College generated $434,073 from dedicated revenue and external sources. Major sources of funding included:

1) Facility Rental – Our facilities are rented to a broad range of organizations. In 1999-2000, facility rental revenues were $172,012.
   - Community Organizations – Local organizations and groups rent our facilities for a wide variety of educational, community, cultural, and other events. Our large grounds and park-like settings provide attractive venues for both indoor and outdoor activities.
   - Athletic & Sports Events - The College contracts annually with the West Valley Soccer League and Sunrise Baseball Little League. Many school and college organizations rent our gymnasiums and sports fields for athletic events, playoffs, and championship events.
   - Entertainment Industry – Pierce College offers unique settings in the Greater Los Angeles area for the filming of movies, commercials, and television productions. We actively market our site and work with locations agencies to promote

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our services. Pierce has been successful in serving major studios, production companies, and television networks.

- Automobile Industry – Local automobile dealers participate quarterly in new car sales events held on weekends. This activity generates over $60,000 annually for the College.
- College Services – In addition to facility rental fees, the College charges for custodial, gardening, police, and other services.

2) Extension Non-Credit Classes – The College offers a full program of non-credit courses through its Extension Program.

3) Contract Education – A part-time College representative markets contract education opportunities to industry and organizations.

4) Live Theater – The Theater Department offers at least 4 stage productions annually.

5) Concerts – The Music Department performs several times per year.

6) Rodeo - The Agriculture Department hosts an intercollegiate rodeo each spring.

7) Athletic Department Events – The Athletic Department provides food services at its athletic events and hosts an annual carnival.

8) Entrepreneurial Resource Center – The Business Administration Department offers seminars and consulting services to local businesses.

19. No later than the close of Fall 1995 term, it is recommended that the District, in consultation with the College, establish a written policy regarding the disposition of profits from the income-generating activities that the College develops.
The Board of Trustees has committed itself to this strategy by its adoption of “Budget Allocation Model Com. No. BSD6, September 9, 1998,” which describes the District Budget Committee's process for allocation of the District's fiscal resources. In “Parameters Used to Determine College Revenue,” item #5 states, “All local revenue and other Federal and State revenue (dedicated revenue) that is generated by the colleges shall be distributed to colleges based on college projections and adjusted for actual” (Doc. PR 21).

Additionally, in the Board of Trustees' action, “Motion For Reform and Decentralization Com. No. B17, May 4, 1998,” item #1 states, “In order to tie college funding directly to performance, each of the colleges shall retain the revenue it generates. This reform shall be phased in” (Doc. PR 22).

20. It is recommended that the Board of Trustees provide stability to the leadership of Pierce College by implementing a plan to end the interim status of President and senior administrators.

With the hiring of the former College President in Spring 1999, the Board ended the interim status of Pierce Presidents, and later, with the hiring of President Rocky Young, further indicated that interim status has ended. Also, currently all vice presidents are on permanent basis. With the departure of two previous vice presidents, the Board was given an opportunity to hire on an interim basis but chose not to.

In a response from Blair Sillers, Executive Assistant to the Chancellor, he stated, “It is not and has not been the intention of the District to staff key positions with interim personnel. Unfortunately, there have been numerous changes in senior District leadership, which in turn led to hesitation about filling key vacancies. A combination of Board intent (longer-term contracts and support) together with improved policies and procedures will decrease the number of interim personnel in key management positions in the future” (Doc. PR 23).
21. It is recommended that the Board proceed with their Self-Evaluation and evaluation of the Chancellor and make known that such evaluations have been completed.

In a response from Blair Sillers, Executive Assistant to the Chancellor, he stated, "The Board approved a form for self-evaluation in 1996; however, the process was not initiated until recently. The first Board self-evaluation workshop was completed on July 12, 2000. This process included each Board member filling in a questionnaire, a compilation of responses, and a facilitated workshop to review the responses and probe for changes, new directions, or to reaffirm current practices. As a result of the workshop, the questionnaire form will be altered to include a column on "perceived performance" in addition to the current column on "intent."

22. It is recommended that the Board develop an action plan to achieve financial stability including key steps and timelines for the District and its colleges. Implementation and financial stability should be a reality by the year 2000.

The District Office "Accreditation Self Study," October 9, 2000 (Doc. PR 24), Section 9 A.4 p.33 states, "The District has a Board adopted budget allocation mechanism to distribute funds to colleges. The District also has an adopted fiscal policy. A budget development calendar and a Budget Operation Plan is developed each year to provide colleges and District Office guidelines and processes to develop their annual budgets. The budget development calendar is presented to the Board for adoption in October each year to begin the budget development for the succeeding year." "Each college is responsible for its college budget. Proposed department expenditures are first budgeted and submitted to the college administration. Colleges, through their shared governance process, develop their Budget Operation Plan, and then submit them to the District Office for review and adoption by the Board. In the Budget Operation Plan, colleges are required to fund all fixed costs first, before funding discretionary expenditures. Colleges have raised concerns about the appropriateness and the timeline of the Budget Operation Plan submission..."
to the District office. The Budget Operation Plan is the mechanism through which the District and college evaluate and identify the programs and resources necessary to operate during the upcoming year.”

“Additionally, each college is required to submit its quarterly financial status report to the Chancellor and the Board. The Vice Chancellor of Operations conducts quarterly reviews with the college presidents and their administrative staff. Timely submission and completeness of the quarterly reports by colleges are still of concern.”

“The District Office Operations Division is responsible for periodic financial reports to the Board and for developing the Tentative and Final Budgets for Board adoption. It also is responsible for ensuring that all colleges are utilizing all funds and resources in accordance with the Board rules, Education Code, regulations, and federal, state and local funding agencies.” “At the District-wide level, budget allocations are developed through consultation with Budget Committee. The college presidents and the District Budget Committee recommend changes to the budget allocation model to the Chancellor and the Board. The adopted allocation model is in the third year and has been the principle mechanism of distributing funds to colleges and the District Office.” Further, the District Self Study, Section 9 C.4, p. 43 states, “In the adopted budget allocation model, the District has a plan to increase its contingency reserve to 5% within the three-year period. The contingency reserve fund is only available to use for emergency or catastrophic events and must be approved by 5 of the 7 Board members.”

“The Los Angeles Community College District has demonstrated its ability to fulfill cash flow requirements to cover necessary operational expenses and to meet emergencies and other unanticipated costs. Each college is accountable for its own budget. Each college retains the revenue it generates and pays proportionately for services that are centralized. This process allows the colleges to carry forward their ending balances. For fiscal year 1999-2000, the District has a $38.3 million ending balance; $18.5 million are balances that belong to colleges.”

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"The District sets aside a four percent (4%) contingency Reserve of the Unrestricted General Fund operating budget ($12 million). The four percent (4%) reserve is held in the Contingency Reserve Account that is part of the fiscal year appropriation accounts."

23. It is recommended that the Chancellor, in consultation with Pierce College, delineate in writing those functions which are to be centralized at the District and those to be decentralized at Pierce College, delegating appropriate authority, responsibility, and accountability to both the District and Pierce College. These decisions should be widely distributed to all constituencies. Implementation should be done during the 1996-97 District year.

The District Office "Accreditation Self Study, October 9, 2000" Section 10 C.3, p. 52 states, "The LACCD is basically comprised of ten (10) operational centers (District Office and 9 colleges). These operational centers have collective and individual areas of responsibility that are governed in numerous manners (internal and external). There are legislative parameters, Education Code parameters, Board Rules, Administrative Regulations, current and past practices. Over the past few years, the LACCD operational philosophy, as determined by the Board of Trustees, has been in the direction of decentralization or more specifically providing the colleges with greater local autonomy. During the initial stages of this transformation, there was not a clear delineation of the responsibilities of decentralization/restructuring. Numerous collaborative processes were developed to assist in the shaping and clarifying of the operational responsibilities. These attempts, although well meaning, still lead the newly selected Chancellor to feel compelled to bridge the gap of misunderstanding. In order to answer the many questions that existed regarding the split of accountability, authority and responsibility between the District Office and the colleges, it was necessary to again attempt to develop a clear and unambiguous statement of decentralization philosophy and practice. As a result of the Chancellor's efforts, the Board of Trustees adopted on December 15, 1999, a new decentralization perspective with much clearer objectives (Doc. PR 25).
This philosophy is now the basis for efforts by the District Office and the colleges to clarify and delineate operational responsibilities. It is understood that the newly adopted decentralization philosophy is a work in progress that will require periodic review and changes, but serves as a good framework for understanding and implementation. A detailed operational definition of decentralization is still needed.

There has been continuing progress in the action and definition of accreditation. Starting with the 1998 Board Resolution and followed by the District Office and Board approved document of delineation of responsibility/authority, and finally followed by the functional matrix prepared for the purpose of the upcoming WASC sponsored accreditation pilot, the intent and operational meaning of decentralization has been greatly clarified.

24. Keeping shared governance in mind, it is recommended that the College should clearly define in writing the roles, responsibilities and constituencies of all committees as well as their relationship to College processes, the College President, and each other, and communicate this information in writing to the entire Pierce College community. Implementation should be by Spring 1996.

The Pierce College Council is the principal shared-governance body of the College (Doc. PR 26). The Charter of the Council was amended in January 1996 to add a new section, Article IV, on shared governance, which delineates the process by which all shared governance issues at the College shall be resolved. It also spells out a process by which each constituent group regularly reports on how shared governance affects that constituency. The Charter clearly defines the roles, constituencies, and responsibilities of the Council.

On December 18, 1996, the Board of Trustees adopted a policy, Board Rule, Chapter XVIII, establishing the mechanism for consulting collegially with the District Academic Senate concerning academic and professional matters. A key element of the policy is the designation of the College President as the Board’s representative in collegial consultation with the
College Academic Senate. The policy identifies for each of the eleven areas of academic and professional matters recognized in Title 5 whether the consultation shall be to "rely primarily" or "mutually agree."

The new Board shared governance policy regarding the District Academic Senate was the model that local senates needed in order to develop local college versions. At its February 24, 1997 meeting, the Pierce Academic Senate established a task force to adapt the District document to meet the needs and situation at Pierce College.

The bylaws of the Pierce Academic Senate (Doc. PR 27) define the body's constituency in Article II and its duties and responsibilities in Article III. Article VI delineates the membership and duties of each senate committee.
SUPPORTING DOCUMENTS

PR 1  Pierce College Master Plan
PR 2  Pierce College Vice Presidents' Goals for 2000 – 2001
PR 3  Pierce College Department/Discipline Goals for 2000 – 2001
PR 4  The Pierce Plan
PR 5  Pierce College Program Review document
PR 6  Pierce College Office of Institutional Research document
PR 7  Pierce College Marketing Plan
PR 8  Pierce College Senior Education Program
PR 9  Pierce College Summer & Fall 2000, Winter 2001 Schedule of Classes
PR 10 2001 Pierce College Technology Plan
PR 11 Pierce College Curriculum Committee Handbook
PR 12 Pierce College Teacher and Reading Development Partnership Grant
PR 13 Pierce College Guidelines For Hiring New Faculty Members March 1997
PR 14 District Academic Senate Faculty Handbook About Faculty Hiring, Spring 1997
PR 15 Pierce College Injury and Illness Prevention Program
PR 16 LACCD 1998 – 1999 Fiscal Year Ending Balance Summary
PR 17 Pierce College 1999 – 2000 Fiscal Year Ending Balance Summary
PR 18 Pierce College Director of Marketing and Public Relations Promotion Efforts
PR 19 Pierce College - Caltech Speakers Series “Frontiers in Science”

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PR 20  Pierce College Foundation document
PR 21  LACCD Budget Allocation Model Com. No. BSD6, September 9, 1998
PR 22  LACCD Board of Trustees Motion For Reform and Decentralization Com. No. B17, May 4, 1998
PR 23  Communication from Blair Sillers, Executive Assistant to the Chancellor (LACCD)
PR 24  LACCD District Office Accreditation Self Study, October 9, 2000
PR 25  LACCD Board of Trustees “Decentralization Perspective” December 15, 1999


**STANDARD ONE:**

**INSTITUTIONAL MISSION**

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission adopted by the governing board that identifies the broad-based educational purpose it seeks to achieve.

Descriptive Summary

The L.A. Community College Board of Trustees developed and adopted its own mission, vision, and goals statement on December 15, 1999. It is published in the District Board Rules. College mission statements are officially recognized through Board adoption (MCPP #’s 1, 2 & 6 Doc. 1.1).

The Los Angeles Pierce College Mission Statement has been revised twice in the last decade: in 1992, with an adoption of a 42-word statement (Doc. 1.2) by the Pierce College Council, and in 1999, when the Board of Trustees adopted a more comprehensive Pierce College Mission Statement (Doc. 1.3). The latter spans the educational spectrum of Pierce College, incorporating both transfer and career goals.

Self-Evaluation

The College Mission Statement, reflective of the District Mission Statement, was developed by the Pierce College Planning Committee during the 1998-1999 academic year. It is brief and easy to understand by both the internal and external college communities. It appears in the College Catalog (Doc. 1.4) and is on the Pierce College website: <www.piercecollege.com> (Doc. 1.5). The statement reflects the College’s broad-based educational purpose and includes the key words or phrases “transfer,” “prepare for occupations,” and “lifelong learning.” These represent the goals of the diverse student population that comes to Pierce, including basic skills appropriate to each student’s goal.

2. The mission statement defines the students that the institution intends to serve, as well as the parameters under which programs can be offered and resources allocated.
Descriptive Summary

The Mission Statement addresses the goals of our diverse population: those seeking an education that will permit them to transfer to four-year colleges and universities to obtain bachelor’s and other degrees; those seeking occupational training to begin or advance in the job market; and those seeking instruction as part of the lifelong learning process. In addition to our Mission Statement, the College Catalog defines our educational philosophy, functions of the community colleges, the College goals, and instructional alternatives (pp. 5-7), in which the programs the College offers are described and the priorities controlling our resource allocations are listed. Admissions eligibility is also clearly defined in both the College Catalog (p. 11) and the Schedule of Classes (p. 5) (Doc. 1.6).

Self-Evaluation

The new Mission Statement, supported by its accompanying philosophy and functions outlines, reflects the College’s awareness of the needs of its students in the modern world, and a willingness to review and adapt its mission to meet those needs better. Information that explains the College educational philosophy and instructional options has been added to amplify the Mission Statement.

3. Institutional planning and decision making are guided by the mission statement.

Descriptive Summary

The revised Mission Statement has been a guiding principle in College planning. One section of the Educational Master Plan (Doc. 1.7) specifically links College goals and objectives to the Mission Statement. All of the components of the Educational Master Plan support the College’s commitment to meeting the varied educational needs of the community.

The Mission Statement has also influenced College facilities planning and operations. The College was founded after World War II as an agricultural school for returning veterans. With one exception, its buildings date

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back to the 1940's-1960's. With the Mission Statement as a guide, the current College President initiated a comprehensive process to develop and complete a Facilities Master Plan (Doc. 1.8) reflective of the 21st Century.

**Self-Evaluation**

As the College Mission Statement was derived from the mandates of the State legislature and the Board of Trustees, it is easy for the College to remain constant to its mission. Pierce's Mission Statement is an affirmation of the College's belief in the legislated purposes of the California Community College. Thus it is basic to College operations and its future direction. It is presented in both the Facilities and Educational Master Plans. When the Planning Committee drafted the College goals, care was taken to ensure that they were consistent with the Mission Statement. Likewise, the Facilities Master Plan process began with an examination of the College's mission.

4. The institution evaluates and revises its Mission Statement on a regular basis.

*(See Descriptive Summary 1.)*

The Board of Trustees updates its mission statement on a regular basis. There should be a sense of continual self study on the campuses that includes a revisit of the Mission Statement and Master Plan on a routine basis (MCPP #’s 19 & 20 Doc. 1.1).

For several months during its planning process in Fall 1998, the Planning Committee worked on revising the College Mission Statement. Several drafts were prepared and distributed for comments. A final draft was prepared and circulated, approved by the Planning Committee on November 25, 1998, and ultimately adopted by the Board of Trustees in 1999.

**Self-Evaluation**

The Mission Statement was revised in 1992 and seven years later, in 1999. As the College has made a major change in direction, this span of time has been appropriate to meet institutional needs.

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Supporting Documents

1.1  Multi-College Pilot Program Standards Matrix
1.2  42-Word Former Mission Statement
1.3  Current Mission Statement
1.4  Los Angeles Pierce College 2000-2001 Catalog
1.5  Pierce College Website: <www.piercecollege.com>
1.6  Summer and Fall 2000/Winter 2001 Schedule of Classes
1.7  Pierce College Master Plan Objectives
1.8  Pierce College Facilities Master Plan

Los Angeles Pierce College
STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in its relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and the governing board.

Descriptive Summary

Schedules of Classes (Doc. 2.1) are prepared for each semester. These provide not only classes offered for the next session, but also information for advance planning. For example, the Spring Schedule of Classes also contains Summer school listings, and a preview of Fall courses. Thus students have an opportunity to plan ahead by having information on courses scheduled for subsequent terms.

The College recognizes its Catalog as the binding legal document with its students. To save money and because it is a document that does not change substantially from year to year, Pierce College began in 1998 to publish its Catalog every two years (Doc. 2.2) with an annual addendum listing all changes during the previous year. The College's educational purposes, educational degrees, programs, course offerings, student fees, financial aid availability, refund policies, requirements for admission, degree requirements, academic calendar, and information on program length are provided in the College Catalog and to a more limited extent, in the Schedule of Classes.

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In Fall 2000, Pierce College switched to a new calendar, known as the Pierce Plan (Doc. 2.3). The College changed from its longstanding fall and winter 20-week semesters with two 6-week summer sessions to what is called a 15-5-15-5-5 calendar. Prior to its adoption, the Pierce Plan was described in an open forum where student and faculty input was sought, taken through shared governance committees, printed in a brochure, printed in the student newspaper, The Roundup (Doc. 2.4), and after adoption was highlighted on the College website (Doc. 2.5), and announced on large banners at the campus entrances.

The implementation of the new calendar, and student and faculty reaction and acceptance, has proceeded without any difficulty, and has contributed to a successful enrollment increase in Fall 2000. The College is replicating this information to an increasing degree on the college website: <www.piercecollege.com>.

Information on District administrators and elected Board members can also be found on the Los Angeles Community College District website <www.laccd.edu>. District administrators, Board members, and College administrators are listed in all official College publications. Information on faculty is provided in the College Catalog.

In early 1999, the half-time College Public Information Officer retired. In Fall 1999, the Pierce President created the new, expanded position of Marketing and Public Relations. The new director, with a public relations background and 26 years of teaching media directly at Pierce, brings consistent and effective media relations to the College. The Director of Marketing and Public Relations developed a campaign focusing on “Pierce College as the Smart Choice,” which included letters, brochures, radio and television ads, and developed relationships with the local newspapers. The Pierce website <www.piercecollege.com> now has an access icon which allows students, community members, and the media to have instant access to updated information about our planning processes, events and activities, special programs, and other news items.
Self-Evaluation

Production of the College Catalog and Schedule of Classes is the responsibility of the Office of Academic Affairs, directly under a dean who has been at the College since 1994. In that time, a detailed and comprehensive checking system has been fine-tuned, using faculty and classified staff to produce as timely and accurate a collection of information as printing deadlines will permit.

The College has been able to achieve a high degree of accuracy in its publications through a comprehensive system of proofing. Department chairs work cooperatively with the Office of Academic Affairs to ensure the accuracy of the academic offerings and student information in the Schedule of Classes, while Department chairs, unit heads, and the Curriculum Committee work together to verify accuracy of the descriptions and policies in the College Catalog. Department chairs, administrators, and unit heads are given at least two opportunities to examine the text. Sections of the Schedule and Catalog "front matter" are sent to individuals with expertise or responsibilities in an area. Department chairs and deans are responsible for verifying course offerings, and the Curriculum Committee and Counseling staff and Department chairs are responsible for checking those sections of the Catalog related to program offerings and degree requirements. This system has served the College well.

District policy requires that courses not offered in the previous five years be deleted from the District Database (Doc. 2.6). Until recently, District personnel were responsible for ensuring conformance. However, with decentralization, much of the responsibility for enforcing compliance has been transferred to the College. The Department of Academic Affairs in conjunction with the Departmental Council have determined that a more rigorous standard is desirable: prior to publication of each College Catalog, the dean responsible for the Catalog distributes a listing of all courses and their history of course offering to the Department chairs. Chairs are urged to delete courses from the Catalog that have not been offered during the last two years and are not scheduled to be offered during the following year. While some Department chairs are
reluctant to delete courses from the Catalog, response has been generally positive. We affirm our College Catalog contains precise, accurate, and current information as outlined in the Descriptive Summary above.

The College website (Doc. 2.5), just two years old, was redesigned in Fall 2000. As institutions worldwide are discovering every day, maintenance of a web is a major undertaking. This is particularly critical at Pierce, where dynamic changes are taking place. The College Webmaster, whose office is situated near the Director of Marketing and Public Relations, has been creatively working with the Director to increase the amount of information present on our website, improve its usefulness to the community, and reestablish working links with all the local media. The success of the College website, with its expanded marketing to students and information flow to the community, illustrate the great potential for this medium.

As a result of these efforts, the development and distribution of the 15-week calendar, and the block scheduling of classes, College enrollment for Fall 2000 was up 16%, far exceeding the 5% goal, thus accomplishing in one year what was expected to take three years. In Fall 2000 the College received a 34% increase in approved applications for International Students, which resulted in a 28% increase in student enrollment compared to Fall 1999.

The current webmaster, a 40 percent reassigned time faculty member, is assisted by one half-time student worker. Change requests are handled promptly. However, other community colleges employ as many as two full-time webmasters plus assistants. The potential for this operation and its many benefits will require greater resources in the future.

**Planning Agenda**

2.1 (1) The Vice President of Administrative Services will review webmaster functions and operations by Spring 2001, with the goal of increasing support of the College web page by adding appropriate additional personnel and resources as College finances permit.

*Los Angeles Pierce College*
2. The institution has a readily available governing board-adopted policy regarding academic freedom and responsibility that states the institution's commitment to the free pursuit and dissemination of knowledge, and fosters the integrity of the teaching-learning process.

Descriptive Summary

The District, in its Board Rules, addresses the subject of Academic Freedom (Doc. 2.7). This is complemented by Article 4 of the Interim Agreement between the District and the American Federation of Teachers (AFT) College Guild stating that "faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students" (Doc. 2.8).

Locally, Pierce College elaborates on this in its "Faculty Code of Ethics with Operational Guidelines," adopted May 14, 1990 and revised Dec. 4, 1995 (Doc. 2.9). The Code acknowledges "our responsibility to defend the right of free inquiry" and to respect views that "may not coincide with our own" (Sect. IIB) and calls for respect toward both colleagues (Sect. IIIB) and students (Sect. IIG).

Self-Evaluation

The LACCD Standards of Student Conduct in its introduction strongly promotes a college atmosphere in which students have the right to learn and engage in the free exchange of ideas.

With the last Faculty Handbook (Doc. 2.10) published five years ago, work on a new edition has been under way for the last two years, with publication anticipated in early 2001. The current language is on the Pierce website.

In an effort to improve the teaching-learning process, the College administration, in conjunction with the Faculty Senate and its Professional Development Committee, published a faculty guide titled "Developing a More Nurturing Learning Environment" (Doc. 2.11).
The cover letter accompanying this packet acknowledges that research by the College indicates that Pierce is not always "perceived" as being a nurturing institution. It points out however, that nurturing does not mean relaxing academic or classroom standards, but rather "teaching our students how to learn the subject material and how to be successful college students." Among its contents is an optional student evaluation form, which solicits student feedback, including the instructor's attitude toward differences of opinion. This form can be used in addition to the required Student Evaluation of Instructor, which is part of the Guild contract. Additional information presented in the booklet includes checklists for class syllabi, lesson plan elements, models for instructors to follow on opening day, and "ideal" behaviors of faculty towards students.

Planning Agenda

2.2 (2) The Academic Senate will publish a revised Faculty Handbook no later than Spring 2001.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

The Faculty Code of Ethics was developed by the College Academic Senate, revised December 1995, and currently posted on the College website <www.piercecollege.com>. Modeled after the document adopted by the American Association of University Professors, it contains a discussion of faculty ethics and operational guidelines.

The Code of Ethics of the Pierce faculty specifically acknowledges that faculty "exercise care" to distinguish between fact and opinion, and between personal and professional opinion.
Self-Evaluation

The Pierce Academic Senate, through its Faculty Ethics Committee, continues to explore ways and opportunities to present ethics issues to the faculty. The Code of Ethics itself was one of the foundations used to develop the “Nurturing College” concept described in Question 2.

Being careful and responsible in pursuit of free inquiry and exercising intellectual honesty are items discussed during the instructor peer evaluation process. The Faculty Code of Ethics and the Faculty Ethics Committee have had occasion to reemphasize this ethical and professional responsibility of faculty during this instructor evaluation process.

4. **Institutions that strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.**

Descriptive Summary

As a nonsectarian, public institution, Pierce College espouses no specific beliefs or worldviews.

The LACCD policy regarding conduct on campus is found in Article VII of Chapter IX of the Board Rules. Board Rule 9803 specifically describes expectations from students in this regard (Doc. 2.12). “Standards of Student Conduct,” which includes LACCD Board Rules 9803.10 through 9806, is published in both the College Catalog and the Schedule of Classes. The Board Rules specifically list 21 rules and regulations, the violation of which may result in disciplinary action.

All groups on campus, including employees, are governed by sexual harassment, drug and alcohol, and nonsmoking policies.

In addition to the student conduct standards and the various policies on sexual harassment, drug use, etc., some individual departments have specific professional or licensing requirements that may apply to students. For example, nursing students may be denied a license by the California Board of Registered Nursing, Business and Professional Code, Sect.

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480, on certain grounds. These examples are specified to students in the College Catalog and in even greater detail in the Nursing Department's Student Handbook (Doc. 2.13). Indeed, the bulk of the 57-page Handbook addresses professional conduct along with professional regulations and guidelines.

While not licensed or regulated, journalists and photojournalists operate under certain codes of ethics. Students trained in the Media Arts Department at Pierce College are given copies of such codes and instructed in areas of ethics established by, among others, the Society of Professional Journalists and the National Press Photographers Association. These are included in the Roundup Policy Manual (Doc. 2.14), a binder whose pages are updated as needed and provided to all members of the newspaper and magazine staffs.

**Self-Evaluation**

The College has taken great care to inform students of its Code of Conduct for student behavior by publishing it in the Schedule of Classes. As described in Question 1, the College has made a decision to use the College Catalog as the source of the most important information for students. It is felt that this document serves the student better than publishing a separate Student Handbook. Faculty is likewise informed of appropriate codes of conduct through written publications. New classified employees, however, receive little or no information at the time of hire about appropriate conduct.

**Planning Agenda**

2.4 (3) The co-chairs of the Classified Staff Development Committee, in conjunction with the Vice President of Administrative Services, will meet with District and Union officials to determine if materials can be developed to accompany information distributed to new employees that will explain District expectations of appropriate behavior.

*Los Angeles Pierce College*
5. *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

**Descriptive Summary**

The Student Code of Conduct also describes dishonesty and delineates student discipline procedures resulting from violations of the code.

Faculty, or in some cases, departments, use different approaches to violations of academic honesty. These can range from failing the individual assignment or test in question to failing the student for an entire class.

**Self-Evaluation**

While the five-point "Student Academic Integrity Policy Statement," has been a part of the College Catalog for several years, it was included in almost 'sidebar' fashion until recently. Beginning with the 1998-2000 Catalog, the statement has been printed separately on its own page and in a distinct typeface. This policy is also printed in the Schedule of Classes within a three-page section headed "Conduct Code For Students" (Doc. 2.15).

The Faculty Survey (Doc. 2.16) indicated that just over 45 percent of faculty included a student honesty policy in their syllabi. Since that time, both the Faculty Senate and Departmental Council, the latter comprised of Department chairs, have been focusing on this issue throughout the 2000-2001 school year, requiring faculty members to include academic honesty policies in their syllabi, including the consequences of both cheating and plagiarism.

6. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

**Descriptive Summary**

The District implements equity and diversity policies through its Affirmative Action Office and the Office of General Counsel (MCPP #38 Doc. 2.17).

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As a public college in the Los Angeles Community College District, L.A. Pierce College operates under LACCD Board Rule 1202, which prohibits discrimination on the basis of “race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer-related), sexual orientation, age disability, or veteran status.” The District’s Sexual Harassment Policy is also printed in the Schedule of Classes and Catalog.

Pierce College’s Affirmative Action/Diversity Officer is a dean who reports directly to the College President. The dean heads a six-member Pierce College Faculty/Staff Diversity Advisory Committee, which is charged with serving as the campus’s affirmative action representative on campus interview committees, when the dean is unavailable.

In Fall 1999, a sexual harassment flyer was produced and widely posted throughout the campus (Doc. 2.18). In addition to citing LACCD policy on sexual harassment, it lists campus-specific contact information for anyone who has questions, concerns, or complaints on the subject. Further, the flyer defines and cites examples of sexual harassment and instructs people how to document and file complaints in this regard.

From the perspective of student organizations, the diversity of Pierce College is reflected in the list of clubs available for students (Doc 2.19). The number and focus of such clubs fluctuates with student interest and population trends. Of the 19 organizations listed for the 1999-2000 academic year, eight were related to ethnic or religious interests, e.g., Persian Club, Club Latino, Christian Bible Club, Muslim Students Association, and Hillel. The Associated Students Organization schedules many events throughout the year to celebrate diversity. Specific College events often include ethnic (e.g., Black History Month) and diverse (“Taste of the World” luncheon sponsored by the International Students Club) themes.

Through its Research Office Director, the College identifies demographic changes in the San Fernando Valley and analyzes trends in student equity and diversity. The College provides evaluation and assistance to disabled students through its Special Services program. Beginning in Fall 2000, the College began its ENCORE program in conjunction with the

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nationwide OASIS program, offering lifelong learning to older adults. This is the inauguration of an expansion of services to seniors that may ultimately include senior housing.

The Nondiscrimination Policy and the Equal Opportunity Policy Compliance Procedure are printed in English and Spanish in the College Catalog (p. 3). The compliance procedure includes names and phone numbers of both campus and district personnel to whom inquiries may be directed.

In 1999 the College began including photos in its Schedule of Classes. Care was taken to incorporate photos of students representing a wide variety of ethnic groups. Prior to publication, the dean responsible for the publication showed the intended photos to the College Researcher to determine if her selections properly represented the ethnic diversity of the College.

In Summer 2000, the college's web page was redesigned. One of the criteria given to the web designer was that the College wished to promote its diversity, particularly in terms of its pictorial representation.

**Self-Evaluation**

Pierce College enjoys considerable stability, continuity and expertise with regard to issues of diversity and equity. The compliance officer has been at Pierce since 1992 and had responsibilities in this area since 1979, working at sister schools to Pierce: City, East, Mission and Valley Colleges. Having served at all three community colleges in the San Fernando Valley, he is thoroughly familiar with the demographics and geography of the entire Valley and with those of more central city campuses as well. He is solidly grounded in the procedures, legal changes, and precise record-keeping required in this area.

With an annual budget of $7,000 to $9,000, the College Compliance Officer has been able to ensure that even though Pierce has not been doing much hiring, recruiting for employee positions is enacted with a focus on diversity; to create a library (available to departments) containing

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both printed material and videos addressing gender equity, sexual discrimination and similar issues; and to protect the confidentiality required in handling complaints.

The Affirmative Action Officer is also a dean of Academic Affairs, with responsibilities commensurate with that position. As a result, the dean is frequently diverted from addressing complaints of illegal discrimination and sexual harassment by his academic responsibilities. Even though the Faculty-Staff Diversity Advisory Committee supports the efforts of the Affirmative Action Officer, these efforts are limited to participation on hiring committees. With the policies of affirmative action and sexual harassment and case law constantly changing, retraining, even of those employees who are knowledgeable, is needed.

The College has done a good job of promoting itself as an institution with a diverse student population through the pictorial representations in its College publications and web page (Doc. 2.20).

**Planning Agenda**

2.6 (4) During the 2001-2002 academic year, the Affirmative Action Officer will conduct workshops for faculty and staff in the areas of legal hiring practices and sexual harassment. These may be part of FLEX day activities.

2.6 (5) By Spring 2001 the College, through the efforts of the Vice President of Academic Affairs, will investigate hiring an experienced Affirmative Action Assistant to support the Affirmative Action Officer.

7. The institution demonstrates honesty and integrity in its athletic programs.

**Descriptive Summary**

The Board delegates responsibility for determining compliance with Commission on Athletics rules to the College President (MCP #40 Doc. 2.17).

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The Athletic Director and appointed supervisory administrator have the responsibility to ensure that practices of the athletic program are consistent with the College's educational goals and fully reflect its philosophical objectives and practices. The program provides a variety of sports for both men and women. Classes and activities provide an opportunity for students to develop not only physical skills, but also such fundamental concepts as teamwork, responsibility, and adherence to College standards and ethical values.

College athletes are offered the same support services as all other students, as well as receiving information about College policies regarding sexual harassment, a drug-free working environment, and diversity issues.

The athletic staff meets regularly each semester to review the Western States Conference rules, Commission on Athletics constitution, other regulations, class offerings, and athletic conference games, schedules, and results.

On a broader scale, the Commission on Athletics provides a model of excellence for the administration of community college intercollegiate athletics and has established statewide regulations for both male and female athletes.

The College assists and supports the Athletic Department in its periodic reviews by outside agencies, including the recent Western States Conference Athletic Program Review of Pierce College in Spring 2000.

Self-Evaluation

Nine of the ten head coaches work part-time with outside jobs. This creates some hardship for our student athletes and our coaches, who are not regularly available to provide counseling and academic support for their athletes. Moreover, the presence and participation on campus committees and departmental activities is limited for these part-time coaches. Among the part-time coaches, there has been frequent turnover in some sports.
Pierce desires to eventually expand its athletic program to serve the needs of our community better.

Budget cuts have had a definite negative impact on the athletic program. The Spring 2000 Review indicated that the program needs a dedicated athletic counselor and eligibility clerk to ensure continued athletic eligibility. These two issues were addressed in the College response to the Commission on Athletics (Doc. 2.21). Also, the College needs to increase its support of women's athletics by adding additional sports. In response, the Leadership Group has recommended the addition of women's soccer.

The College enjoys a good record in regards to athletic integrity but shall continue its vigilance in this regard, keeping new coaches and assistants appraised of Western States Conference rules and regulations.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary

The College established two positions to oversee the accreditation self study process. The Accreditation Chair is a faculty position that was filled by a competitive selection process. The position was publicized to all faculty, and applicants were interviewed by a selection committee and confirmed by the College President. A dean was appointed by the College President to serve as Administrative Liaison Officer. Through the efforts of these two individuals, the entire college community has been actively involved in and aware of the accreditation process. Faculty, administrative, and/or classified co-chairs for each standard recruited students, classified employees, faculty, and administrators to serve on their committees. A review of the accreditation process was a significant part of the Opening Day Program for Fall 2000. All members of the College community have been given opportunities to review the self
study document at various stages of its development and have been encouraged to provide input to ensure that the accreditation process is honest and open.

It is the responsibility of the Accreditation Liaison Officer and the College President to ensure that the College complies with Commission standards, policies, guidelines, and self study requirements. The self study and validation by the visiting team is the major component of this process, augmented by an annual report that is submitted to the Commission, which describes major activities and changes at the College.

The Board reviews and monitors all accreditation processes and reviews its performance annually in compliance with Standard 10 (MCPP #46 Doc. 2.17).

Self-Evaluation

The current Reaffirmation of Accreditation process was approached by the College in a very open and welcoming manner. The decision was made to make all necessary resources available to the accreditation staff and process. The Steering Committee has had a very beneficial working relationship with the ACCJC, including the Multi-College Pilot Program. The College has made every effort to be as inclusive as possible and to adhere to the Commission’s guidelines.

9. **The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.**

Descriptive Summary

The General Counsel has oversight responsibilities in ensuring that the Board, District Office, and Colleges are conducting its operational practices in conformance and compliance with all applicable State and Federal laws, regulations, rules, etc. (MCPP #’s 48 & 52 Doc. 2.17).

The College President and senior administrators have direct access to the District’s General Counsel. Each member of senior staff joins his/her peers from the other nine colleges in a regularly scheduled Council of vice presidents and cabinet (presidents) meetings, where District policies are discussed.

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The College Catalog and Schedule of Classes are revised prior to each publication to ensure accuracy and compliance to State and District policies and regulations. The Mission Statement is likewise reviewed on a regular basis (two times in the past seven years) to ensure that it reflects the College's current direction.

Self-Evaluation

Through the committee work of the vice presidents and President, institutional policies and procedures are evaluated on a regular basis. The vice presidents and deans have in the past been somewhat isolated from participation in State organizations that would keep them cognizant of statewide policy issues, due to budget constraints and the inordinate time required in participating in a nine-college district. Currently, they have been able to become more involved with State issues, and it is hoped that as additional funds become available and decentralization decreases the amount of time required for participation in District matters, their participation in statewide organizations and meetings can increase.

College publications are scrutinized prior to each publication date by a wide range of College personnel to ensure accuracy and integrity.

Planning Agenda

2.9 (6) The Vice Presidents and deans will increase their participation in statewide organizations as resources become available.
Supporting Documents

2.1 Schedule of Classes
2.2 College Catalog
2.3 Pierce Plan
2.4 Roundup Pierce Plan Article
2.5 Website, Pierce Plan Printout
2.6 District Policy of Deletion of Courses
2.7 Board Rule on Academic Freedom
2.8 AFT College Guild Interim Contract, Article 4
2.9 Faculty Code of Ethics
2.10 Faculty Handbook
2.11 Developing a More Nurturing Learning Environment: A Faculty Guide
2.12 District Office Accreditation Self Study
2.13 Nursing Department Student Handbook
2.14 Roundup Policy Manual
2.15 Conduct Code for Students in Schedule of Classes
2.16 Faculty/Staff Survey Fall 1999
2.17 Multi-College Pilot Program Standard Matrix
2.18 Sexual Harassment Flyer
2.19 Student Clubs – Fall 2000
2.20 Diversity in College Publications – Examples
2.21 Commission on Athletics Western States Conference Spring 2000 – Review and Responses

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STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

Three forces drive the research and evaluation needs of the College. There are local College needs in areas such as Program Review, program development and evaluation, satisfaction and instructional methodology surveys, enrollment management, and accreditation reports. Second, there are needs that involve this College as a part of a nine-college district that are determined by state reporting Management Information System requirements, federal reporting requirements, Board of Trustee inquiries, grant applications, legislative strategy, and policy decisions driven by Board Rules, Personnel Guides, and Administrative Regulations. The third driving force is the occasional ad hoc collaborative effort among and between the Colleges and the District Research and Reporting Unit (DRRU) arising from regional or programmatic projects.

There are two providers of data collection, analysis, and research to the College:

1. The Pierce College Research Office;
2. The District research staff known as the District Research and Reporting Unit (DRRU).

The District-wide Research Committee (DRC) composed of researchers from the nine colleges acting collectively with representatives from the DRRU and other appropriate councils evaluate needs and develop policy suggestions.
Information and data used for enrollment management and class scheduling comes from several sources—the data collection arm of Admissions and Records, staff in Academic Affairs, and the College Research Office. Each of these entities uses District databases as well as College-developed information sources.

The Pierce Researcher was a major participant in the broad discussions for the development of the 2000–2005 Educational Master Plan. With the idea that good information can lead to good decisions by providing a greater context for discussion, the Research Office provided pertinent data and studies. Included was information about the College service community (job trends, population trends, profiles, and environmental scans), our students (student characteristics, long-term enrollment trends), and student outcome measures (degree and certificate completion, transfer success).

The development of the 2000–2005 Facilities Master Plan required the careful determination of base data about current College space utilization and staffing. Then a set of planning assumptions had to be established in order to make projections for future staff and physical resources needs. The planning assumptions were as follows: (1) the College would grow to an ultimate student headcount of 20,000; (2) the full-time to part-time faculty ratio would be 75:25; and (3) the ratio of space utilization for instruction, student services, and support services would remain the same as now.

Research is also an important part of class schedule development, enrollment management, and Instructional Program Review. Quantitative measures are a component in each of these processes. Productivity measures and enrollment patterns and trends are provided to and discussed with departments at the time of the class scheduling cycle and at the time of the Program Review self study process.

The accreditation process has received considerable support from the College Research Office. Separate student, faculty, and staff surveys were developed and the results tabulated and reported. In addition, specific data support was provided for individual standard committees.

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The College Research Office works closely with the Matriculation Coordinator in compliance reporting and in assessment revalidation. The Office also provides data support for the Vice President of Academic Affairs as needed and for College grant applications.

**Self-Evaluation**

Institutional research is well integrated with College planning and evaluation. Research results were vital to the development of the Educational Master Plan, the Facilities Master Plan, and this self study report. Research data provides the objective basis for all instructional program reviews, for College enrollment-management planning and class scheduling, and for compliance reporting.

**A.2 The institution provides the necessary resources for effective research and evaluation.**

**Descriptive Summary**

The College Research Office was established as a specific response to a recommendation from the 1995 accreditation evaluation team. The Office has one full-time researcher and 20 hours per week of student worker time. The student worker hours and 50% of the full-time research position are funded by matriculation. The Office reports to the Vice President of Academic Affairs.

The College Research Office provides data support for departments undergoing Program Review, conducts state mandated matriculation research, evaluates and interprets data and research from outside sources, aids decision makers by providing useful, sound information, and maintains a central location for research information, sources, and resources.

Periodic newsletters summarize and evaluate recent information for the general College audience (Doc. 3.1). The objective is to convert information and data into easily understood forms before disseminating

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it. Topics have included the following: student population profiles, enrollment trends, work and job market trends, enrollment predictions, and recent national research on community colleges transfers.

More detailed technical information and data are found in the Planning Guide that is available electronically on the Pierce Research Office web page or in hard copy (Doc. 3.2). The current titles listed are as follows:

**Planning:** Fall 1999 Student Profile, Long Term Enrollment Trends, Community Profile, The College and the Community Environmental Scan, Community Job Trends, Community Population Trends

**Student Performance:** Degrees and Certificates, Transfer Information

The District Research and Reporting Unit (DRRU) is supervised by the Senior Director of Institutional and Student Services. The current staffing level is seven positions: four for research (one Senior Research Analyst, one Research Analyst, one Assistant Administrative Analyst, one Office Assistant) and three positions for reporting (one Senior Research Analyst, two Research Analysts). Half (0.5 FTE) of one of the Research Analyst positions in reporting is funded by matriculation and the other half by VATEA. As part of a 1998 District reorganization and decentralization initiative, the staffing of the District Research and Reporting Unit was cut from 12 positions in 1997–98 to seven positions in 1998–99. Lost positions included the following: one Director, one Administrative Secretary, one Administrative Intern, one Library Technician, one Assistant Administrative Analyst.

The decentralization initiative included an ad hoc task force on research and planning. The task force worked through the summer of 1998 and submitted its final report containing nine specific recommendations on September 29, 1998 (Doc. 3.3). The report was approved by the District Chancellor and the Chancellor’s Cabinet (the nine college presidents) and presented to the Board of Trustees.

The DRRU now publishes its reports electronically and may be found at <http://marlin.laccd.edu/research/Publications.htm>. The most important general, multisubject report is the Information Digest, a fact
book providing current and historical information on enrollment, student characteristics, programs, and finances for the Colleges and the District. Detailed, regularly produced, single-subject reports cover the following topics: enrollment and student characteristics, instructional staffing studies, institutional performance and accountability, service area population demographics, and student surveys.

The District Office of Information Technology is responsible for operating the District Computer Center and the District’s wide area data communications network. This office supports district-wide data systems such as the Student and Curriculum Information System, the Matriculation Evaluation Data System (MEDS), the Personnel-Payroll System, and the Automated Library System.

**Self-Evaluation**

The District Office Accreditation Self Study document (Doc. 3.4) contains a section on academic programs and services dated February 29, 2000. The following quote is from this section: "During the past two years a number of academic support services formerly housed at the District Office were either eliminated or relegated to the Colleges. There is not a complete overview of which functions are the responsibility of the campus executive, and which are provided by the District Office. Furthermore, the services when performed at the College level are not consistently provided throughout the District."

This observed lack of a clear delineation of college versus District Office responsibilities is certainly true in the area of institutional research based on interviews with College and District personnel. The answer to one question put to the District Office by the three colleges currently undergoing accreditation review is as follows: "With the District's decentralization direction, it is uncertain what the long-term plans are for institutional research being conducted by the District Office" (MCPP #59 Doc. 3.5).

With District decentralization and the resulting delegation of certain research functions to the individual campuses, the College needs to come to a clearer understanding of exactly which research functions it must provide for itself and whether additional resources are required.

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Planning Agenda

3A.2 (7) Under the leadership of the College Researcher, an assessment will be made during the Fall 2000 semester to include the following:

a. A description of the research information currently being provided by various units of the College;

b. An evaluation that clearly establishes the College's research needs;

c. A proposal for a structure or process that would lead to a more effective coordination between the various research and data-collecting units of the College.

Recommendations will be forwarded to the College leadership for any needed action.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

Partnership for Excellence (PFE) goals provide benchmarks for College-wide progress in five performance outcome areas. Ongoing Program Review processes help evaluate the effectiveness of individual College units. Research provides objective data concerning aggregate College performance, program performance, and student performance. Research also provides productivity measures, community and student demographics, and regional job trends. Articulation and certification agreements provide periodic verification of the transfer curriculum. Advisory committees serve a similar function in occupational programs.

Both College and District systems regularly track student outcomes and other data related to College objectives such as degree and certificate completion, transfer rates, ethnic and gender profiles, enrollment trends, service area population demographics, and student satisfaction. In the instructional area, productivity measures by discipline such as class

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retention, average class size, WSCH production, WSCH/FTE are collected each semester. These data inform decision-making processes concerned with curriculum revision, balance in course offerings, and class scheduling, as well as large-scale College planning.

The College also uses qualitative information in monitoring and evaluating how well it is doing. Student and staff surveys are conducted, most recently for this self study report. The biennial District student survey is being conducted in this Fall 2000 semester. Student focus groups were utilized in developing the Facilities Master Plan, as were special open houses for the surrounding community and special forums for the campus community.

The Program Review processes for instructional programs and for student services programs contain a mix of quantitative and qualitative components. Outside validation is a regular component of Program Review. The recommendations and results of these reviews of individual units are evaluated as the College looks more broadly at itself in its annual update of the Educational Master Plan and incorporated during the development of its Strategic Plan.

Self-Evaluation

The College has processes that evaluate its curricular offerings in the near term by means of the class schedule preparation process and in the mid to long term through the annual updating of the Education Master Plan. The curriculum approval process under the guidance of the Curriculum Committee provides academic and professional oversight. The enrollment management process shapes the offerings in response to changing and newly identified needs.

The College has Program Review processes that include external evaluation for both instructional programs and student services units. Occupational programs have advisory committees, although some are more active than others. College and District systems combine to provide a wealth of data and information. The College has a system for regular updates of articulation and certification agreements. Students are
periodically surveyed to determine satisfaction levels and to detect demographic shifts. The College annually reevaluates its Educational Master Plan and its Strategic Plan.

Planning Agenda

3A.3 (8) The Vice President of Academic Affairs will review the status of program advisory committees in the Fall 2000 semester and, where needed, work with department chairs to reinvigorate those committees.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

A transfer program is a key element in the mission of this and all California community colleges. Here “program” is being used in a broad sense, a College-wide sense. It refers to the collective efforts of many individual programs and services. This aggregate “program” has been evaluated and the College has taken steps to improve it.

Pierce has consistently been a leader among California community colleges in transferring students to four-year institutions. Both in absolute transfer numbers and transfer rate, Pierce has historically been among the top transfer colleges to CSU and UC, based on documentation generated by the State Chancellor’s Office and collected by the College Researcher (Doc. 3.6). The transfer numbers have remained strong and the transfer rate has actually improved during a period of overall enrollment decline. The College currently has one of the top transfer rates among Southern California community colleges.

As strong as this picture looks, the College is not satisfied with the transfer rate and neither are the transfer-receiving institutions. The statewide rate is itself not consistent with the stated mission of the community colleges and is not commensurate with the amount of investment in the transfer function. College research has shown that

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about a third of our students come to the College with a stated goal of transfer, but only a small percentage of those students actually achieve that goal.

Partnership-for-Excellence goals are District goals, not College goals. One way that Pierce can contribute to District goals is through its proven transfer capability, a problematic area for some sister colleges. (This is one advantage of a multi-college district—each college doing what it does best.) Toward this end, a 1999–2000 Fund for Student Success grant supported a College effort to identify important characteristics of transfer students and programs (Doc. 3.7) and to develop a Transfer Center Plan (Doc. 3.8) designed to increase the College transfer rate. The two-pronged research effort consisted of a literature search of best practices used throughout the country and an analysis of Pierce College transfer students. The plan was developed using the resulting information.

Using what was done in the area of transfer as a model, the College has initiated comparable efforts for each of the other four PFE goals—degree and certificate completion, successful course completion, workforce development, and basic skills improvement. Task forces were established in October 2000 to develop strategies for improving aggregate, institutional progress toward each of these goals.

The instructional and student services Program Review processes include a validation step where specific recommendations for improvement are made to the program and to the College. In the implementation phase of the process the recommendations of the validation teams and the goals of each program are collected, crossreferenced, evaluated, and where appropriate, incorporated into the College Educational Master Plan during its annual update.

Program evaluations and productivity data are used by the Faculty Position Priority Committee to determine which departments may hire full-time faculty in a given year (Doc. 3.9). Similarly, program evaluations are used to determine how many part-time faculty a department might hire, and how much equipment money it might get.

Self-Evaluation

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The Transfer Center Plan seeks to improve an already good transfer program. The College examined its transfer program, found its rate to be the same as the national rate, and yet determined that it could do better. The Transfer Center will use research-based critical factors to identify potential transfer students with priority emphasis on students from underrepresented groups. The Center will provide a wide array of transfer support services to them.

Because of the nature of both District and State budget allocation mechanisms, successful College progress toward Partnership for Excellence goals will increase College revenues. Therefore, in addition to the direct benefit to students by increasing the number of them who are successful in each of the five PFE outcome areas, there will be more resources for program and service improvement.

Program Review has lead to program change and improvement. Among the many examples are the following: conversion of student counseling from an appointments-only process to a “drop-in” process; strengthening of The Learning Center (TLC); expansion of Internet mathematics classes; and introduction of a special set of ESL courses for international students.

The faculty hiring process uses program evaluations in setting hiring priorities. Program evaluations are also used in the allotment of equipment funds. Thus, program evaluations do lead to improvements by providing individual programs more resources to serve students. Overall College improvement also results by using objective, criterion-based processes to direct resources where they are most needed or can make the greatest difference.

B. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans

Descriptive Summary

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The College planning process is defined in the Charter of the Pierce College Council (PCC) found on the College website at <www.piercecollege.com> (Doc. 3.10). The PCC has as its primary responsibility the establishment of criteria and the development of recommendations for allocating College resources, including facilities and personnel. It is advisory to the College President, who is a nonvoting member. The Council elects its Chair and Vice Chair annually from its membership. The 24 members are appointed from all campus constituent groups (including the Academic Senate, the faculty and classified staff bargaining units, the administration, and the Associated Students Organization), and the PCC serves as the primary shared governance body for the entire college. Each Council member serves on one of the Council's two subcommittees.

The Planning Committee is a subcommittee of the PCC that is co-chaired by the Vice President of Academic Affairs, ex officio, and by a member of the PCC chosen by the committee. Its function is to establish long-range College goals, to develop a College Master Plan to meet those goals, to review and evaluate progress towards those goals regularly, and to make recommendations to the PCC.

The other PCC subcommittee, the Budget Committee, reviews and evaluates the tactical objectives of the Planning Committee and the level at which each campus unit meets its current objectives in making recommendations for resource allocations to the PCC.

The Program Review process for instructional areas is described in the Guide for Instructional Program Review (Doc. 3.11) for student services units in the Guide for Student Services Program Review (Doc. 3.12). Both processes and documents were developed by committees composed of representatives from areas subject to review and correspondingly appropriate administrative staff.

At times of intense planning of activities, open meetings are held to which the entire campus community is invited. Recent examples would be the March 28, 2000 town hall meeting to discuss new initiatives to improve the campus climate, and the various open houses, forums, 2000 - 2001 Self Study Report
and presentations surrounding the development of the Facilities Master Plan during the Spring and Fall 2000 semesters. In the latter case community members from the surrounding service area also participated.

**Self-Evaluation**

The College has a planning process that is well defined and described in the PCC Charter. The process of planning includes participants from all segments of the College community. The composition of each PCC subcommittee includes not only members of the College Council, a broadly representative body, but also additional members selected from the faculty, the staff, the administration, and the student body.

Given the history of controversy concerning land use issues, it was important that a special effort was made to involve key campus constituencies and reach out to college neighbors during the development of the Facilities Master Plan. Without this kind of consensus building process, it seems unlikely that the plan could have been successfully completed.

**B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.**

**Descriptive Summary**

The College has been engaged in long-range and intermediate-term planning for the last decade. The priorities for improvement are defined in sets of goals and objectives. The successive Master Plan documents that spell out the details have a general form beginning with umbrella statements of broad mission and educational philosophy, along with a set of long-term College goals. These are followed by a more specific set of "strategies," later called "perspectives," covering the broad scope of College activities. Each "strategy" or "perspective" consists of a set of intermediate-term priorities in the form of goals and objectives and short-term action items intended to implement them. Major versions of these documents appeared in 1993, 1997, and 2000, each after much
thought and work. The successive iterations of the Master Plan show a continuity of purpose as revisions and updates were made to reflect changed circumstances.

A new President of the College arrived in July 1999. As part of his evaluation by the District Chancellor and the Board, he developed a set of presidential goals for 1999–2000 and for 2000–2001. These goals isolated key elements from the earlier versions of the College Master Plan (Doc. 3.13). This activity of spelling out explicit goals has now been extended to the rest of the administrative staff. Each vice president and each dean has developed goals for this year.

The Program Review process results in sets of recommendations for improvement to individual programs and to the College. Each academic department reviews and revises its goals annually. These recommendations and the set of goals developed by each program are used in annual updates of the Master Plan.

The 1993 and 1997 versions of the College plan are simply titled Master Plan, to reflect their broad scope. The 2000–2005 plan is titled Educational Master Plan because of the parallel development of both a Facilities Master Plan and a Financial Strategy. The 2000–2005 Educational Master Plan is still quite broad in scope, whereas the Facilities Master Plan and the Financial Strategy are narrower, more technical documents.

Self-Evaluation

The Program Review process for both instructional and student services units include a self-evaluation phase that identifies needed areas of improvement. This phase is followed by scrutiny by an outside group, the validation team, which makes specific recommendations to the College and the unit under review.

The Master Plan has turned out to be a useful and surprisingly resilient document. Its structure allows for a continuing, relatively stable set of widely agreed-upon long-term goals, while providing for changing intermediate-term College implementation strategies. Between 1993 and 2000, there have been three permanent presidents and three interim
presidents of Pierce College. Despite this remarkable degree of turnover at the top, the major focus of College initiatives has remained fairly constant: halt enrollment decline; establish a fully funded growth rate; ensure a responsive and effective educational program; refurbish an aging physical plant; and resolve open land issues.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

Since the last accreditation comprehensive visit, all instructional departments and student services units have undergone Program Review. In the Spring 2000 semester, the review process was expanded to include two nondepartmental instructional programs involving special groups of students, Honors, and PACE. For subsequent rounds of Program Reviews, more streamlined processes were developed that involve updates on the response of each department or unit to previous recommendations and the setting of goals for the next year. In the Fall 2000 semester, the early participants in the Program Review processes completed a second round of review.

Each instructional and student services Program Review results in recommendations both to the College and to the unit under review. The Planning Committee uses a summary report of the latest cycle of Program Reviews in its annual update of the College Master Plan.

Financial concerns determine whether the hiring of new or replacement personnel occurs in a given year. When the filling of faculty positions is authorized, the decision of which positions will be filled is made by the Faculty Position Priority Committee, a joint faculty-administration committee. In reaching its decision, the committee uses both qualitative and quantitative criteria such as centrality of the discipline to the College mission, department size, pattern of personnel loss or gain, full-time/part-time ratio, average class size, WSCH production, and WSCH/FTEF.

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One ongoing issue for the College is how best to use its rich endowment of land. Central to any land use discussion is to identify the amount of land required for the educational program of the Agriculture Department. The history of controversy surrounding the land use questions related to the Agricultural land laboratory has required a broad reaching, consensus-based process. Three symposia were conducted during the winter and spring of 1999–2000 involving College faculty and administrators with outside experts from the agriculture industry and the faculty from agriculture departments of Cal Poly Pomona and UC Davis (Doc. 3.14). The goal was to embrace the facts and define the future curriculum for agriculture at Pierce, and thereby reestablish Pierce as a center for urban agriculture.

Development of a Facilities Master Plan was begun midway through the Spring 2000 semester by an ad hoc committee composed of College staff and outside consultants. The Facilities Master Plan committee collected, crossreferenced, and synthesized a wide array of sources, including, most particularly, the 2000–2005 Educational Master Plan and the President’s goals. Additional sources were the three agriculture symposia, meetings with College staff, open houses soliciting public comment, meetings with local leaders, site visits to related activities, and meetings with potential public-private partners. The organization of the many elements of the 2000–2005 Facilities Master Plan was governed by what has emerged as the overarching goal of the plan—to help Pierce rectify its financial condition. The primary way the plan can serve to improve the financial health of the College is to set forward a consensus-based road map to increase enrollment by attracting and supporting new students. The three options of the Facilities Master Plan have been shared with the College community and the public. The final preferred option, unanimously passed by the Pierce College Council, will be presented to the Board of Trustees in December 2000.

Three planning documents are being developed in parallel, an Educational Master Plan, a Facilities Master Plan, and a Financial Strategy. The design of Financial Strategy is driven by the content of the other two
plans. A distillation of the key elements of the three plans constitutes an overall 2000–2005 Strategic Plan that seeks to frame an optimal course for the College.

**Self-Evaluation**

The results of Program Review generally include thoughtful analysis and sets of useful suggestions and recommendations. However, these results are not widely circulated among the College leadership, nor are they consistently used as an integral part of resource-allocation mechanisms. Providing each self-evaluation document and/or each full validation team report to the entire leadership group and various decision-making bodies seems unwieldy. The Instructional Program Review process calls for a summary report of all programs under review in a given cycle. Perhaps distribution of this summary report and a companion report for student services might serve as the appropriate mechanism for integrating the results of Program Review.

For the first time in recent history, the College has developed in parallel an Educational Master Plan, a Facilities Master Plan, and a Financial Strategy. The plans seek to respond to the results of a more careful analysis of College circumstances and to new environmental conditions. The abstract or executive summary of this integrated, three-pronged College plan is the Strategic Plan for the College.

There is a current initiative to streamline the governance mechanism at the College. Depending on the outcome of this initiative, at the time of its visit the evaluation team may find different planning processes in place from those described at various places in this document.

**Planning Agenda**
3B.3 (9) The Vice President of Academic Affairs, the Vice President of Student Services, and the Program Review Coordinator will oversee the development by Fall 2001 of a mechanism to disseminate the results of Program Review and better integrate them into College decision-making processes.

C. Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

Some of the many levels of intended institutional outcomes are as follows:

1. Broad College outcomes such as enrollment increases or financial improvement;
2. Outcome elements that are vital to the College core mission such as improved job placement rates or transfer rates;
3. Student progress and success measures such as better retention and persistence, or degree and certificate attainment;
4. Outcomes of individual programs and services such as new course offerings or increased levels of service;
5. Initiatives to serve the College’s diverse community more fully, such as new programs for adult learners or courses for targeted populations.

Of all the broad College outcomes, reversing recent enrollment declines was the most important for this College. Enrollment loss has greatly affected College efficiency and effectiveness. The 1995 visiting accreditation evaluation team highlighted this issue with two of its recommendations, numbers 3 and 18. A multifaceted set of initiatives designed to reverse the decline proved extremely successful as evidenced in the 2000-2001 Self Study Report.
by a 16% increase in census student headcount in Fall 2000 compared to the preceding fall. Long-term enrollment trends are reported in the *Planning Guide* on the Pierce website <www.piercecollege.com> and the District Research and Reporting website.

Improved enrollment is essential to reestablishing the ongoing financial health of the College, and yet prudent fiscal planning and management began turning around the financial picture even before the enrollment increase occurred. For two fiscal years the College has met all Operating Plan goals and maintained a significant ending balance. For 1998–1999, the ending balance was 1.3 million dollars. An even larger ending balance of 2.1 million dollars was achieved in the 1999–2000 fiscal year.

Transfer is a key element of the College's core mission. As previously noted, the Pierce transfer rate to UC and CSU campuses is particularly noteworthy, being among the highest of any community college in Southern California. In addition, a ten-year study at UCLA showed that Pierce College students achieved the highest grade point average *after* transfer compared to students from 26 other colleges (Doc. 3.15). A study from CSU Northridge shows that Pierce transfer students have a higher GPA than CSUN's own junior-year students (Doc. 3.16). The completion and transfer data appear in the College Schedule of Classes, the College Catalog, and on both the College and the District websites.

Preparing students for jobs in the workplace is another element of our core mission. According to the state Employment Development Department (EDD), "Results of study support the notion that there is a positive relationship between formal education and earnings." EDD/UI wage records, though preliminary, indicate that Pierce program completers do, in fact, earn more than those without this training. The wage records are posted on the LACCD website <www.laccd.edu>.

Student success and progress outcomes show an interesting pattern over the Fall 1990 to Fall 1998 time period, 1998–99 being the most recent data available from the DRRU. The absolute number of degrees awarded went up a modest three percent while the number of certificates awarded went up a dramatic five-fold amount. These increases occurred...
at a time when the enrollment was plummeting by over 30 percent. As a result, the actual rates of each of these measures show truly remarkable increases of 47% and 514%. Retention during this time was relatively stable, but by Fall 1998 was up by a percentage point to 75.1%, slightly higher than the district average of 74.4%.

The curriculum of the College continues to change in response to changing needs and circumstances. This is particularly true in those areas of rapid change such as computer technology and applications, and graphic design. In other disciplines with less content change, there has been, nonetheless, a considerable change in modes of educational delivery. For example, in the calculus-based physics series, a system of interactive engagement or active learning has been institute, based on a well-developed existing model. In Fall 2000 the Mathematics Department greatly expanded their offerings in the web-based delivery of beginning math courses.

A recent College evaluation of how well it served its community suggested that it should improve its service to older adults and to its Hispanic population. In response, a new noncredit program called ENCORE was established last year and expanded this year. ENCORE provides lifelong learning for older adults. The College ENCORE program is allied with a national educational organization called OASIS to mutual benefit. The College has also begun relationships with two Hispanic community groups, BASE and Guadalupe Center, with a focus on instruction in English as a Second Language and in certain skill-development areas.

Self-Evaluation

Enrollment-building initiatives have been successful. The enrollment appears to have stabilized and begun to increase. From the first day on the new calendar in Fall 2000, there was a dramatic increase in headcount and an even larger increase in FTES compared to the previous fall term. The financial condition of the College has turned around and should continue to improve, if enrollment growth continues. Improved financial health will allow the College to serve its students better.

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As the UCLA ten-year study and the CSUN study show, Pierce students do very well upon transfer. Though the College transfer rate is quite good compared to other colleges, Partnership for Excellence goals are numbers, not rates. It has been a challenge to maintain the same transfer numbers during a period of enrollment decline. This is a major reason that the College is taking an aggressive approach through its Transfer Center Plan to intervene in the transfer process by providing special services and support to selected student populations.

Tracking students after they leave a community college is always difficult. However, what data we do have from the EDD/UI wage reports suggest that completers of Pierce programs experience greater gains in their post-college earnings than others without this training.

Over the last decade, Pierce has shown improvement in its student success outcomes. The number of students receiving degrees and certificates has steadily increased. Given that these increases occurred during times of enrollment loss, the improvement in rate of success is quite high.

Curriculum is the heart of this, and any college. Over time, the Pierce curriculum has been shaped to reflect new realities. However, the pace of change is sometimes more rapid or more comprehensive in some areas than in others. The College has established a task force to develop a plan to strengthen and expand its basic skills effort.

The College has moved in new directions in its efforts to serve its community. The founding of a program for older adults has enriched the College. With the expected growth of this program and the possibility of campus housing for this same population, Pierce can become even richer and more diverse. The College recognizes that it needs to do more to meet the needs of its Hispanic population. The ESL program needs to be expanded and the new relationships with community groups need to be strengthened.
C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary

The College is eager to communicate matters of quality assurance to the public. A new Public Relations and Marketing Office was established in 1999. As a result, over the last year we have seen a remarkable series of favorable pieces and editorials about the College in the local press. The successful student transfer information was widely utilized in public service announcements promoting the start of each semester. College publications and the College website highlighted this information. The new calendar, which the College believes will improve student success, was highly advertised to prospective students and the public.

The development of a Facilities Master Plan included a component of intensive community contact and inclusion. The open houses, forums, and presentations to various community groups gave College neighbors and other interested parties many opportunities to share their ideas and suggestions. The College recorded this input and modified the plan or incorporated the suggestions to the extent that these made sense and were useful. Some, though not all, long-time College critics and commentators became supportive of the College’s plan as a result of this very inclusive process.

Student outcome information is widely available in College and District publications. Both the transfer rate and the completion rate appear in the “Student Right to Know” section of the Schedule of Classes and the College Catalog. The trends in these student outcomes are available in the Partnership for Excellence Fact Book on the Pierce College website and in the Information Digest on the District Research and Reporting Unit website. The EDD/UI wage report is published on the District website.
Self-Evaluation

A creative new president and an energetic public relations officer have been very effective in helping the College reverse its sagging public image. The renaissance of the College has made a great story.

Considerable effort was made to inform the community about the purposes of the Facilities Master Plan, the details of its content, and the benefits to the College from its implementation. The careful attention given to community concerns in development helps ensure the eventual implementation of that plan.

A great wealth of information about the College and its performance is made readily available to the public on the District and the College websites. Most of the information is also available in print form. The College includes student success information in all its publications.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

Starting in 1998, a District decentralization initiative has resulted in a modification of the relationship between District and College research functions. Increasingly, more responsibilities are being identified as College, not District functions. The College is currently evaluating its needs given these new obligations. Since 1999, the District-wide Research Committee (DRC) develops research priorities for the year. Once approved by the presidents and the Chancellor, these recommendations inform the local college research agenda. The DRC is developing a district-wide resource manual with an expected completion by the end of the Fall 2000 semester. The College Researcher is regularly evaluated by her supervisor.

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Both the Instructional Program Review and the student services processes have been reviewed and revised since their inception. Currently, a plan for providing additional support data for each process is being developed.

The College Strategic Plan is revised and updated through the annual goal-setting process. Major revisions of these documents appeared in 1993, 1997, and 2000. The 2000 version contains a comprehensive Facilities Master Plan that is scheduled for Board of Trustee action in December.

Currently, some College planning and governance processes are being reconsidered and altered. Recently, the Leadership Group (organization chart p. 31) was established that brings together the College President and the three vice presidents with key faculty and classified leaders on a monthly basis. This Leadership Group is small and informal. The purpose is to bring into the mix at an early stage additional perspectives during discussions of issues and policies. There is also a College Council task force working on a proposal to streamline the operations of the Council.

Self-Evaluation

The College has reviewed and modified its processes over the years. The driving force for the recent review in the research area was the movement toward decentralization and greater autonomy for individual colleges. The driving forces for Master Plan modifications have been changing circumstances and changing College leadership. There has been, however, considerable continuity of ideas and long-term goals over the last decade. For example, major elements in the current Facilities Master Plan find their origin in discussions and decisions made as far back as 1991. At the present time, there is no formal Program Review process for administrative support units such as the College Business Office or Plant Facilities.

Planning Agenda

3C.3 (10) The Vice President of Administrative Services will develop, by Fall 2001, a Program Review process for administration support services.

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Support Documents

3.1 College Research Office Newsletter
3.4 District Office Accreditation Self Study
3.5 Multi-College Pilot Program Standards Matrix
3.6 Partnership for Excellence: Student Performance
3.7 Fund for Student Success: Early Identification of Successful Transfers
3.8 Pierce College Transfer Center Plan
3.9 Faculty Position Priority Policy
3.10 College Planning Process on Website
3.11 Guide for Instructional Program Review
3.12 Guide for Student Services Program Review
3.13 1993/1997 Master Plans
3.14 Agriculture Program Symposia
3.15 Transfers to UCLA May 1999 Report
3.16 CSUN Fact Sheet 1998-1999
STANDARD FOUR: 
EDUCATIONAL PROGRAMS

The institution offers collegiate programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The Board of Trustees holds the College accountable through decentralization authority given to the Chancellor, to ensure that the College’s educational programs and student needs are consistent with College and District mission statements, and District policies (MCPP #90 Doc. 4.1).

Los Angeles Pierce College, in keeping with its Mission Statement adopted on November 25, 1998 (Doc. 4.2), “is committed to quality education for all of the communities it serves. Its primary mission is to offer a broad curriculum designed to enable students to pursue their goals.” The College provides courses for general education, vocational training, basic skills, and transfer education. It offers 43 Associate degree programs and 80 Occupational Certificates or Certificates of Achievement. Certificates of Achievement document the student’s mastery of specific skills and course work within a discipline. Degree and certificate programs in vocational education are available for acquiring new skills that may lead to job placement in a new career or promotion within an established one. Advisory committees composed of members of the community provide input regarding curriculum and employment trends for the vocational programs.

The College also provides Instructional Alternative Programs such as PACE, Honors, Tech-Prep, Instructional Television (ITV), and Community Services, unique programs with flexible and individualized learning
opportunities for students. Pierce's PACE Program offers a selection of academic courses presented in an accelerated format that leads to transfer. Honors students take specially designed sections of general education courses. For those transferring to UCLA, the success rate thus far has been 100% placement (Doc. 4.3). Tech-Prep provides a seamless transition into Pierce College for vocational high school students.

Additional programs such as Early Alert, Special Services, and GAIN target the needs of individual students. Community Services has a wide variety of offerings to meet the interests of community members (Doc. 4.4). Community Services responds to the needs of the community and develops nontraditional and outreach programs to target specific populations. Since September 1999, in conjunction with the state Chancellor's Office, Department of Children and Family Services, and the Community College Foundation, Community Services has administered the Foster Care Education Program, which trains foster parents and relatives as caregivers for children who have medical, emotional, or behavioral problems.

The ENCORE and OASIS programs are two programs just initiated by the College that provide free, noncredit courses for older adults. The ENCORE program provides lifelong learning for older adults in the areas of education, music, art, and personal development. OASIS is a national educational organization dedicated to enhancing the quality of life for older adults. Classes are in the arts, humanities, wellness, and volunteer service, all of which create opportunities for older adults to continue their personal growth and service to the community.

The College relies on sound data about students and potential students to inform the planning process in developing and evaluating courses and educational programs. Demographic data, such as gender, ethnicity, age, economic status, employment status, etc., are collected from a variety of sources (e.g., applications and student surveys). Data may be collected and analyzed by the College Researcher or the District Research and Reporting Unit.

Los Angeles Pierce College
Self-Evaluation

Programs offered by Los Angeles Pierce College are consistent with the institutional mission and purposes of the College, and also with District policies. Pierce is committed to quality education, recognizes the need to be accessible, adapts programs to meet the changing needs of students, and provides programs in various locations that are appropriate for the community, such as high school outreach and contract education. During the Fall 1999 semester, a student survey was distributed to students (Doc. 4.5). The College Researcher developed the tool, implemented the survey, and analyzed the results, which suggest Pierce College courses do meet student needs. Fair treatment and the availability of faculty were mentioned in the survey as factors promoting an environment conducive to learning. Students appear to be satisfied with the faculty’s concern for issues concerning equity, diversity, and gender. This survey was followed up with focus groups to understand better the reasons some students did not make Pierce their first choice.

The analysis of trends in student demographics, enrollment, community demographics, and regional job trends has been greatly facilitated by the addition of a full-time researcher. Access to improved information has enhanced College planning.

A.2 Programs and courses leading to degrees are offered in a manner that provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

Programs, courses, and class sequences leading to degrees are explained and published in the College Catalog and Schedule of Classes (Docs. 4.6 and 4.7). Courses are offered frequently, allowing the students the opportunity to complete programs in a timely manner to meet their educational goals. Catalog revision occurs every two years. Courses that have not been offered are dropped after five years. “Guidelines For Discontinuance Of Instructional Programs” was developed and

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approved by the College Academic Senate, on October 26, 1998, and signed by the President (Doc. 4.8). They describe the process and timeline for program discontinuance or restructuring.

**Self-Evaluation**

Through the ongoing process of Program Review, departments determine if the class schedule and sequence of courses do indeed enable students to make satisfactory progress. The District Research Office compiles information regarding student completion rates. We believe Pierce College's high transfer rate is due in part to our strong support services, availability of academic advisement, and strong articulation agreements with other educational institutions. To serve our students better, Pierce has gone to a 15-week calendar and block time scheduling during the day. This will allow students to take more classes with better overall student retention.

_A.3 When programs are eliminated, or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner, with a minimum of disruption._

**Descriptive Summary**

If a program is eliminated or a requirement is changed, efforts are made to assist students with program completion. Students are notified by announcements in the classroom. An alternative course for the student may be developed through the petition process or with the department chair for that course or program. Arrangements are made so enrolled students may complete their education with a minimum of disruption.

The Academic Senate developed Los Angeles Pierce College's "Guidelines for Discontinuance of Instructional Programs" in October 1998. This policy involves a multiple step process prior to the elimination of any program.

*Los Angeles Pierce College*
Self-Evaluation

The Guidelines for Discontinuance of Instructional Programs were developed when Pierce needed to restructure several small programs due to low enrollments. Thus, if in the future any programs need restructuring or elimination, we have established a rational procedure. No such restructuring or elimination has occurred since guidelines were developed.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

The Board of Trustees is assured by the Chancellor that sufficient resources are provided through the shared governance process of setting goals and budget priorities. The District is aware that budgets are generally marginal, and it maintains close contact with the College to monitor potential disruptions (MCP #92 Doc. 4.1).

Funding for 194 faculty salaries is a considerable portion of the College budget. The ratio of full-time to part-time faculty had been 83/17 in Fall 1999, which exceeds State goals and consequently has depleted our budget and restricted hiring even in departments that are severely understaffed. However, record growth in enrollment in Fall 2000 has reduced our ratio to 76/24, and the College President has authorized the hiring of two new full-time faculty and approved further hiring as funds permit. (See Standard 7A.1)

Pierce College attempts to provide sufficient resources to support its educational programs. Money is allocated to the College by the District, whose Budget Committee utilizes a formula for distribution of funds. (Doc. 4.9; see also Standard 9A.1) Proposed budgets for a department are discussed with the appropriate dean and vice president. Input provided by the College Budget Committee and Pierce Planning Committee is considered. The College President approves the final budget. The

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instructional budget for this year has remained the same as last year. State block grants and VTEA money are supplemental funds that expand the capabilities of departments to acquire equipment and supplies.

There are a total of 148 educational buildings at Pierce College, including bungalows at the outer edge of the campus. The earthquake-damaged Modern Languages Building, Bookstore, and Business Office will be removed during the 2000-2001 school year. Construction of a replacement complex that includes an expanded Bookstore and Student Services Building will take its place. In addition to these on-site facilities, classes are taught at local high schools and PACE programs at companies like Countrywide Mortgage.

Students attending classes both on and off campus (cf. D.3 and D.6, this standard) are exposed to a wide variety of instructional delivery methods. These include classroom lecture, interactive "discovery" learning, computer-based instruction, and self-paced courses. Access to computers, library resources, and the Learning Center is available to students on campus.

Self-Evaluation

Because the District's funding allocations are marginal, the College, under its new leadership, is pursuing a comprehensive plan for increasing enrollment, among other strategies. This will give us a larger revenue base (Doc. 4.10). So far, student enrollment declines in the last several years have turned around. Pierce's enrollment has climbed 3.6% since Spring 1999, and an additional 16.5% in Fall 2000 to 16,500 students. The College has recently added more English and math classes to respond to the needs of students.

Factors leading to the increases include a comprehensive Schedule of Classes, new marketing techniques such as TV spots and radio ads, outreach strategies, block time scheduling of classes and a new 15-week semester, and a newly air-conditioned campus.
During the Program Review process, departments must decide if their instructional program can be carried out with the allotted resources, including faculty, staff, supplies, and equipment. Since we have a high percentage of full-time faculty at present, but not necessarily in the disciplines that need them, the Faculty Replacement Committee has met several times and generated an "A" and "B" list for priority hiring when faculty positions become available. The College has also made a commitment to increase the classified staff (Doc. 4.11). (See also Standard 8.1.)

Although many departments receive some funding from State block grants and VTEA, generally not enough is provided to replace old equipment. More computers are needed throughout the campus, both for learning resources and faculty. The Office of Academic Affairs and the campus-wide Technology Committee are working on a plan to bring more than 300 general use computers to the campus.

We have suffered enrollment losses due to bad parking lot conditions and lack of air conditioning. But now, many improvements have been made at the College. The main parking lot is to be 75% repaved in Fall 2000. Air conditioning is being installed throughout the campus. A state-of-the-art phone system was installed to facilitate better communication between students and faculty. Several other projects taking place include stuccoing of buildings, ceiling and lighting installation, water and gas piping replacement, and electrical rewiring. Computers for student use have been installed in the Administration Building to assist with registration.

Additional sources of revenue are being investigated to increase the number of full-time faculty and staff positions, equipment, and supplies.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.
Descriptive Summary

L.A. Pierce College provides a comprehensive array of academic advising resources to new and continuing students via counseling staff as well as teaching faculty and other trained personnel.

New students receive advisement, including preregistration advisement, through the Early Admissions Program, a component of the Outreach Program, which extends to almost 50 high schools and middle schools. The program is coordinated by a counselor and staffed by paraprofessionals. Those new students not reached through high school affiliation are directed to counselor-led preregistration advisement sessions following their English and math assessments. Paid advisors from the Math and English Departments also attend these sessions to provide individual interpretations and advice based on assessment results. Once students have completed their Student Educational Plans, they may be seen for individual attention in the Counseling Office on a drop-in basis.

Continuing students can receive academic advisement for a plethora of special purposes and at numerous sites on campus. At the Counseling Office, a student may be seen on a drop-in basis by any of 11 counselors throughout the day. Drop-ins are most appropriate for brief questions; hour-long appointments are available by request. In addition, the Counseling Office provides students with specialized needs advisement through groups and workshops on such topics as academic and progress probation, transfer planning, applications processes, etc. The statewide ASSIST program and the Eureka system are made available to students, and transfer sheets are also available to help students make appropriate course selections.

Advising is provided to EOPS (Extended Opportunity Programs and Services)-eligible students by three counselors and a program advisor. A counselor and a disability specialist advise Special Services students individually and in groups. Students in the Honors, PACE, veterans, and athletic programs can see any counselor in the Counseling Office for academic advisement. One counselor is designated to do Honors certifications for program-specific documentation and questions, two

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counselors are PACE specialists, and one counselor is assigned to veterans. Athletes may also be seen for advisement, while issues related to eligibility are referred to Athletic Program Director. As of Spring 2000, athletes do not have their own academic counselor and eligibility clerk, but the College has addressed this inadequacy.

A designated International Students Program counselor advises international students via group and individual contact at the preregistration stage and throughout their tenure.

Besides counselors, academic advisement is provided by both peer and faculty advisors. Peer advisors are student employees of the Counseling Office trained by a counselor/coordinate to staff the front office and assist at the preregistration advisement sessions. Faculty advisors are formally identified in the Schedule of Classes at the beginning of each department’s section, providing expertise on careers, job prerequisites, etc. The Student Assistance Center is a recent innovation by which volunteer faculty are trained to understand the entire matriculation process in order to greet incoming students at the Information Counter during peak registration periods, clarify their needs, answer questions, and direct them to appropriate sites and resources on campus.

Self-Evaluation

Prospective, new, and continuing students at Pierce College have an ample selection of resources available to them for academic advisement.

A survey conducted by the Counseling Office over a 10-week period in 1998 indicates a high level of satisfaction with the services of that office (Doc. 4.12). With 727 students responding, 69% came in specifically for academic counseling, 93% were able to speak to a counselor on the day of the visit, and, on a scale ranking helpfulness of the interaction with the counselor from 1 to 5, 84% of respondents selected a 4 or 5 rank.

The Fall 1999 student survey (Doc. 4.5) conducted by the Campus Research Office asked respondents if the group preregistration session helped them to register in the right classes. Although 30% found the
question to be “not applicable,” about 32% found the sessions to be helpful, with 16% remaining neutral. In addition to the academic advisement made available to all students, EOPS students receive additional one-on-one or small group advisement. The EOPS program underwent a site review in February, 2000 (Doc. 4.13), and a recommendation was made to establish additional counseling hours for EOPS students.

Coordination of the advisement programs would be enhanced by physically locating them closer to one another. This will be accomplished with the completion of the Student Services Building in 2002.

Face-to-face advisement formats are well developed, and the campus’ website has been made more sophisticated, but as yet, there is no online advising in any formalized sense.

Planning Agenda

4A.5 (11) With Pierce College going online, the Counseling Department should explore the possibility of online advisement. Counseling will present a report to the Academic Senate by Fall 2001 regarding such a possible program.

4A.5 (12) Because 20% of surveyed students reported that they did not find the preregistration advisement sessions to be helpful, the student services components involved in this vital advising function will explore ways and means to improve effectiveness. The Counseling Department will implement the improved plan in Fall 2002.

B. Degree and Certificate Programs

B.1 The Institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

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Descriptive Summary

The Board of Trustees relies on DAS review and approval, College curriculum approval process, and College administrative recommendation, to assure appropriate criteria have been met. Nontraditional programs undergo the same approval and assurance process. Coherence of program design is now assessed through decentralization provided by E-Regs 64, 89, and 90 (MCPP #95 Doc. 4.1).

The Pierce College Curriculum Committee is charged with ensuring that new programs have coherent design, length, breadth, sequencing, and synthesis of learning. Program Review offers the College an opportunity to reevaluate program compliance with these guidelines in a departmental self study forum.

The College mission (p. 5, PC Catalog) (Doc. 4.6) is “to provide comprehensive lower-division education and programs that are appropriate to the community it serves and that meet the changing needs of students.” To support this mission, the College offers 25 Associate of Arts degree programs, 18 Associate of Science degree programs, 47 Occupational Certificate programs (C) and 25 Certificate of Achievement programs (CA), as detailed in the Pierce Catalog, p. 48. The College also offers an Honors Program, which guarantees successful students transfer to CSUN or UCLA, and a very successful PACE program (enrolling about 1550 students in 1999/2000) (PC Catalog p. 6, 8) to meet the needs of transferring students and working adult students.

The College facilitates transfer of its students by its articulation efforts and labeling of CAN and transfer courses in the Schedule of Classes, which is also available online. The College has 907 classes articulated as general electives to CSU, 550 classes articulated as general electives to UC, and 105 CAN classes. It also offers support programs for special populations, most notably ESL, GAIN, Special Services, and Community Services. The College has a library and a Learning Center that offers tutorial assistance (including math and writing labs) and computer access. The degree program is in full compliance with Title 5. It is further discussed in section 4.C of this document.

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Self-Evaluation

The College has an excellent education program, as evidenced by its high transfer rates. The California Community College’s Chancellor’s Office 1998-99 transfer rates from community colleges to the UC/CSU ranked Pierce College among the highest of all Southern California community colleges. The College has also received favorable feedback data from UCLA and CSUN regarding the progress of its students. CSUN studies show that Pierce transfers have a higher GPA than CSUN’s own junior year students (Doc. 4.14.). The Cooperative Education program has been highly successful. The student survey demonstrates that students generally find the classes they need to complete their objectives in a timely manner (Doc. 4.4). In short, the College is very proud of its degrees and programs.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

The College identifies through the Curriculum Committee, discipline committees, and advisory committees, the content, learning objectives, and skills the student needs to master for the subject area. These different groups keep abreast of the transfer requirements and job skills needed to keep the program current and responsible to a changing learning environment. Pierce College’s high transfer rate, as reported by the State Chancellor’s Office for 1998-1999, among the highest of any community college in the Southern California area, was accomplished by providing Pierce students with the latest transfer information and making transfer of its students a high priority goal.

The vocational/occupational programs stay current through our advisory committee program and information from State and local employment agencies. Pierce College has working relationships with the Employment Development Department, Economic Alliance of the San Fernando Valley, Los Angeles Pierce College
Economic Development Center, and local Chambers of Commerce. The Chambers’ office is now providing EDD/UI wage data for tracking our students after they leave Pierce College. The wage data shows whether their educational experience added value to yearly wages.

Degrees and certificates are identified in the Catalog with a brief description of degree objectives, a list of required and elective courses and their prerequisites, if any, and additional general education graduation requirements. For example, the Business Administration-Marketing AA degree introduction (Pierce College Catalog p. 59) states, “This program was developed to prepare students to enter the broad area of marketing for the business enterprise. Upon successful completion of this program, the student has a background in the principles and practices involved in the distribution of products and services from producers through middlemen to the ultimate consumer. Career opportunities include sales, public relations, purchasing, and management. Typical Positions: Retail, wholesale and industrial sales; buyer; merchandising supervision; proprietor.”

Self-Evaluation

The College policy is that Catalog inclusions and descriptions are updated every two years by department chairs, and any substantive changes go through department and Curriculum Committee approval procedures. Programs or courses that have not been offered in five years are eliminated from the Catalog. In addition, course outlines and program curricula are reevaluated every six years (on a rotating schedule through a Program Review process initiated in 1992) by individual departments and their deans. District-wide discipline committees provide an overview of academic progress. The vocational programs have advisory groups from the outside community that meet annually to ensure relevance and to keep them up to date (Doc. 4.15). All course outlines are reviewed every two years and updated to reflect measurable learning outcomes.

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B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

As stated in our 2000-2002 Catalog, p. 45, the awarding of an Associate degree symbolizes a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to develop the capacity for self-understanding. In addition to these accomplishments, the student should possess sufficient depth in some field of knowledge to contribute to lifetime interest.

The courses are designed to satisfy the requirements for an AA or an AS degree, a certificate, or transfer to a university. Each program is individually summarized in the Catalog. Required courses as well as recommended courses are listed in each discipline.

Self-Evaluation

The Pierce College course outlines identify course objectives, entry skills, exit skills, content knowledge, and the development of critical thinking skills. The District Academic Senate Course Outline of Record form has specific student activities that are used to make sure the course has SCANS (Secretary's Commission on Achieving Necessary Skills) competencies as well as critical thinking activities integrated in the course work. This ensures that all courses within the degree or certificate program have all the learning objectives as well as the instructional modes and evaluation methods identified.

Pierce College students demonstrate achievement by earning degrees or certificates. They must complete a predetermined core of introductory classes that include a broad range of subject matter and then complete

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EDUCATIONAL PROGRAMS

requirements towards as specific major. They can also choose to transfer to a four-year college or university. When the student has demonstrated that all requirements are met, by showing course mastery through a variety of methods, including quizzes, written exams, research papers, essays, oral statements, problem solving and presentations, then the Graduation Office notifies the student by letter that he or she is eligible to receive a degree or certificate.

The Pierce College Curriculum Committee has been effective in providing the information and requirements necessary to allow students to be successful in transferring to a university or pursuing a job in industry. We could, however, expand personal guidance in addition to the carefully listed information in the Catalog regarding degree and certificate programs, when needed.

8.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

All students seeking an Associate in Arts or an Associate in Sciences degree at Los Angeles Pierce College must fulfill a series of general education requirements. As noted in B.3 above, in the College Catalog, p.45, these requirements ensure that all degree holders demonstrate certain basic capabilities: “to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.” In addition, each particular degree provides a course of study in a specific discipline, which the Catalog stipulates will provide a student with “sufficient depth in some field of knowledge or contribute to lifetime interest” (p. 45). Students meet the general education requirements by taking classes from five different categories: Natural Science, Social and Behavioral Sciences, Humanities, Language and

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Rationality, and Health and Physical Education. Competency requirements for reading, writing, and mathematics may be met by the completion of specific qualifying courses or their equivalent through sufficient scores on the English Placement Test and the Math Competency Exam. Limitations on course duplication restrict students from using more than two courses from any one department to fulfill their general education requirements, promoting variety in course selection and guaranteeing that students are exposed to a broad range of knowledge. Since so many of our students transfer to other institutions in addition to earning an AA or AS from Pierce, the degree requirements also reflect the current transfer criteria as indicated in the UC, CSU, and IGETC transfer outlines.

Self-Evaluation

The College adheres to Title 5 guidelines and adds new courses consistent with IGETC criteria maintain current emphasis on the teaching of critical thinking. Faculty assess the strengths and weaknesses of their disciplines and the ways they can meet student needs through periodic Program Review. To address changes in specific disciplines, departments present new courses for review by the Curriculum Committee, which determines their inclusion in the general education plan. The emphasis on critical thinking in IGETC stimulated the development of new courses in English, Philosophy, and Psychology in the Language and Rationality section of the general education plan. All the departments keep current with developments in their particular disciplines and can add new courses to reflect current trends, such as recent computer graphics and design classes in the Art Department and the new Women in Politics course in Political Science. The Geography Department added an entire discipline, Geographic Information Systems, to respond to the increased use of technology. Working through the Curriculum Committee, departments adjust their course offerings on a regular basis to allow a variety of classes that meet students’ general education needs and adequately prepare them with the knowledge and learning they need to succeed in the future.

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B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

The degree programs offered at Pierce College require language and computational skills achievement. The rationale used to decide the level of skill at which competencies are measured is contained in Board Rule 6201.12 (MCP#102 Doc. 4.1).

The primary measures to evaluate students' overall competencies in these areas are quizzes, course final exams, and written reports.

The Associate Degree Programs (AA/AS) at Pierce College follow this Board Rule in that competency requirements must be met in reading, written expression, and in mathematics. Students exhibit competency by successfully completing required courses in English or Journalism, and Mathematics, Engineering Technology or Statistics, or by passing competency exams approved by the College English and Mathematics Departments and the District discipline committees.

Pierce College offers walk-in math and English tutoring, and reading and writing workshops available to part-time as well as full-time students, to assist them in developing the required competencies. In addition, computer labs designed for improving reading, writing, and math skills are available to all students. Special Services also offers tutoring in English and mathematics.

Self-Evaluation

The general education requirements are periodically reviewed and revised by the Curriculum Committee, consisting of voting faculty members, and nonvoting representatives from Counseling, ASO, AFT, Assessment Office, Articulation, Admissions and Records, and Academic Affairs. The content of Math and English placement exams is reviewed every six years in order to ensure that students are placed appropriately in the skill courses they need. The College assesses student progress and retention, supports and is expanding tutoring and computer labs, and reviews and revises courses to increase student success rates. In particular, the College Researcher monitors the progress of students in

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English and Math each semester. The number of AA/AS graduates in Spring and Summer 1999 was 418, an increase from 351 graduates in Spring and Summer 1998.

**B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.**

**Descriptive Summary**

The College stresses the importance of industry standards and/or professional board certification for all vocational/occupational programs.

Documented institutional competence of students completing vocational programs is a theme that permeates the entire process of curriculum development, acceptance, delivery, and verification. A form of documentation occurs when program advisory committee members outline what skills are needed by students to enter various industries successfully. When the advisory committee targets desired competencies, the department staff develops courses to satisfy these requirements. Documentation of competence also occurs when faculty prepare new courses or revise existing courses and then present them to the College Curriculum Committee. For example, in response to a recent recommendation by the Computer Science Advisory Committee, the department added Computer Science 551 - Introduction to the Internet, and Computer Science 553 - The World Wide Web, and Web Document Design and Development.

The course outline sets up the standard for competence, and classes offered must follow it. In addition, course outlines specify the various methods of competence evaluation to be used by the instructor, such as written exams, research papers, and practical projects. The General Catalog of the College also serves to document competence by formally listing the entire content of all college vocational programs. Ultimately, Admissions and Records documents technical competence of students by ensuring that all program requirements have been completed in a satisfactory manner before any certificates or degrees are issued.

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Self-Evaluation

The Dean of Vocational Education and deans responsible for vocational disciplines are charged with the task of trying to make sure the curriculum is current and relevant. This is done by staying in contact with local industry and identifying emerging trends. Working with business groups such as the Economic Alliance of the San Fernando Valley and the Valley Industry and Commerce Association (VICA) at their monthly education meetings provides some insight into local business needs.

Each vocational program has an annual gathering of its advisory committee members, and their recommendations are actualized. Course outlines of record are thus updated in a timely manner.

Planning Agenda

4B.6 (13) The College should improve research capability to track vocational graduates and determine their success. The College Researcher will report on what is required by Fall 2002.

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

A general education component is present in Plan A and Plan B of the Associate degree requirements, each occupational degree, and all transfer programs. The general education component is published in clear and complete terms in the College Catalog.

Self-Evaluation

The College Curriculum Committee has reviewed the Associate degree, certificate programs, and transfer programs and determined that a general education component is present and is published in clear and complete terms in the College Catalog.

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C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

The District participates in determining the appropriateness of the general education component through Board Rule 6201.14. The Board relies on College and DAS review, which is in turn based on State Chancellor and State University guidelines (MCP #’s 109 & 106 Doc.4.1).

A statement of philosophy and rationale for the general education component is presented in Title 5, Section 55805 of the California Education Code. The Board of Trustees has adopted the State language in the Board Rules, which the College uses as its own statement of philosophy and rationale. These criteria are used in determining the placement of new courses into the general education requirements, when appropriate.

Self-Evaluation

The College Curriculum Committee has reviewed all general education courses to ensure that they are consistent with Title 5 guidelines. These guidelines are also used in evaluating new course proposals for inclusion in the general education requirements.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.
Descriptive Summary

General education has two components: 1) exposure to the major areas of knowledge and, 2) skills, capabilities, attitudes, etc. These are spelled out in Title 5, which is used as the criteria for judging the placement of courses in the College's general education plan.

The Campus Curriculum Committee (a standing committee of the Academic Senate) follows State and Board regulations and guidelines for approval of courses and programs. Title 5 requires that all programs and courses be scrutinized in the areas of appropriateness to mission, need, quality, feasibility, and compliance.

The LACCD District Academic Senate Course Outline of Record (COR) (Doc. 4.16) is required for all new courses and is periodically updated as the state of the subject matters and Program Review processes require. The COR reflects State and local regulations and guidelines, as well as articulation of courses with four-year colleges and universities. The COR includes extensive information about the course, including entry skills (from prerequisite courses if required), exit skills, course objectives, SCANS (Secretary’s Commission on Achieving Necessary Skills) competencies for vocational courses, critical thinking activities, instructional and evaluation methods, as well as an outline of course content.

The LACCD District Academic Senate Proposed New Course Request (PNCR) (Doc. 4.17), also required of all new courses to the College, complements the COR in ensuring courses meet state and local requirements and guidelines. The PNCR does this by addressing cultural diversity, general education status (GE area or elective), degree status, and articulation (including requests for IGETC and CSU certification).

Self-Evaluation

The structure of the general education program is determined by the Board of Trustees, acting upon recommendations of the District Academic Senate. Although the District Academic Senate has adopted a multicultural component, the proposal has yet to be forwarded to the Board of Trustees for action. The Board of Trustees rejected a proposed

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computer literacy requirement. While there are courses at the College that offer culturally diverse perspectives, there has been no graduation requirement outlined in this area. We expect that further decentralization of present District functions will permit the College to develop some of its own general education requirements.

Planning Agenda

4C.3 (14) The Curriculum Committee will explore the incorporation of a computer literacy requirement and multicultural component in the general education program and will make a recommendation to the Academic Senate by Fall 2001.

C.4 Students completing the institution’s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

Board Rule 6201.14, adopted in 1996, sets forth the standards that must be met by students to demonstrate competency in reading, written expression, and mathematics. Competency may be met by completion of one of a series of appropriate courses with a grade of “C” or better. Math competency may also be met by earning a determined score on a District competency examination.

Self-Evaluation

The College has maintained consistently high standards that must be met by students to demonstrate competency in reading, written expression, mathematics, and critical thinking, and has avoided the tendency to lower standards merely to increase the number of students completing its programs.

The high standard maintained at Pierce College is evidenced by the fact that the College’s students have demonstrated success at transfer institutions. The Board of Trustees’ resolution dated August 11, 1999,
“commends the faculty of Los Angeles Pierce College for ensuring that the educational curriculum and instruction offered were at levels that well prepared its students for transfer into the UC and CSU systems.”

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The responsibility for curriculum development is a faculty function. The Curriculum Committee has the oversight charge to evaluate and regulate course content. The Curriculum Committee is a subcommittee of the Academic Senate but includes all segments of the faculty, staff, and administration.

The District ensures uniform standards across the campuses through E-Reg. 64 (MCP #114 Doc. 4.1).

Subsequent to our 1993 Accreditation reaffirmation process, the College established a Program Review procedure. This process makes faculty the key in developing, implementing, and evaluating the educational programs. The review begins with a departmental self study that culminates in a report. The report is refined in concert with the area dean and submitted to the Vice President of Academic Affairs. Here it is evaluated by a team that includes a faculty member from another department, an off-campus member, the Program Review coordinator, and an administrator other than the area dean. A report of this process is prepared and discussed with the department, then submitted to the Vice President of Academic Affairs. A summary report is prepared for the Planning Committee of the Pierce College Council, where it is integrated into the institutional evaluation and planning process. The department follows through on implementing its self-recommendations and those that come out of the validation phase.

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To provide support and encouragement to departments having difficulty completing their program reviews, a faculty member was granted 60% released time to serve as Program Review Coordinator beginning in Fall 1999. As noted in the College’s responses to the 1993 Accreditation team’s recommendations, Academic Affairs staff determined that the six-year cycle of program review was too long. Accordingly, a decision was made to compress the process into a five-year cycle, and the first round of that cycle has just been completed.

Self-Evaluation

The Curriculum Committee relies heavily on the Program Review process to assist the programs’ self-evaluation process.

Both Student Services and Academic Program Review processes have been revised and refined for the second round by the Vice President of Student Affairs and the Program Review Coordinator. The self study and validation phases of the process have been very effective, but the integration of the summary reports into institutional planning could be strengthened.

Planning Agenda

See Planning Agenda 3B.3 (9).

\textbf{D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all its courses and programs regardless of service location or instructional delivery method.}

Descriptive Summary

All of the College curriculum, whether credit or noncredit courses, must be approved by the campus and District curriculum process, regardless of the location or delivery method. The faculty are responsible for following the approved course outline and delivering the information in a professional and approved manner.
In addition to the use of highly trained faculty both on and off campus, the College ensures the quality of instruction and academic rigor through biannual departmental and student evaluation of faculty, which includes classroom visits. It ensures the educational effectiveness of its courses and programs by periodic Program Review (cf. D.1) and by evaluation of feedback from universities to which our students transfer.

The District ensures uniform standards across the campuses through E-Reg's 64, 89, & 90 (MCP#s 114 & 116 Doc. 4.1).

The College offers classes each semester at local high schools, including Chatsworth, El Camino Real, and Taft. Additionally, the PACE program four years ago expanded its reach to areas from Thousand Oaks to Burbank, offering classes at high schools and business locations. More recently, at the request of Blue Cross in Newbury Park, another PACE program was initiated at its main office. Plans are being made to offer classes at two probation department locales. Qualified Pierce College faculty members, who are selected and evaluated identically to instructional staff whose classes meet on campus, teach all off-campus classes.

**Self-Evaluation**

Pierce College has an excellent academic reputation. The high transfer rate to 4-year universities and ultimate success of our students after transfer testify to our academic integrity and quality (Doc. 4.18).

All part-time or full-time instructors are monitored by the departmental chair for consistency. PACE courses follow the same course outline of record as non-PACE classes. Instructors are interviewed by the Department Chair and PACE director and instructors meet the same standards as do non-PACE instructors. All exams are given at the same level of difficulty as in regular classes and are graded to the same standards.

**D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.**

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**Descriptive Summary**

The grading policies for the College are stated clearly in the College Catalog. Every teacher, in their class syllabus, outlines specific grading policies and class objectives. The course outlines delineate the essential components of the class and are monitored by the Curriculum Committee.

Students demonstrate outcomes through a variety of methods, including quizzes, written exams, research papers, essays, oral statements, problem solving, and presentations, to show course mastery based on generally accepted norms and equivalencies. The Course Outlines of Record, which are reviewed and updated during each Program Review cycle, clearly state and publish criteria for student evaluation.

**Self-Evaluation**

The evaluation of students is done in compliance with the course outline and instructor syllabus. The instructor syllabus incorporates the learning objectives required and is demonstrated by the student in quizzes, written exams, research papers, essays, oral presentations, critical thinking activities, class presentations, and problem solving. These reflect the evaluation criteria for that discipline field. The College has no specific policy and relies on the discipline and faculty for guidance in the area of evaluation.

Through decentralization, the responsibility for assessment of these practices lies with the College (MCPP #119 Doc. 4.1).

Stated criteria are followed in the evaluation of student learning and the awarding of course credit. The College grading policies are listed identically in both the College Catalog and the Schedule of Classes.

The Test Construction and Evaluation System (TCES), has greatly aided faculty in testing and grading (Doc. 4.19). The system is continually upgraded and made easier to use.

As new modes of teaching are adopted at the College, new modes for the evaluation of student learning are developed to keep pace. Articulation files are kept up-to-date and include information concerning examinations.

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D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

The College accepts all credit from lower division courses from accredited institutions in the United States. Credit is accepted from foreign institutions by petition, which includes an evaluation by a recognized evaluation service. Credit is also granted for high school Advanced Placement courses.

The College policy on transfer credit is explained in the College Catalog. It also covers foreign transcripts credit policy, and credit for courses completed at non-accredited institutions.

The Articulation Office maintains a database that meets the needs of students transferring to other community colleges, CSU and UC campuses, and independent four-year colleges. It is a source of great pride that Pierce College has one of the highest transfer rate to four-year colleges of any community college in Southern California.

The District maintains a Directory of Programs and Courses that lists transferability to CSU and UC. Course equivalencies at those colleges, articulation agreements, and evaluation of foreign transcripts are decentralized and as such lies with the each college (MCP #121 Doc. 4.1).

Self-Evaluation

In recognition of the importance of maintaining its excellent record for transfer, in Fall 2000 the College appointed a counselor to oversee articulation, but the position is only a 10-hour assignment. A plan is being developed to move Articulation under Student Services.

Pierce College counselors are well trained and place a high priority on keeping up to date in providing assistance to students planning their programs to meet all IGETC requirements.
Planning Agenda

4D.4 (15) The Vice President of Student Services will complete a plan by Fall 2001, to move Articulation to Student Services as a full-time position.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

Through our campus staff development workshops and educational conferences, the faculty is made aware of new and emerging learning delivery systems. Most class presentations use the traditional lecture/discussion mode of delivery. More faculty are using power point/CD ROM, and Internet discipline specific materials. Several faculty are developing online courses and new distance education techniques. The Music Department is implementing an online music course developed at CSUN. This course used a CD ROM that contains all the music needed for the course. Several classes in the Fall semester used a team-taught approach. Self-paced and modularized modes of instruction are used in our Math and Learning Resources Center labs.

The College has set up several computer labs equipped with the latest hardware and software available to teach such widely diverse classes as Electronic Music, Geographic Information Systems, and Graphic Design. These are in addition to the courses where use of the computer is assumed, such as Computer Science and Computer Applications and Office Technologies (formerly Office Administration), both of which have their own labs, while other areas share labs.

The Learning Center and the 20/20 Lab offer students an opportunity to check their email, surf the Web, and study at their own pace to improve basic skills. Specialized labs are run through the Math and English departments (the Writing Lab).
The Los Angeles Community College District has run Instructional Television (ITV) for the past 33 years through LA City College. The program standards are monitored through LACCD to ensure that the ITV courses are comparable to courses offered in a traditional setting.

Another non-traditional delivery system is used for the PACE program. Courses are taught in the evenings and Saturdays at on-campus and student worksites, with television used as a supplementary mode of instruction.

Vocational and Technical Education Act (VTEA) and State equipment funds are used to supplement the College budget to acquire and keep in good working condition instructional computers and other high-tech equipment. The College will make maximal use of available funds to encourage faculty and students in the use of advanced technology to enhance learning. Faculty and administrators keep up to date on uses of technology in the classrooms via conferences, workshops, and trade fairs.

**Self-Evaluation**

The College has been active in introducing and evaluating new delivery systems that enhance instruction and facilitate student learning. For example, the Mathematics Department participated in a National Science Foundation grant that trained mathematics instructors from high school through university level in interactive, computer-assisted math instruction. Various departments now offer online courses and self-paced computer courses. Throughout this transition, emphasis has been placed on assessing the advantage to students of new formats, with continual reevaluation and refinement.
D.6 The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract, and other special programs conducted in the name of the institution.

Descriptive Summary

The faculty, through the Academic Senate and Curriculum Committee, determine the substance of a course, on or off campus, credit or noncredit. The Course Outline of Record is very clear on the goals and objectives of a class, and the tools to be used to measure the learning outcomes. The department chair uses the established instructional procedures to maintain the standards of all courses on or off campus. The administration also provides evaluation of grievances received about a teacher or the operation of a class. The College also conducts student satisfaction surveys, which help pinpoint problem or potential problem areas. Community education, contract education, cooperative education, and specially funded programs must also meet the class and program standards established by the Curriculum Committee.

About three years ago, a College committee was formed to set standards for contract education offerings. Out of the meetings of that group grew the Center for Innovative Studies. Its purpose was to explore nontraditional and contract ed programs and oversee and support their establishment.

Over the past three years, various departments have engaged in contract education offerings, including a computerized numerical control program for Boeing engineers, a writing skills program for McDonald's Restaurant employees, Certified Nursing Assistant training for JTPA and El Proyecto del Barrio, and a certificate in business supervision for Superior Industries, an automobile parts manufacturer. (Doc. 4.20)

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Contract education offerings are developed by an academic department in consultation with the particular company representatives and the campus liaison to determine the most appropriate avenue for delivery. All credit and non credit classes follow the campus and District Curriculum Committee approval process.

If the employer prefers a customized workshop, course, or program, the department chair is consulted as to curriculum design or course content. The College and the employer negotiate the cost and services to be provided.

All vocational programs hold annual advisory meetings to ensure course content and offerings are up to industry standards. Vocational programs are required to be reviewed every two years. (Doc. 4.21)

**Self-Evaluation**

Interest surveys are used in Community Services/Extension classes to make sure the classes were appropriate, of interest, and satisfactory for that educational community.

The Chair of the Business Administration Department has been appointed to arrange partnerships and other business relationships that lead to opportunities for the College to provide contract education. In this role, he reports directly to the College President, which ensures the quality of offerings. Similarly, offerings through Community Services/Extension adhere to the College’s high standards by having the Community Services Coordinator report directly to the academic Vice President.

Pierce College is continuing to strengthen its ties with the community, which includes providing high-quality contract education to meet the needs of these business partners.

*D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.*

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Descriptive Summary

Pierce College, through the Curriculum Committee, guarantees the quality of instruction and academic rigor of all its academic or vocational classes, irrespective of delivery mode. The course outline lists the exit skills required and the modes of education to test these essential outcomes. The LACCD has a set of minimum qualification for instructors to teach in a specific subject area. With the two-year faculty evaluation cycle, the continual review of consistency is ensured.

Pierce faculty have put together a number of online and interactive video courses over the past three years, with varying success, including teleconference courses with Cal-Poly Pomona (Horse Husbandry classes had to be done by videotape because of inability at that time to link with the CSU Network) and Cal-Poly San Luis Obispo (Natural Resource Management courses offered to Pierce students for upper division credit).

Chemistry 60 (Introduction to General Chemistry) was developed with lectures on the Internet and on-campus labs on alternate Saturdays. However, no students registered for the class, and the class’s instructor subsequently left the College to take another job. A Philosophy 6 class was developed and offered online by another instructor who left the College. His replacement has completed another Logic class, which needs to be submitted for approval from the department and the Curriculum Committee to be offered online. The Mathematics Department began offering online developmental classes in Spring 2000 with apparent initial success (over 300 students participated). Evaluation is pending. Current plans include an online drafting class, Electronics 28, which is complete and ready for submission for Curriculum Committee approval.

The Staff Development Coordinator has staff from the Virtual University at the local CSU campus (Northridge) on contract for training in the creation of online classes. On-campus workshops will be made available to faculty, staff, and administrators. Staff Development is also working toward installing a computer in the office of every full-time instructor.

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The Los Angeles Community College District has offered Instructional Television classes for a number of years. ITV responsibility for conformity to Commission policies rests with Los Angeles City College (MCPP #131 Doc. 4.1). Students watch the lectures on TV, then attend monthly seminars and take their final exams at their local LACCD community college. Current offerings include 24 sections of 16 different courses in anthropology, astronomy, English, geography, geology, history, humanities, law, management, political science, psychology, and sociology.

Self-Evaluation

Unfortunately, the development of online and interactive video classes has not been done on a systematic basis, either at the College or at the District level. However, there have been attempts to rectify this situation. In 1997, two faculty members were given reassigned time to assist other Pierce faculty in creating online and interactive video courses. In 1999, a college Webmaster was hired (again, through reassigned time granted to a professor) to create and update the College’s website, in addition to lending expertise to get faculty online.

As we develop electronic delivery methodologies, the College will operate in conformity with applicable Commission policies and statements on principles of good practice.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary

Not applicable at this time.
Supporting Documents

4.1 Multi-College Pilot Program Standards Matrix
4.2 Pierce College Mission Statement
4.3 Placement Rate at UCLA from PACE
4.4 Community Services Program
4.5 Student Survey, September 1999
4.6 Pierce College Catalog
4.7 Schedule of Classes
4.8 Guidelines to Discontinuance of Instructional Programs
4.9 District Budget Committee Budget Allocation Model
4.10 Enrollment Increase Plan
4.11 Classified Staffing Levels Document
4.12 Counseling Office's 1998 Ten-Week Survey
4.13 EOPS Accreditation Report April 2000
4.14 UC/CSU/CSUN Transfer Rate Study
4.15 Pierce College Course Outline of Record
4.16 District Academic Senate Course Outline of Record
4.17 District Academic Senate Proposed New Course Request
4.18 Transfer to UCLA May 1999 Report
4.19 Test Construction and Evaluation System Document
4.20 Contract Education Sample
4.21 Vocational Program Advisory Committee Review Document
STANDARD FIVE:
STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary

The District, through its Senior Director of Instructional and Student Services, as a member of the Council of Student Services, reviews and recommends policies in keeping with State standards and law. State and Federal policies governing admissions are found in Chapter VI and VII of the Board Rules; E-Regs. 6, 9, 10, 85, and 87; Title 5, Sec's. 54000-54072 (MCPP #139 Doc. 5.1). Local colleges have policies regarding special services (MCPP #132 Doc. 5.1) and concurrent high school enrollment (MCPP #132 Doc. 5.1).

Applications for admission are accepted prior to the beginning of each session. Admissions applications are included in the Schedule of Classes and on the web, along with instructions for applying, registering, and paying fees (Doc. 5.2). Registration can be done in person, by phone, and online through the District website; the vast majority of students use the phone system.

Admissions policies and procedures are published both in the College Catalog and Schedule of Classes (Docs. 5.3 and 5.4). The admission policies and matriculation process are both featured prominently in the Schedule, and a flow chart illustrates the sequence. There is also a Student Information Guide in the back of the schedule that explains all policies and procedures in detail.

Pierce has an open admissions policy for any student 18 years of age or older, or any high school graduate, and policies are in place for those under 18 who have not graduated from high school. Classes are open to all students with the exception of contract education classes and courses that require admission to a special program, such as Nursing, Honors, and PACE. International Students admissions procedures are
available on the website and in the information packet given to prospective students (Doc. 5.5). These procedures are in compliance with Federal regulations. Admission procedures for all special programs are outlined in the supporting documents.

Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) students receive priority registration in accordance with Title 5 regulations. Next to register are continuing students in the order of the number of units completed at Pierce. Finally, new students register in the order in which they apply and complete matriculation components.

**Self Evaluation**

Nearly 80% of students surveyed in Fall 1999 agreed that the Catalog, Schedule, and website <www.piercecollege.com> clearly and accurately reflect the College’s practices (Doc. 5.6).

The Program Review conducted for the Admissions and Records Office describes the commitment of the staff to apply policies fairly and evenly. Weekly staff meetings are held to keep all staff current and informed. An office procedures manual is being produced. The administrator over this area is the chairperson of the District-wide Admissions and Records Committee and provides leadership in changing and improving admissions policies.

2. *The institution provides to all prospective and currently enrolled students up to date and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.*

**Descriptive Summary**

The Schedule of Classes is reviewed and updated each session. It includes a Student Information Guide that covers graduation requirements, admissions policies, academic policies, refund policies, rules of student conduct, and complaint and grievance procedures. The same information
is included in the College Catalog. The College mails the Schedule of Classes to every continuing student each semester. Copies of the Schedule are available to new students at the Information Desk and other locations. During new student orientation, College policies and procedures are explained in detail, and all new students are encouraged to purchase a copy of the College Catalog.

The LACCD's Council of Student Services, consisting of the nine Vice Presidents of Student Services, meets monthly, and reviews as necessary, student discipline and student grievance procedures. Revisions are forwarded to the Board of Trustees for approval.

Self Evaluation

The Student Information Guide in the Schedule of Classes is comprehensive and provides students with a wealth of information. Every continuing student receives a Schedule, but purchase of a Catalog is optional. The student survey indicated that the group preregistration advisement session and orientation video (Doc. 5.7) for new students did not leave a lasting impression on students.

After each registration cycle, an administrative debriefing meeting is held to evaluate how the College's policies and procedures hold up in practice. Recommendations for change are made to appropriate personnel as necessary. At the last session, it was recommended that student grievances be handled in a more consistent manner.

Planning Agenda

5.2 (16) By Fall 2002, counselors and the Matriculation Director will redesign and update the orientation program and video to improve their effectiveness.

5.2 (17) The Vice President of Student Services will provide formal training on student grievances to administrators and appropriate staff during the Fall 2000 - 2001 school year.
3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College identifies the support needs of its students through the admissions process, orientation sessions, individual counseling appointments, and interactions with faculty and staff. The College measures its effectiveness in meeting those needs through the Program Review process and student surveys. Services designed to meet a variety of student needs are provided through the Division of Student Services, directed by the Vice President of Student Services. These services include the following thirteen areas:

Admissions and Records: The Admissions and Records office plays a vital role within the College's instructional program, serving as the College's "welcome mat" (the information desk), "the front door" (admissions into the College) and "the back door" (the Graduation Office, which handles degrees, certificates, and transfers) as students achieve their goals.

The Office of Admissions and Records serves all students and faculty. These services include applications, registration, grade collection, attendance accounting, evaluating and processing student petitions, transcript and verification of enrollment production (a staggering 60,000 transcripts each year), graduation and transfer evaluation, probation and dismissal, and staffing the campus information desk. These services are all available to students on a walk-in basis without appointment.

Assessment Center: As a component of the Pierce College Matriculation Program, the Assessment Center is committed to ensuring student success by providing accurate assessment of student competency in computational and language skills for all nonexempt students (p. 9 of Fall Schedule of Classes), assisting students in identifying their aptitudes, interests, and educational objectives, and in evaluating their study skills. (See Question 5 below on the test validation process.) Students are given placement results within two days so that they may register for

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classes without delay. At the time of assessment, students view an orientation video profiling academic expectations, services, College programs, and institutional procedures. The Center also provides transcript evaluation of English and math courses completed at other colleges, and it administers Ability to Benefit exams required by Federal financial aid programs.

*Counseling:* The Counseling Department assists students in making decisions regarding educational, career, and personal concerns. Professional counselors assist students through individual and group counseling and advisement, short-term classes, workshops, referrals to resources on or off campus, and testing and referral to reference materials. Counselors can assist individuals to assess interests, abilities, and values; to set goals; to make plans to accomplish the goals; and to address personal problems that impede those plans. A special crisis counseling team is available for more serious problems through the Help Center, which deals with problems such as depression, anxiety, and relationship issues.

*Transfer/Career Center:* The Transfer/Career Center offers students the opportunity to meet with university representatives to discuss their transfer plans. University applications are available, as well as information on admissions, financial aid, scholarships, housing, and university campus tours. An extensive reference library is available. Career counseling appointments, classes, and workshops are offered for students who are undecided about their career or educational goals.

During the year 1999-2000, the College received a State grant to research characteristics of successful transfer students and to develop a Transfer Center Plan (Doc. 5.8). Fifteen members of the College community reviewed the research, visited model transfer programs, and developed ideas for transfer activities. The College currently has one of the highest transfer rates among Southern California community colleges. Implementation of the Transfer Center Plan should increase this rate to even higher levels.
**Disabled Students Programs and Services (DSPS):** Students with physical, psychological, or learning disabilities are offered a wide range of services, including academic and career guidance; registration assistance; specialized tutoring; special equipment, including talking calculators, print magnifiers, and specially adapted computers; interpreter services for the deaf; note-taking; special parking areas; on-campus transportation; and mobility assistance. These services, all provided free of charge to any qualifying disabled student, are also available to students with a temporary disability such as injury or post-operative recuperation.

**Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE):** EOPS is a state-funded comprehensive support system that recruits and assists qualified low-income students who have educational disadvantages. EOPS provides full-time students with academic counseling, career exploration, tutoring, priority registration, book services, and workshops aimed at helping them succeed in college. EOPS students who are single parents with children under the age of 14 may also apply for additional services from CARE.

**Associated Students Organization (ASO):** The students of Pierce govern their activities through the ASO. Each student who enrolls at the College may become an ASO member by paying an optional fee. The ASO provides a framework for all College student activities such as student government, clubs, publications, athletics, and special events of the College. By participating in ASO, students render service, increase social and cultural awareness, improve leadership abilities, and create relationships with other students. Students are encouraged to serve on College and ASO committees.

**International Students Program:** International education is a major undertaking of Pierce College. The College seeks to foster mutual respect for and understanding of the global diversity of cultures, languages, and ideas. A warm welcome is extended to students from all over the world. The International Students Program has experienced significant growth this year, doubling the number of new students for the Fall 2000 semester.
The office handles all matters related to international students from first inquiry to program completion. Upon admission, the student is advised about testing, orientation services, counseling, and registration. A counselor is available to assist students with academic, career, personal, and immigration issues. A calendar of social activities is planned for international students each semester, which may include theater parties, holiday celebrations, hiking, and regular "rap" sessions designed to encourage the discussion of a wide range of issues and concerns. A new intensive English program is available to international students who want to focus exclusively on improving their English proficiency.

*School Relations Program:* The School Relations Program serves 20 feeder high schools. Outreach representatives visit high schools, make class presentations, process college applications, and provide information to high school students about concurrent enrollment and enrollment after high school graduation. Outreach representatives also arrange for tours and special events, such as College fairs and parent nights. The College President visited principals at all feeder high schools during the 1999-2000 year to build academic partnerships. In addition, Pierce College hosted these events last year for high school counselors to inform them about our institutional programs and opportunities for students. The School Relations Program received twice as many applications for the Fall 2000 semester as compared to the previous year.

*Financial Aid and Scholarship Program:* Financial aid is made available by Federal and State governments and private sources in the form of grants, scholarships, loans, and employment. This assistance makes it possible for students to continue their education beyond high school, even if they and/or their families cannot meet the full cost of the postsecondary school they choose to attend. Parents have the primary responsibility to assist dependent students in meeting their educational costs. Financial aid is available only to fill the gap between a family's contribution and the student's yearly academic expenses.
Veterans: The Veterans Program offers academic counseling, certification of VA educational benefits, and tutorial assistance to veterans who qualify under Chapter 30 (Montgomery GI Bill), Chapter 31 (Disabled Veterans), Chapter 32 (VEAP), Chapter 35 (Survivors and Dependents), and Chapter 106 (Selected Reserve). These are Educational Benefit Programs offered by the U.S. Department of Veterans Affairs.

Pierce College grants up to six units of credit for military service. Credit will also be granted for some classes at special military schools.

Health Services: A variety of health services are available in the Student Health Center located in the Campus Center. The Center provides first aid, crisis intervention, health assessment, health counseling, health referrals, and health information. Students are welcome to drop in or call for an appointment to see a physician, the College nurse, or a nurse practitioner.

The Student Health Center can provide low-cost family planning services, extensive gynecological care, and the testing for, diagnosis of, and treatment of sexually transmitted diseases. Most bacterial infections can be treated with low-cost antibiotics that the Health Center can supply. Free condoms and over-the-counter medications are also provided on an as-needed basis.

Consultation and/or referral regarding personal and emotional problems affecting a student's educational progress are available through the Student Health Center or the Help Center in the Counseling Office. In addition, a licensed psychologist is available to students for short-term personal counseling. Appointments are made through the Health Center. Bringing in a new portable building for Health Services is under discussion.

Child Development Center: The campus Child Development Center serves two purposes: 1) to provide a high quality preschool level program for the children of Pierce students, and 2) to provide a model program as a practicum site for college students studying child development and related fields. The Center offers a developmentally appropriate State Preschool Program offering primarily State subsidized child care spaces to toilet
trained children 2.9 through 5 years of age whose parents are enrolled at Pierce College. The program is staffed by faculty with graduate degrees and offers a minimum 7.5:1 ratio in each classroom. Evening and summer school programs are also offered. The Center is accredited by the National Association of Early Childhood Programs (NAECP). College students have an opportunity to gain experience working with young children as they study to become early childhood educators and directors. The College is applying for State funding for a permanent Child Development Center building.

**GAIN/CalWorks:** Since 1989, Pierce College has provided basic skills instruction and vocational training programs for students receiving Aid to Families with Dependent Children (AFDC) through the GAIN/CalWorks Program. As the community has changed, the program has evolved and expanded to include all persons eligible for or receiving Temporary Assistance to Needy Families (TANF).

The vocational skills/concurrent enrollment programs are designed for students whose main objective is short-term training with an immediate employment focus. The following services are offered to eligible students: instructional and vocational assessment, job preparation/job search assistance, tutoring and basic skills instruction, academic and career counseling, pre- and post-employment services, and special support services for students with children.

**Job Placement:** Students seeking employment are encouraged to use the student employment service of the Job Placement Center. The office is well known in the business community and employers place job orders for skilled and non-skilled employment opportunities in diverse occupational fields. Referrals are available to all enrolled students and graduates for part-time, full-time, temporary, and summer work. The office maintains a current listing of job announcements from civil service agencies and schools. Information from a commercial computerized job listing service is also available. The Job Placement Office is also a satellite facility for the California Employment Development Department.

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2000-2001 Self Study Report
Self Evaluation

Coordination, planning, and troubleshooting are accomplished by a monthly meeting of the Vice President of Student Services and student services area managers. In addition, each service has its own staff meetings and professional development activities. Formal evaluation of each service takes place during Program Review, the last cycle completed in 1997-1998. Each of the programs described above included a detailed self-evaluation in its Program Review.

Although each self-evaluation was different, there were several commonalities across the programs. In addition to needs for increased budget and staff, these include four highlighted areas. First, expanding technology into all the service areas was expected to be the partial solution to budget and staffing needs. Students Services managers now apply for grants and use other funding mechanisms to upgrade their computer systems. Second, physically consolidating all student services into the same general location would provide more efficient service to students. The new Student Services building will house Financial Aid and Assessment, and will bring most programs to the front of the campus. Third, developing materials for recruitment and for information about programs would educate potential students about what we offer. If these materials have the same design and theme, the College will look organized and streamlined. Fourth, engaging in continuous customer service improvement will send a message to the community that we are a nurturing, friendly place (Doc. 5.9).

Planning Agenda

5.3 (18) By Fall 2001, each Student Services Manager will work with the recently hired Director of Marketing and Public Relations in the development of descriptive materials for program promotions.

5.3 (19) All Student Services faculty and staff will participate in the College’s Nurturing College Workshops during the 2000-2001 academic year.

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4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

College Policy Advisory Committees comprising the Pierce College Council (Doc. 5.10) have student involvement and as such are involved in planning and evaluating student support. The Student Trustee plays the same oversight role as all Trustees—approving policy only. A District policy governing the role of Student Associations in student services is currently being consulted and developed (MCPP #137 Doc. 5.1).

Students are involved in planning and evaluating Student Services in three specific ways. First, students participate in many shared governance committees, including the Academic Senate, the Pierce College Council, Planning and Budget Committees, and Accreditation Self Study Standard Committees through appointment by the ASO president. Student Services also has its own Student Services Managers Committee, but no student currently serves on this committee. Second, students evaluate services through surveys conducted by the College Researcher. Third, student workers are hired in service areas, often functioning informally as part of a program's staff, and their input is included in improving services.

Self Evaluation

Judging by intermittent student attendance and participation at committees, there is some degree of student apathy. Especially on a commuter campus, lack of time and class schedule conflicts may make it difficult for students to be active members on committees. Even when students agree to participate, it is difficult for them to learn the committee history, method of conducting meetings, and the goals of the committee. Students need mentoring by other committee members to participate successfully.

Student surveys are an effective means to gather student viewpoints. However, each service area needs an individualized survey to measure effectiveness adequately. Each program should have a survey developed

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solely for itself and administered only to students who utilize that service. At the same time, the surveys should have some common ground that can be used to compare programs against each other, especially in the area of student satisfaction.

In addition to formal evaluation, it should be noted that each Student Services Manager spends time solving problems for students and uses student complaints as leads to improving program services. The managers are aware that complaints are often "gifts" in that they highlight areas that are not working well for students. These "gifts" are another way the institution involves students in evaluating support services.

**Planning Agenda**

5.4 (20) During the year 2000-2001, the Vice President of Student Services will recommend to all committee chairs that they appoint a faculty mentor to assist the committees' student members.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other biases and are regularly evaluated to assure effectiveness.

**Descriptive Summary**

Pierce College admissions and assessments follow State and Federal regulations which assure equitable accessibility and are found in Chapter VIII and XV of the Board Rules; Board Rules 1200-1203.13; E-Regs 10, 22, 55, 69, 80, 81-84, 89, and 90; Title 5, Secs. 53000-53034, 54100, 54220, 58100-58110, and 55750-55765 (MCP 440 &142 Doc. 5.1), as well as matriculation guidelines.

Matriculation provides assessment instruments and placement practices useful for assisting students' choice of an educational program, so the goal is to select and use instruments and placement practices that provide the most accurate and useful information. Pierce placement instruments are reviewed and validated on a six-year approval cycle by the State Community College Chancellor's office, based on the College's submission
of supporting evidence (Doc. 5.11). These tests are screened for bias and differential impact. The College Researcher and the English and Math Departments also validate test content and construct.

The College uses a number of instruments to assess students. All four levels of the Mathematics Diagnostic Testing Project (MDTP) are used; students self-select the mathematics test they wish to take. The locally managed College Board Assessment and Placement Services for Community Colleges (APS) is used to assess native speakers of English (ENL). Students also complete a locally developed writing sample, scored by a trained faculty evaluator.

Students who identify themselves as ESL (English as a Second Language) may choose to take either the ENL test or the locally managed Secondary Level English Proficiency (SLEP) test. They also complete a locally developed writing sample. Validation studies submitted in 1999 resulted in full approval of the MDTP exams and both the ENL and ESL essays. Studies submitted this year anticipate full approval for both the APS and SLEP exams.

The Assessment Center staff tries to accommodate all students’ needs. All nonexempt students are directed to take placement exams prior to their first semester at Pierce, and approximately 5,000 students a year go through the process. Assessment exams are readily available to all students, since testing is available throughout the year with sufficient sessions to accommodate peaks in demand. The Mathematics Department has provided extensive reviews for all levels of the math exams, and the Assessment Director has devised study aids for both the ENL and ESL tests. Sample tests are available in hard copies or to download from the Pierce web page. Test results are available either within an hour of taking the exam or the next working day for evening or weekend tests (All assessment instruments are available for committee review in the Assessment Office.).
Self Evaluation

Pierce College participated in a Matriculation Site Review from the State Chancellor's Office during May 2000. The final report was issued September 2000 (Doc. 5.12).

Planning Agenda

5.5 (21) The Vice President of Student Services and Matriculation Director will prepare the response to the Matriculation Site Review by November 2000.

6.  *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.*

Descriptive Summary

The College has a broad array of student services. Unfortunately, they are scattered all over the campus, making access confusing and inconvenient for students. Efforts are under way to consolidate some of these services in a new building to house the Assessment Office, Business Office, Bookstore, and Financial Aid Office, bringing most student services closer to the Administration Building, which already houses Admissions, Counseling, and DSPS. The College's Facilities Master Plan includes a large Student Services building, which will house all Student Service programs.

The DSPS Office assists students with their application, registration, counseling, and other appropriate accommodations for disabled students. These include but are not limited to test proctoring, transportation/mobility assistance, computer-assisted courses, interpreting services, and special classes. ADA architectural barrier removal and access enhancements are continuing.

The telephone registration system, in both English and Spanish, is used by approximately 90% of students. Free telephone access to the system is provided in the Admissions and Records Office. The College also provides students with the following web-based services: complete course

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descriptions, the most current schedules of classes, applications and registration, copies of unofficial transcripts, and financial aid information. Three computers were recently installed in the lobby of the Administration Building solely for the purpose of providing student access to the College and District websites. Along with the information desk, these computers comprise the Student Assistance Center. Staff is available to help students with any problems using the computers. These stations have been designed to be wheelchair accessible. Students can also use the 20-20 Lab, the Learning Center, the Student Assistance Center, or a home computer to access services.

The high school outreach program has grown extensively (doubling the number of college applications from the previous year). Outreach representatives visit sixteen high schools, taking information and applications to prospective students. Once the applications are processed, students receive follow-up information on registration and counseling by mail. To expedite the matriculation process, assessment testing and orientation are offered on site at some high schools.

The College has recently expanded its course offerings at local high school campuses serving mostly high school students. The Admissions and Records Office often sends staff to these locations to process student applications and registration.

Self Evaluation

Students at off-site locations who need additional services may call, email, or visit the campus to receive them. For all students, the new voicemail system, websites, and Student Assistance Center (where students may use computers to access College information) have significantly enhanced the delivery of student services. All service areas are described in the College's website. Some service areas have already developed their own web page, linked to the College's website. All service areas need to create a web page.
Planning Agenda

5.6 (22) All Student Services Managers should develop a web page for their program by Fall 2001.

7. The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

Descriptive Summary

The term diversity is viewed in its broadest sense in order to encompass the entire range of students, faculty, and community. The College creates and maintains a climate to support diversity that is consistent with its mission and the mission of the District. The College explicitly endorses and embraces the nondiscrimination policy published in both the Catalog and the Schedule of Classes, which states, “All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability, or veteran’s status” (Board Rule 1202). In keeping with the mission, the College provides information and resources on diversity for students and faculty, as well as the community at large. The College also has an Affirmative Action Officer to address student concerns and complaints.

In addition, the College celebrates its diversity by offering programs primarily focused on designated awareness issues, such as Women’s History Month, HIV Awareness, and Black History Month. The Hillel Club offers an annual Purim celebration and Jewish Awareness Month. Activities such as the annual folk/ethnic dance concert also celebrate diversity. The dances are authentic in custom, costume, and music, and students gain an understanding of various cultures. A Cultural Concert features music from different countries.

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Self Evaluation

The College is committed to providing activities to promote awareness and the celebration of cultural diversity. More faculty involvement would enhance the variety of events that could be offered. This could be accomplished by faculty encouraging the students to attend these events and integrating the events themselves into their course outlines. The Diversity Committee, consisting of the ASO Advisor, students, faculty, and community representatives, meets throughout the year and plans programs for the future. The committee endeavors to enlist the support of the faculty in incorporating diversity awareness events as part of their academic programs. Also, a few student clubs and organizations sponsor cultural events. The ASO has allocated $7500 for the development of diversity awareness for the year 2000-2001.

Surveyed students seem to agree that students are treated fairly regardless of gender, ethnicity, and sexual orientation. They also agree that the College provides sufficient opportunities to interact with students whose ethnic or cultural background differs from their own.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

To support a co-curricular environment that fosters intellectual, ethical, and personal development, the College offers many opportunities for student involvement, including becoming an officer in the Associated Students Organization and serving on campus-wide shared governance committees. A leadership course covering basic principles of leadership applied to the educational setting is offered to ASO members who participate in College or student government committees. Noncredit courses promoting personal development are offered through the Pierce College Extension Program. Additionally, the campus has more than 15 active clubs and organizations open to all students, and two honor societies
STANDARD 5

(Alpha Gamma Sigma and Phi Theta Kappa) that recognize academic merit and excellence. To enhance curricular offerings, the ASO sponsors free noon concerts, as well as lecture series in Chemistry and Geography. ASO has also provided support for the student newspaper, a student literary magazine, and the College band and choir.

Self Evaluation

Approximately $40,000 per year is allocated for co-curricular programs through the Associated Students Organization, enabling the College to offer many opportunities. Alpha Gamma Sigma (the Honor Society) is very involved on campus and develops recognition programs for high-achieving students as part of its goals. Many faculty, with the monetary assistance from the ASO, develop challenging co-curricular programs for students, such as the noon concerts and academic lectures.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary

The procedures the College uses come directly from Board Rule 8400, which discusses maintaining student records and ensuring their security and confidentiality (MCPP #145 Doc. 5.1).

Student transcript records go back to the 1940’s, with only paper prior to 1974. From 1974 to 1986 both paper and computer records were kept, and from 1986 to the present only computer transcript records exist. Some of the old paper records have been copied to microfilm and microfiche. Microfiche records are still in good shape, but microfilm records are deteriorating and need to be moved to another medium. The College has recently purchased a new document imaging system. It is our intention to move all transcript records prior to 1986 to this system. The District is also moving to new and improved safety paper for transcripts.

Los Angeles Pierce College
The computer records are secured by password access, and there is an audit trail of all transactions. Everyone in the Admissions Office with computer access is required to sign a document detailing the security and confidentiality of the records. Whenever anyone signs on to the student records computer system, a confidentiality message appears. Family Educational Rights and Privacy Act (FERPA) regulations ensure that only appropriate information is released without the student's signature (Doc. 5.13).

The Admissions Office includes a locked vault in which all recent paper, microfilm, and microfiche transcript records are kept. Unfortunately, the vault is not large enough to house all paper records. Older records are kept in a locked cargo container on campus.

Self Evaluation

The Dean of Admissions and Records is taking steps to ensure adequate backup of all files. For the past six years, the Admissions and Records staff have been placing current records on optical storage so that they are available almost instantaneously. All paper records for that time period are now on this system. The office staff have access to these records via their desktop computers, which provide quick service to students.

FERPA regulations are reviewed frequently at staff meetings and conferences. All classified staff and student workers are thoroughly trained on the issue of student record confidentiality.

Planning Agenda

5.9 (23) The Dean of Admissions and Records will ensure that the transfer of older records to the new imaging system is completed by Fall 2002.
10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Student Services conducts Program Review every four years with each manager responsible for initiating the review. The next cycle is 2001-2002. These program reviews are supplemented by monthly Student Services Manager meetings, where discussion of the evaluations occurs on an ongoing basis. In addition, external audits occur for Financial Aid, Veterans, the Child Development Center, EOPS, Disabled Student Services, and Matriculation. Finally, student surveys for the accreditation process are conducted and used for evaluating program effectiveness.

Self Evaluation

Student Services programs at the College use both formal and informal methods for evaluation. These programs consistently meet and exceed assessment expectations. Program Review recommendations and planning agenda items are discussed at the Student Services Managers meeting, and each manager gives an update on programs in his or her area. The Program Review process could be improved by using student surveys that are unique to each area and given only to students using the program being assessed.
Supporting Documents

5.1 Multi-College Pilot Program Standards Matrix
5.2 Pierce College Application
5.3 Pierce College Catalog
5.4 Pierce College Schedule of Classes
5.5 International Students Admissions Procedures, Nursing, Honors Program, PACE Program
5.6 Student Survey, September 1999
5.7 Matriculation Orientation Video
5.8 Pierce College Transfer Center Plan
5.9 Ray Wells’ Nurturing Campus Document
5.10 Pierce College Council Membership Categories
5.11 Student Placement Instruments – Review/Modification Evidence
5.12 Matriculation Site Review Report
5.13 FERPA Regulations

2000 - 2001 Self Study Report
STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases, and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

The information and learning resources at Pierce College are essential for student success. The College is developing a 2000-2005 Technology Plan (Doc. 6.1) that will focus on the areas that require technology. This plan includes provisions for 300 additional general use computers to the campus.

The Board of Trustees ensures that funds are sufficient to support learning resources through the Chancellor, who depends on the viability of the College planning process, the approval of the budget by the College PAC and the recommendation as to adequacy by the District Budget Committee (MCPP #149 Doc. 6.2.).

There are seven major open-access information and learning resource areas available on campus. These labs are supported through general campus funds, a block grant, and vocational equipment funds.

The responsibility for the District infrastructure to provide uninterrupted services to the colleges "falls to the District Office of Information Technology," including "DEC access provided to college personnel" (MCPP #’s 152 & 161 Doc. 6.2).

The Library is located on the second floor of the Library Building. Library facilities include a reference area, circulation and periodicals areas, book stacks, a microform room, three group study rooms, and three reading rooms that provide seating for 412 students.

The collection includes approximately 90,000 books and 297 periodical subscriptions. There are 14 public access computers with our online book catalog and an online index to periodicals containing thousands of
full text articles (Infotrac). In addition to the regular collection, the Library houses a special collection of San Fernando Valley historical materials. The Library completed its Program Review in April 1999 (Doc. 6.3).

The Library serves all students and programs by providing information resources in many formats. Before a new program can be approved by the College Curriculum Committee, the College Library holdings are reviewed to see if there are sufficient resources to support the program.

The Learning Center, located in Rooms 1613 and 1614, provides learning resources that range from remediation to enrichment, with tutoring, computer-assisted instruction, and workshops available to all students covering all courses and programs on campus. The Center also provides the general student population with an open access computer lab with Internet capability.

The Instructional Media Center, located on the ground floor of the Library Building, provides storage and support for audio/visual and multimedia equipment for faculty and staff use. The facility also provides students with supplemental instruction through videotapes (viewing rooms are available) and dubbing services for audiotapes.

The Faculty Support Center, located on the ground floor of the Library Building, provides computers, printers, scanners, Scantrons, and other ancillary equipment for faculty and staff use. Available programs include word processing; test and grade management; Internet access; course and web development; data base, spreadsheet, and presentation programs; and other uses as needed, including loading for specific applications for faculty. The facility is also used for faculty and staff workshops in subjects requiring computer access.

The 20/20 Lab, located on the ground floor of the Library Building, serves two general functions: 1) a facility for the instruction of courses requiring special computer applications (e.g., Geographic Information Systems [GIS], Computer Aided Drafting [CAD], and graphic design);
and 2) an open access computer lab with Internet access for the general student population. The name arose from the original equipment holdings of both 20 PC's and 20 Mac's.

The Writing Lab, located on the ground floor of the Library Building, is open to any student needing assistance in the fundamentals of grammar and essay writing. The lab has a small number of computers and printers for both word processing and computer-assisted tutorial programs.

The Math Lab, located in the Math Building, provides one-on-one tutoring and is open to all math students. The Math Computer Lab provides tutorial programs to students enrolled in math as well as such program areas as computer science, business, computer applications, and office administration.

There are additional program-dedicated labs (not open access) throughout the campus. Facilities for lab activities are combined with courses and with hardware and software tailored to the specifics of the courses.

**Self-Evaluation**

The College has made strides over the last several years in providing additional technology to our students. The 2000-2005 Technology Plan will help better focus the needs of our campus. As new technology is implemented, a plan must be devised to help replace all technology that is obsolete.

Technology support is a vital element in meeting the needs of the campus. The Staff Development Committee regularly surveys our faculty on their needs and areas of upgrade training. The new staff development conference room will provide a better area for staff development workshops.

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The College staff of the various open access learning resource areas maximize their efficiency with the limited funding available. With Technology and Telecommunications Infrastructure Program (TTIP) and block grant funding, the Library was able to purchase computers and electronic databases. Within the next year, the Library, using TTIP funds, will purchase five additional workstations, install a network printer, provide limited Internet access, evaluate and subscribe to three more electronic databases, and install additional cabling and hubs. With continued state funding, this will be sufficient to support students’ needs. The same is true for books and periodical subscriptions. Since there is no local funding available for any library materials or equipment, we are totally dependent on State funds. The Staff/Faculty Survey of November 1999 (Doc. 6.4) indicates most faculty believe more books and periodicals are needed for the Library. The College has developed a plan to place two computer classrooms and general purpose computers in the Library. This will provide the Pierce College students with 166 computers for general use.

The Learning Center has 42 computers with Internet access, which are not enough to meet the needs of our current student enrollment. Additionally, there are eight Mac computers being used by the English Department. Our current space is not adequate to meet current needs and/or anticipated future growth. If the Mac’s could be relocated to the English Department or the Writing Lab, the space could be utilized for additional computers with Internet access. There are five additional "standalone" computers used for coursework software. Ongoing State block grant monies are needed to upgrade hardware and software.

The Instructional Media Center currently houses multimedia equipment that is adequate for current student demand.

In the Faculty Support Center, information and learning resources support the ongoing work of the College. The Staff/Faculty Survey of November 1999 indicates there is insufficient equipment at the Faculty Support Center and most respondents do not use the facility often. The same survey shows, however, the majority of respondents feel they have

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adequate computer access. The College is in the process of obtaining more computers to distribute to faculty offices and department "mini" computer centers. This should shift routine usage away from the Faculty Support Center, allowing the Center to be used when special applications are needed.

The 20/20 Lab currently houses computers, scanners, and printers to support the GIS, graphic arts, landscape design, architecture, and library programs, as well as providing open lab facilities for general student use. T-1 lines provide efficient Internet access. The College has generated another plan to use cafeteria space as a student computer center by installing an additional 125 general use computers.

The Writing Lab has sufficient equipment and materials to support the program and meet the needs of current student usage; however, the resources need to be expanded to include Internet access, as well as word processing and computer assisted tutorial programs installed at all of the workstations. The Math Lab has sufficient equipment at the present time because it provides one-on-one tutoring with tables, chairs, and chalkboards—all that is necessary. Computers to assist in tutorial activities would be desirable as a future improvement.

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary

The College has made strides in the last several years in providing additional technology to our students. The 2000-2005 Technology Plan will identify and prioritize the technology needs of the campus. As new technology is implemented, a plan must be developed to help replace all technology that is obsolete.
Educational equipment is acquired primarily through block grants and vocational funds. Distribution of the limited funding is achieved through competitive proposals prepared by faculty, based on Program Review and advisory committee minutes for vocational programs and evaluated by the Block Grant Committee, a subcommittee of the Budget Committee.

The College has a shared governance process that allocates funding for technology. This process allows all areas to respond to their technology needs. As emerging trends become known, they must be integrated into the 2000-2005 Technology Plan for future funding.

Appropriate educational materials are selected by faculty and acquired in each learning resource area in accordance to need and usage. When new courses and/or programs are developed, materials are selected and acquired to support them. Before the Curriculum Committee approves a new course or program, the librarian and the presenter review whether library resources are sufficient to support it.

Organization and maintenance of materials vary with the learning resource area. The staff of each resource areas is responsible for organizing its materials. Some equipment (e.g., library computers) is covered under service contracts. Audiovisual, multimedia, computer, and ancillary materials housed in the Faculty Support Center, the 20/20 Lab, and the Instructional Media Center are maintained by the staff of Information Technology. The Learning Center’s equipment is maintained by the Center’s staff.

When a faculty member makes a specific request, the Information Technology staff will try to obtain the materials needed for both the Faculty Support Center and the Instructional Media Center.

Software for GIS, CAD, graphic Arts, and other classes is selected by the faculty member(s) involved with the courses. The GIS software was obtained through State block grant funds.
Self-Evaluation

With the growth of FTES for the College, more general funds will be made available for technology and educational needs. The Pierce College Foundation has also begun to acquire donations for the College. A local health care provider donated 20 computers that will be used by the faculty.

Collection development is under the guidance of the Library chairperson. To help develop a balanced library collection, library policy has been to coordinate faculty requests for materials in a manner that meets the instructional needs of the faculty and supports class assignments. Outdated materials are eliminated on an ongoing basis. Faculty need to be more involved in, and invited to participate in, selecting new and discarding obsolete materials.

Electronic resources are evaluated on a trial basis before subscribing to them. Selecting, acquiring, organizing, and maintaining library materials (print and electronic) is a time-consuming process. To help address this need, a new librarian was hired in 2000.

The Learning Center has two Instructional Assistants in Information Technology who adequately select, acquire, organize, and maintain computers and equipment. They also coordinate with faculty to offer orientation sessions at the beginning of each semester. Additionally, the Director coordinates with faculty at the end of each semester to recruit new tutors from various disciplines.

The Instructional Media Center houses appropriate multimedia equipment, computers, and audiovisual holdings that are adequately organized and maintained by the staff of Information Technology. Faculty requests and utilization tracking allow appropriate materials to be selected and acquired.
The College has just refurbished and equipped the Teleconference Support Center. This new staff development support area will be used for workshops and as a conference room.

In the Faculty Support Center, equipment and materials are being selected to support the educational program. The faculty is surveyed by Information Technology to ensure involvement.

The 20/20 Lab equipment needs ongoing service and repair, since it is very heavily used. Due to a wide variety of demands and memory/storage requirements for graphics programs such as GIS, graphic arts, and CAD, strict log-in and access policies are in place.

The Writing Lab equipment needs regular service and repair by Information Technology staff.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

The College, through the 2000-2005 Technology Plan, will be better prepared to determine the needs of the students, faculty, staff, and administration. The Staff Development Committee plays a pivotal role in the process of helping faculty and staff remain current. The current "wireless" plan is to get the District Local Area Network (LAN) to all department chairs and faculty, and Instructional LAN to five instructional buildings (Physics, Chemistry, Life Science, English, and Political Science).

Each learning facility is readily accessible to students, faculty, staff, and administrators over a variety of hours. The hours of operation for each of the major facilities are well advertised and clearly posted.
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<thead>
<tr>
<th>FACILITY</th>
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<tr>
<td>Library</td>
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<td>The Learning Center</td>
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<td>Instructional Media Center</td>
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<td>Faculty Support Center</td>
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<td>20/20 Lab</td>
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<td>Varies with class scheduling</td>
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**Self-Evaluation**

The College is committed to providing training to our faculty and staff. The administration has developed the Teleconference Support Center into a functional staff development training room.

The Library’s reference desk is always staffed with professional librarians to help students obtain information and fulfill their research needs. Librarians conduct orientation tours and bibliographic instruction upon the request of faculty members. Information sheets, such as suggested topics lists and résumé format, are available upon request. Library Science 102 (Research on the Internet) is currently being taught as an eight-week class by a librarian.

The Library’s hours of operation are adequate, although Saturday openings have been eliminated due to lack of funds. According to the September 1999 Student Survey (Doc. 6.5), the majority of students

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responding felt the library was open when they needed it. However, in the comment section of the survey, several students' comments expressed a desire for extended evening as well as weekend hours.

The Library operates at a staffing level well below the standards set by the American Library Association and Association of College and Research Libraries. The Board of Trustees states, “Since the community college is not considered to be a research institution, the ACRL standards are not deemed applicable” (MCPP #159 Doc. 6.2), Title 5, sections 57030 and 58732, outline the space, staff, and materials specifications for California Community Colleges. The Title 5 sections reflect ALA/ACRL minimum standards.

Most of the learning resource facilities are on the ground floor with wheelchair access. The library holdings on the second floor of the Library building have elevator access for patrons unable to use the stair access. The Library also has a wheelchair accessible computer workstation.

The Learning Center is open and readily accessible to students, as the hours are convenient for use during both day and evening.

The Instructional Media Center is open and accessible to students and faculty. The hours are convenient during both day and evening hours.

The Faculty Support Center is readily accessible to faculty and administrators. The 20/20 Lab is closed to open lab use during times when classes are in session on a variable schedule from day to day during the week and also from semester to semester. The 20/20 Lab is the only open access lab that allows printing from the Internet. It is also used as a classroom, thereby creating a conflict for students who wish to use the lab during class hours.

The Writing Lab and Math Lab are easily accessible to day students.
Planning Agenda

6.3 (24) By the end of the Fall semester 2001, the Vice President of Academic Affairs, working with the Vice President of Administrative Services, will identify and provide for a dedicated open access computer lab with Internet and printing capabilities.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

The College experienced some lean financial times. Limited staff was funded during these times by using faculty. With the growth in FTES, the College has established a classified hiring plan that will provide a classified worker in the Math Computer Lab. The College also recognizes that the current technology support staff is not sufficient to meet the technology needs of the future. The new 2000-2005 Technology Plan will address future staffing needs.

Each learning resource area has qualified staffing specific to that area. The District sets the requirements and skills for job categories.

The Library’s professional staff consists of four full-time librarians and 40 hours of hourly librarians per week (25 day hours and 16 evening hours), augmented by 30 hours per week from student workers. The professionally qualified staff provides the library services as well as the teaching of skills at the reference desk, during orientation tours, and for library science courses.

The Learning Center has one full-time certificated director. The staff also includes one senior office assistant, one instructional assistant in language skills, and two instructional assistants in information technology. Sixteen student tutors and five student computer technicians complete the staff. Tutors are proficient as demonstrated by successful completion

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of courses in their areas and then trained in tutorial skills prior to being employed. The Supplemental Instruction Program (SI) (Doc. 6.6), aimed at lowering the drop rate and increasing the success of students, provides students with the opportunity to obtain group tutoring in classes led by students who have previously performed well in the class and have been recommended by a faculty member. The program currently has seven SI leaders under the guidance of a supervisor.

The Instructional Media Center has no permanently assigned director. The staff of Information Technology along with one student worker and one half-time instructional media assistant provide both assistance and training for students and faculty in equipment and services offered by the Center.

The Faculty Support Center staffing is provided by Information Technology composed of one senior microcomputer specialist, two microcomputer specialists, one assistant microcomputer specialist, and one secretary. The Personnel Commission certifies these classified employees for professional competency. The staff provides both individual training for faculty and staff in the equipment housed in the Faculty Support Center, as well as numerous workshops each semester in basic as well as advanced skills in such areas as web applications, word processing, e-mail, etc. Many of these workshops are coordinated through the Professional Development Program.

The 20/20 Lab is staffed by student lab techs during open lab hours. The staff of Information Technology oversees the Lab.

Two part-time instructional assistants of language arts, both holding master’s degrees in English, staff the Writing Lab under the supervision of the English Department Chairperson.

The Math Lab, under the supervision of the Math Department faculty, has approximately eleven tutors in any semester. These tutors have received training through a tutorial skills course offered by the Learning Center and have demonstrated their math proficiency by successfully completing Math 261, Calculus I, with a “B” or better.
Self-Evaluation

The Information Technology staff has recently undergone some personnel changes. The Vice President of Administrative Services is currently researching the staffing and organization of the technology-based service areas. Our new Vice President of Academic Affairs brings special skills and interests in instructional technology, which should add increased focus on the resolution of these issues. Any reorganization resulting from this research should provide more efficient services from the Information Technology staff to the various information resource centers on campus.

The Instructional Media Center is understaffed to meet the increased need for computer training for faculty and student access to audio and video resources.

The Learning Center now has a budget for an additional hourly certificated position to supervise during the evening hours when the Director is not on duty. Selection for this position is under way.

According to the September 1999 Student Survey, a significant proportion of students felt they received the help they needed when they went to the Learning Center. In the Staff/Faculty Survey of November 1999, the vast majority of respondents had great confidence in referring students to tutors as well as deeming the Learning Center, tutoring, and student computer centers sufficient in quantity.

In the Faculty Support Center, the Information Technology staff provide technical support and training to faculty and staff. According to the November 1999 Staff/Faculty Survey, the faculty and staff generally feel the technical training and support is sufficient.

The 20/20 Lab needs additional funding to provide lab techs during class hours. If an equipment problem occurs during class, there is no one available to fix it. Also, there is no one to screen other students who come into the Lab wanting to use it as an open lab facility at class times. Better signs showing Lab hours should be posted outside of the Lab, directing them to the Learning Center lab at these times.

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The Writing Lab could consider additional staffing to accommodate evening students. This is being addressed by the English Department in their goals document.

The Teleconference Support Center is supported by Information Technology staff, and as its use increases, the need for operational assistance and support staff will be examined.

The Math Lab is currently supervised by faculty rotating throughout the week. While this is sufficient, it would be more efficient to have a supervisor whose sole responsibility would be to supervise the Math Lab.

Planning Agenda

6.4 (25) By Fall 2001, reorganization of the Information Technology staff and facilities, including those learning resource areas relying primarily on Information Technology for staffing, training, and maintenance, will be addressed by the Vice President of Administrative Services.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

Because this is a multi-campus district, funds are distributed by the District through a funding allocation formulation. The District and Board of Trustees have determined that sufficient and consistent funding for information and learning resources “is a resource allocation responsibility of the college – deficiencies would become apparent through Program Review” (MCPP #172 Doc. 6.2). Furthermore, the District and Board of Trustees state, “100% of available resources are always allocated” (MCPP #174 Doc. 6.2). The Board relies upon the representatives of the colleges and District Budget Committee to determine allocation priorities.
The College's financial support for staffing and supplies in each area is provided by the appropriate program budget. Equipment in all areas is generally obtained through State block grants from the State Instructional Equipment and Library Materials Fund, and the Technology and Telecommunications Infrastructure Program.

The Library receives no general funds for books, periodicals, electronic resources, equipment, security, or maintenance contracts from the College. With the exception of a limited supply budget, the Library is totally dependent on special State funds for its purchases.

The Learning Center operates with a minimal supply budget and an additional varying amount coming from student printing fees. The College's general funds provide funding for the student workers with some additional funds from VTEA and Matriculation (to be eliminated in Fall 2000).

The Instructional Media Center has a small supply budget.

The Faculty Support Center has no separate supply budget. Funds to expand equipment holdings and increase software offerings come from Information Technology's allocation of block grants.

The 20/20 Lab has largely been equipped through State block grant funds.

The Writing Lab has no separate supply or equipment budget and relies on equipment donated from other areas on campus.

The Math Lab operates with funds from the Math Department for supplies and tutors.

The learning resource facilities have adequate security.

Additionally, the Library uses a 3M Security System; all books are tagged with security strips and detection gates are in place at access points.
Self-Evaluation

In the past several years, with the limited funding received from the District, most replacement and improvement of the equipment in the various resource areas has come from State block grant funds. These funds are used for many campus programs, departments, and equipment items, as well as learning resources. This type of funding is frequently not sufficient; nor is it consistent.

As stated in 6.4, our new Vice President of Academic Affairs and our new Vice President of Administrative Services bring interest and skills that will benefit our information and learning resource areas. Both vice presidents have a strong technology background, which will have many positive effects on the campus. One key goal is to tailor our learning resource technologies for academic needs in order to help promote student success and retention. The first step in accomplishing this goal is to have the infrastructure in place. At this time, the campus fiber optics installation is virtually complete, and networking should be completed within a year. Realistic plans to equip and staff additional computer areas for general use (an area of 250-300 computer stations) and teaching laboratories (two areas with 40 computers each) are being developed, and funding is being sought. Financial planning and management of financial resources will allow coordination of funds from various sources to best accomplish this goal. While State block grants will still be utilized to their greatest effectiveness, these funds will be augmented. The Pierce College Foundation has been revitalized and monies from grants and donations of various equipment and furnishings will be actively sought. As enrollment grows, with a consequent budget growth, the trend in the College budget will be to support and maintain these new as well as the existing learning resources. Along with these traditional dedicated computer/technology areas, the College will experiment with portable, wireless systems with a class set of laptop computers. This system can be used by a variety of disciplines in their existing classrooms or laboratories.

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All of these acquisitions will allow greater access to technology not only for students, but faculty and staff as well. This leads to another high priority goal: to enhance and increase participation in training of faculty and staff in the use of new technologies available on campus. Increased staffing is also desired in computer areas to allow greater, more efficient use of the equipment and technology for academic development and use. Faculty will play a key role as they develop new ideas and curriculum that integrate these new technological tools into their classrooms.

The enthusiasm and effectiveness of this new administrative team has already resulted in the refurbishing of the facilities in the Library Building, which house the Teleconference Support Center. This renewal will generate greater opportunities for distance learning and communications with other institutions throughout the State and beyond.

Another positive step that has occurred is the development of a Technology Task Force composed of campus leadership and individuals with expertise in the field. This Task Force will focus on the role technology plays on the campus. Recommendations for a 2000-2005 Technology Plan should be completed by the end of this fiscal year.

Planning Agenda

6.5 (26) The Vice President of Administrative Services, by June 2001, should establish a budget line to support Instructional Technology.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

The Library does not rely on the resources of other institutions; however, there is an agreement with the other eight district libraries for interlibrary loans for our students and faculty.

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Self Evaluation

The Instructional Media Center has an annual contract for Internet access through CSUnet, and a contract with 4CNET to provide videoconferencing and distance-learning capabilities.

The Archicad software used in the 20/20 lab is loaned to us by the company and requires a signed agreement not to sell the software.

7. **The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.**

Descriptive Summary

Evaluation of adequacy, effectiveness, and planning for necessary changes varies with each resource area. The evaluation of many learning resource areas is addressed in student and/or faculty and staff surveys, allowing the College to determine areas in which improvement is needed as well as areas in which goals are being met.

The librarians are constantly observing and recording student research needs. Usage statistics as well as student questions provide a base for information needs (Doc. 6.7). As new library technologies become available, they are evaluated by the librarians to determine if they could be used to increase the adequacy and effectiveness of the resources available to students. As new courses are proposed through the curriculum process, the librarian is required to assess the adequacy of library resources available for each course.

The Learning Center evaluates its writing workshops and tutorial programs through student comments recorded on sign-in sheets and writing workshop surveys. The Supplemental Instruction Program compares grades of participating vs. non-participating students as a measure of its success.

The Instructional Media Center tracks utilization of equipment and services by faculty and students. Instructor needs and comments are noted.

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The Faculty Support Center uses feedback from Staff Development questionnaires on workshops and individual activities as part of the evaluation process (Doc. 6.8). Two years ago, the Technology Management Team surveyed the faculty and staff to determine the adequacy and effectiveness of the Center (Doc. 6.9).

The 20/20 Lab upgrades its equipment and software to meet the needs of the instructional program, often at the direct advisement of the instructors for software or the staff of Information Technology for hardware.

The Writing Lab is evaluated as part of the English Department's Program Review. Faculty and student comments are also used for evaluation (Doc. 6.10).

**Self-Evaluation**

Through the various periodic student/staff/professional development surveys and the continuous tracking processes performed by the learning resource areas (e.g., Library, Learning Center, Instructional Media Center, Writing Lab), the College is able to satisfactorily determine the adequacy and effectiveness of its resources and services.

As new technologies become available and new courses/programs are developed, necessary equipment and resources are requested and incorporated. For example, the Library continually discards obsolete materials and with State funds purchases new books, periodicals, and electronic reference database subscriptions based on curriculum needs and research needs of the students.

The advent of computer assisted GIS, graphic arts, landscaping, and library courses in part drove the establishment of the 20/20 Lab. This facility is now a victim of its own success. It has reached a critical point in its multi-function use. Other instructors/programs want to teach classes here during evening hours (Monday through Thursday evenings are already used from 5 to 10 p.m.). There is no room to expand

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instructional programs in the Lab (e.g., to schedule additional GIS classes which are part of the program). One evening each week, there are two different classes being held in the Lab at the same time.

This is a critical area where our new Vice Presidents of Academic Affairs and Administrative Services will lend their expertise and enthusiasm to resolve this problem. (See Planning Agenda 23.)

**Planning Agenda**

6.7 (27) The Writing Lab, under the leadership of the Vice President of Academic Affairs, will investigate the development of a formal system of student evaluations to determine its adequacy and effectiveness.
Supporting Documents

6.1 Pierce College 2000-2005 Technology Plan
6.2 Multi-College Pilot Program Standards Matrix
6.3 Library Program Review Document
6.4 Faculty/Staff Survey, November 1999
6.5 Student Survey, September 1999
6.6 Supplemental Instruction Program
6.7 Library Use Documentation
6.8 Sample of Computer-Based Workshop Evaluations
6.9 TMT Survey Document
6.10 Writing Lab Evaluation by English Department Document

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The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its educational mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

Pierce College staff are qualified to perform their assigned duties. Classified personnel are certified by the Personnel Commission through competitive tests and interviews, and administrators and faculty are qualified through the District Office of Personnel Operations and competitive interviews. Through the contracts, evaluations are scheduled on a regular basis for all employees during their probationary period and upon tenure. However, a recent student survey found that the perception held by many of the staff and students is that there is not an adequate number of full-time faculty to support certain areas of the instructional program; not enough staff to support student services; and not enough staff to support plant facilities and college business operations. When queried regarding their own areas of work, 58.6% of the college workforce felt that their own areas were not sufficiently staffed (Doc. 7.1).

Los Angeles Pierce College has a large staff serving approximately 16,500 students (Fall 2000). According to the 1999 Affirmative Action Report, the College’s teaching and non-teaching staff numbered 380 faculty and other instructional staff, seven professional non-teaching faculty, 13 certificated administrators, 57 technical/paraprofessional staff, 15 skilled craftspersons, 92 secretarial/clerical personnel, and 83 maintenance employees. Of these 675 employees, 75% are female and 22% are ethnic minorities (Doc 7.2), which addresses the changing demographics
of our student population. In addition, the College employs approximately 200 part-time, non-certificated instructors through the Pierce Community Services Program.

**Self-Evaluation**

Surveys of various groups of employees taken in Fall 1999 revealed that many units are currently below optimum levels of staffing. There was a dramatic decline in the number of full-time faculty at the College from 221 in 1997 to 170 in 1998. There was also a decline in the number of part-time faculty from 237 to 210. The decline in the number of part-time faculty over recent years is due in large part to the dramatic decline in enrollment that the college has experienced. Since part-time faculty jobs are not secure, many have not been rehired, which resulted in an increasing ratio of full-time to part-time FTE, significantly higher than the State mandated 75/25 ratio. The drop in full-time faculty has been due to attrition and the fact that most of the faculty have not been replaced because of the College's "high ratio" and continuing budgetary difficulties. The College has evaluated and prioritized its faculty needs in each of the past few years and observed that, due to uneven loss of full-time faculty across the curriculum, some departments have become severely depleted. As a result, the College is acutely aware of this imbalance and has been focusing on getting its enrollment back up and its financial situation stabilized in order to address this problem. As a result of the dramatic increase in enrollment this Fall and the consequent hiring of many part-time faculty, it has been estimated that the college is now at the 75/25 ratio. This puts the College in a very strong position in the coming year to address the need that certain departments have for full-time faculty.

There was a decline in the number of secretarial/clerical positions from 103 to 92. In addition, there was a slight reduction in the number of service and maintenance personnel. In 1997, there were 93 positions in this category and only 83 in 1998.
Planning Agenda

7A.1 (29) By Fall 2001, senior staff, based on budget priorities for the current year, will evaluate the need for additional personnel in specific units and programs of the College and identify those areas of critical shortage. Proposals for new staff will be evaluated and implemented through the College governance structure.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, and directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

Certificated faculty and administrative selections are made from District applicant pools for each type of position. Continuous filing of applications is allowed for these pools. Class descriptions for all positions are maintained in the College Personnel Office and are used in all staff selections. The descriptions for faculty and staff are uniform District-wide; each college does not develop them locally. Administrative job descriptions are developed for each campus and job.

All classified positions are advertised by the District, and selection is based on the merit system maintained by the District Personnel Commission. Additionally, the District Personnel Commission oversees adherence to the State of California Merit System procedures in hiring and promotional procedures.

Publicly circulated announcements of open positions state the job qualifications and a description of the position as well as the application procedures. Ranked lists of eligible candidates are established and local selections are made from those lists.
Self-Evaluation

The applicant pools are full and competition is great for positions in most areas where there are vacancies. This may have an adverse impact on efforts to further diversify teaching faculty, since Pierce College places great emphasis on selecting for interview those candidates who have had the most years of previous teaching experience. In the past, this practice has served to restrict from interview those candidates with little or no teaching experience but who might have great potential as teachers.

The testing and ranking of classified staff candidates at the District level is not conducted regularly for all positions, often forcing the College to fill certain vacant positions on a provisional basis for 90 days, or even longer in some cases.

Provisional hiring creates a hardship for the affected employees, since they must interview again when the position becomes permanent and they receive no employee benefits. These hires also create serious hardships for the College since critical positions may remain unfilled by permanent employees for long periods.

The College has also had difficulty recruiting and retaining positions in the Service and Maintenance categories largely due to the recruitment and filing of applications at the Central District Office instead of at the College. The District applicant pool draws primarily from the central Los Angeles area instead of from areas closer to colleges like Pierce that are at the periphery of the District boundaries. Therefore, the majority of eligible applicants live at considerable distances from the College. Often, the invitations to interview are declined due to the travel required, or after being hired, applicants request transfer.

Planning Agenda

7A.2 (30) By Fall 2002, the Vice President of Administrative Services will meet with District personnel to examine the feasibility of establishing regional applicant pools for classified positions.
7A.2 (31) In Spring 2001, the Academic Senate will consider the overall desirability of continuing the practice of attributing significant weight to "years of teaching experience" in the hiring of new faculty.

7A.2 (32) The College, through its President, will continue working with the Chancellor and with the Personnel Commission during the 2000-2001 school year to identify ways of filling non-instructional positions with candidates who possess specific skills needed for campus-specific jobs. The uniformity of District-wide job descriptions makes it difficult to identify and hire classified personnel with specific job expertise.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary

In a survey of department chairs (Doc. 7.3), while all agreed that these three criteria are extremely desirable, almost all rated knowledge of the subject matter to be the most crucial standard of selection, followed by effectiveness of teaching. A few chairs, however, considered these two factors to be equally important. Several mentioned that a new full-time faculty member's potential for contributing to the mission of the College as a whole is a direct consequence of the first two criteria. In other words, chairs unanimously put classroom performance before any other desirable traits such as community involvement, etc.

Querying chairs as to how they evaluate candidates on knowledge of their subject matter, all mentioned careful analysis of the person's application and résumé, references, past and current teaching schedules, and responses during at least one interview. In rating teaching effectiveness, all departments utilize at least one short teaching demonstration on a pre-arranged topic. Student and faculty evaluations were also mentioned as tools for evaluating this standard during the
probationary period. The chairs indicated, however, that aside from résumés and interviews, they had no particular method of predicting candidates' potential for contributing to the College as a whole.

When asked how the departments' hiring committees are formed, most chairs indicated that the committees consist of those individuals mandated by the contract (Doc.7.4) such as the area dean, etc., along with the chair and volunteers from the department's tenured faculty. In some cases, these volunteers consist of all full-time faculty members, in other cases only those from the specific discipline involved, and in others at least one member from each discipline within the department. One department demands that at least one member of the committee must have previously served on a hiring committee, and one department recently felt it necessary to include a faculty member from another institution who was particularly knowledgeable about the discipline for which a faculty member was to be hired. Students rarely sit on a hiring committee as either a voting or nonvoting member.

The manner in which departments select new part-time instructors is more varied than their procedures for selecting full-time faculty. Most frequently, chairs rely on analysis of the applications or résumés they receive, relatively informal interviews, recommendations from faculty members, and verbal evaluations by chairs from other campuses where the candidates have taught. A few departments convene a hiring committee just as they do for full-time positions, but oftentimes this process is curtailed because of the need to fill a new position quickly. Teaching demonstrations are rarely utilized except in the case of selecting long-term substitutes.

**Self-Evaluation**

The departments at Pierce College make sincere and arduous attempts to select the best possible candidates for new full-time positions, evaluating them on the basis of knowledge of the discipline, teaching effectiveness, and potential contribution to the College, in that order. The selection of part-time faculty is more varied and less thorough. This lack of rigor is ameliorated, however, by a self-correcting mechanism built into the

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contract and seniority system. Since part-time faculty are evaluated both by the faculty and their students for four consecutive semesters before they are placed on the hourly seniority list, new part-time faculty who prove inadequate can be let go with no explanation required. Thus, if a new part-time instructor proves to be a poor choice, the effect on the College and its students is short lived.

Students have not participated in faculty hiring committees primarily because of their personal time constraints and the lack of contract language to encourage their participation. Most student participation time has occurred in administrative hiring.

A.4 Degrees held by faculty and administrators are listed in the institution’s primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The establishment of minimum qualifications for teaching faculty has heightened the awareness of the academic rigor required for teaching at the community college level. The selection procedures described in Standard 7A.3 promote the selection of qualified staff from a central applicant pool. With the implementation of the minimum qualifications segment of community college reform legislation, requirements for faculty credentials have been replaced by well-defined State mandated standards.

Of the 211 full-time faculty and administrative staff listed in the 1998-99 College General Catalog, 75 (21%) have an earned doctorate degree, 173 (68%) have master’s degrees, and 19 (9%) hold baccalaureate degrees. An additional 7 (1%) of the faculty hold specialized vocational credentials.
Self-Evaluation

All degrees held by the faculty and administration are listed in the Catalog. The District office assumes responsibility for recognizing the accreditation status of the institutions granting the degrees, and the College Academic Senate updates the degree listing prior to each issuance of the Catalog.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal and timely.

Descriptive Summary

The systematic evaluation of staff is prescribed in and conducted in accordance with agreements between the Los Angeles Community College District and the six employee bargaining units (Docs. 7.5 – 7.10). These agreements specify the time schedule for evaluations, outline the specific processes, provide the written form of documentation, and indicate the participants in the evaluation process. Regular faculty members are evaluated at least every two years. Probationary (contract) faculty who have been appointed to a regular position are evaluated annually. Temporary faculty are evaluated annually. Hourly rate (part-time) faculty are divided into two categories: those not on the seniority list (have been hired for less than four semesters) are evaluated each semester and those on the seniority list every two years. Classified staff and police are evaluated in the second and fourth months of their probationary period and annually once they become permanent employees. The Teamsters is recognized as the official bargaining unit for certificated administrators at the level of dean and assistant dean. The contract prescribes performance evaluations to be conducted at least annually for the first three years in a specific position, and, thereafter, at least once every two years.

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The Chancellor formally evaluates each college president once a year. A formal evaluation will review a president's performance in each of the following areas: fulfillment of the responsibilities of the position; attainment of, or progress towards achieving annual goals; and professional skill and ability. Formal evaluations are of two types: comprehensive, which take place once every three years, and basic, which are undertaken during the other years. Procedures for faculty, classified, administration, and police staff include automatic review mechanisms activated when a less-than-satisfactory evaluation is given. For the President, the process includes meetings with the Chancellor to identify and discuss annual goals and objectives, to review progress, and to review a draft of the written evaluation before it is completed and submitted to the Board of Trustees. The President may meet with the Board to discuss the evaluation and/or submit a response or supplemental statement to be kept on file with the evaluation.

To date, no collective bargaining representation is available to vice presidents, presidents, vice chancellors, or the Chancellor.

The District Administrative Performance Appraisal (Doc. 7.11) prescribes an annual evaluation following completion of the probationary period for individuals employed in these capacities. There is no formalized method of evaluation of unclassified employees.

**Self-Evaluation**

Due to the fact that most evaluation procedures are prescribed in collective bargaining agreements, both the District and the unions have input into their development. There are processes requiring that members of each major category of staff be evaluated, that appropriate documentation of the evaluation occur, that the evaluated staff member and supervisor have input in the process, and that follow-up occur in a formal and timely way. However, the thoroughness and effectiveness of the evaluation process depends upon the diligence of the individual supervisor, and there is considerable skepticism as to how well it works.
In the Fall 1999 survey (Doc. 7.1), only 22% of the classified respondents agreed that the evaluation process for classified employees was very effective, while 56% disagreed. For classified managers and supervisors, 27% agreed vs. 51% disagreed. The faculty also showed general dissatisfaction with the effectiveness of the faculty evaluation process: only 30% were satisfied with the process and 44% were not. When department chairs were asked about performance evaluation(s), a majority agreed that the evaluation process is an important tool in improving the quality of teaching (75%) and is well structured (63%) (Doc. 7.3).

The Student Evaluation of Instructor form (Doc. 7.12) was updated in 1997 to contain more specific response statements and a majority of chairs are satisfied with the new form. A vast majority of those chairs responding carry out faculty evaluations in a timely and serious manner that include visiting the evaluated faculty members' classroom and holding conferences to discuss their observations and their students' evaluations. Department chairs did say, however, that they thought only a slight majority of their faculty took the evaluation process seriously (Doc. 7.3). From the comments of some chairs, it is suggested that some staff development in effective evaluation would be helpful. Half of the responding chairs expressed the feeling that the administration could increase their role in encouraging the faculty evaluation process to be used to improve teaching effectiveness. Specifically, they mentioned the need for being "more proactive in supporting and encouraging valid evaluations" and for more administration visits to classrooms followed by feedback. One member of the administration, on the other hand, felt that it is difficult for some chairs to carry out an effective impartial evaluation of their peers and that the process was taken seriously only in the case of problem instructors.

The evaluation of administrative staff (at the dean level and lower) is specified in their contract, with the appraisal made using a District evaluation document (Doc. 7.11). This document is comprehensive and includes a variety of categories to be evaluated, including job knowledge, accomplishments, communication skills, judgment, leadership,
and others. The process does not specifically prescribe the input of appropriate faculty and staff for administrative staff evaluation, nor does it preclude it. Past practice has not involved consultation of those individuals. Section 70(e) of AB 1725 states that faculty should be as involved in the evaluation of administrators as students are in faculty evaluation (Doc. 7.13). When surveyed, almost half of the department chairs responding commented that the evaluation of academic deans would be made more effective with their input. Such a procedure is not included in the dean's contract. The evaluation process is being examined by the District and union. Revised language is expected in 2001. Similarly, the evaluation of faculty in their capacity as Department Chairpersons conducted solely by the President (or designee) is not as comprehensive as desired. For an evaluation process to be truly effective, it must have some mechanism for assessing the views and judgments of those being supervised. It is vital that all staff, faculty, and administrators on campus and at the District Office undergo a formal, systematic, and meaningful evaluation process that involves the persons being evaluated and the consumers of whatever service their position provides.

A consistent and focused philosophy towards evaluation has not existed at the College in recent years partly due to the high turnover of leadership at the College and District level. This may be in the process of changing as a result of our new President and Chancellor and their philosophies toward evaluations. The comprehensive evaluation of the President, which takes place every three years, is distinguished by the collection of relevant information about the President's performance directly from representatives of the faculty, administration, staff, and students of the College, as well as community members. The intention of our new President, which has been made clear to the campus community, is to set an example in this regard. He has stated that he cannot expect others to undergo rigorous evaluation of their performance until he does. Evaluation of vice presidents is scheduled for the 2000-2001 academic year.
Planning Agenda

7B.1 (33) Staff development committees, managers, and representatives of the collective bargaining agents will develop, by Fall 2002 an ongoing plan for training and periodic retraining in evaluation rationale and techniques of all evaluators at the College.

7B.1 (34) By Fall 2002, College administrative and staff, and their unions, should explore with the Chancellor and District adapting existing evaluation procedures to include some type of formal response or feedback from individuals supervised by an administrator under evaluation or from a department chairs in their role as chairs.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

Faculty evaluation is based on student and peer participation. Both groups use similar questionnaires (Docs. 7.12 & 7.14) that address subject knowledge, teaching skill and effectiveness, availability, and motivational talent. This information is summarized and focused on the final form into the following categories: “knowledge of subject area,” “effectiveness,” “performance of responsibilities,” and “participation in professional growth activities.” In each of these areas the faculty member is rated as “satisfactory,” “needs to improve,” “unsatisfactory,” or “no basis for judgment.” With the passage of AB 1725, the period for new faculty to achieve tenure was increased from two to four years. During this time, the probationary instructor’s ability to teach is carefully evaluated by a committee that includes an administrator, two faculty members from within the department, the department chair, and an Academic Senate.
representative. For continuity and consistency, it is suggested that the committee members serve for the probationary instructor's entire probationary period. Besides evaluation, the purpose of the committee is to nurture the new instructor through the often-challenging adjustment period, providing support and constructive feedback designed to improve teaching skills. The department chair may appoint a mentor for the evaluated probationary instructor or for an evaluated regular faculty member by mutual agreement of the faculty member and the administration. New contract language places increased emphasis on additional activities that support the academic program or college-wide service.

Criteria for classified staff evaluation include quality and quantity of work, work habits, personal qualities, interpersonal relationships, and supervisory qualities. In each of these areas employees are rated by their supervisors as “exceeding work performance standards,” “meeting work performance standards,” or “below work performance standards.” The administrative performance appraisal encourages the communication of standards and expectations by the evaluator and the setting of goals and objectives by the employee evaluated. Performance levels are the same as for the classified staff. For all of the evaluation processes done at the College, communication between evaluators and the evaluated is encouraged in order to clarify the level of performance taking place and expected.

The Staff Development Committee assumes much of the responsibility for assisting classified and administrative employees with improving skills. Direct supervisors assist these employees with increasing their job effectiveness.

**Self-Evaluation**

The evaluation processes at the College are clearly delineated as to their format and purpose, which includes assessing effectiveness and encouraging improvement. If carried out carefully and seriously, with
the stated intent in mind, they can go a long way towards helping those being evaluated with weaknesses to overcome them and getting those performing satisfactorily to strive to continue and even improve.

One of the greatest strengths of the faculty evaluation process is its multiple sources of input. Students are surveyed regarding the extent to which the instructor meets various criteria, all centered on the instructor's teaching ability. Faculty serving on the Peer Evaluation Committee complete a worksheet with similar criteria for teaching effectiveness and how well the evaluated faculty member carries out other professional responsibilities. The final Performance Report for Peer Evaluation requires that these documents be condensed into the four areas previously discussed (knowledge of subject area, effectiveness, performance of responsibilities, and participation in professional growth activities) with room for narrative comments regarding recommendations and special abilities (Doc. 7.15). Making sure that the Peer Evaluation Committee is most focused on teaching effectiveness is dependent upon the guidance of the chair of the committee.

Planning Agenda

7B.2 (35) By Fall 2002, the Academic Senate will review the effectiveness of the current instructor evaluation process. Since the faculty evaluation process is part of the collective bargaining agreement, any proposed changes should then be made to the faculty union. The Academic Senate should also participate in the evaluation training sessions to be developed by the Staff Development Committee.

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.
C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by the programs.

Descriptive Summary

The Staff Development program at the College is comprised of three distinct committees: classified, faculty, and administration. A Staff Development Advisory Committee, consisting of two representatives from each committee, oversees the activities of the College program. Pierce College provides varied opportunities for all staff members to improve their professional expertise.

The Classified Staff Development Committee consists of 15 active members, including two co-chairs. The Committee publicizes and encourages participation in all its meetings and activities via campus voicemail, inter-office memos, email, and notices in the weekly staff bulletin (Doc. 7.16). The Committee is also exploring the use of the College website as a means of communicating with its constituents.

The Committee’s responsibilities include approving conference and workshop requests, as well as exploring, planning, and organizing activities for the classified staff. The Committee frequently sends out questionnaires to its constituents, asking for suggestions regarding staff development-sponsored classes, workshops, and events (Doc. 7.17).

In the recent past, Classified Staff Development offered well-attended computer and fitness classes, and hosted conferences, workshops, and speakers. Classified Staff Development offerings are normally open to all staff members. A subcommittee of the Classified Staff Development Committee also began to write, publish, and distribute a highly praised quarterly newsletter in 1999.

While budgetary restraints vary from year to year, funding is available to all classified employees for qualified conference and workshop attendance. The maximum for 1999-2000 was $500 per person. For AFT classified, tuition reimbursement is available for up to $2,000 per year or 50% of tuition.

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At the conclusion of most activities, participants are asked to submit a written evaluation. Recent responses indicate a high level of satisfaction with the activities presented. Most criticism is based on the desire for more and extended activities. Although a majority of the classified staff seems satisfied with what is offered, in a survey conducted in November 1999 (Doc. 7.1), more than 29% responded negatively to the question of whether the topics and activities are appropriate and helpful.

The faculty committee is known as the Professional Development Committee. It provides varied opportunities for all staff members to improve their professional expertise and skills. Through a program called the Instructional Improvement Program, the committee provides the opportunity and means for all faculty to engage in significant and meaningful professional development. This Committee consists of 17 faculty members, including a chairperson. Any member of the College community may apply to have an activity included in the Instructional Improvement Program by submitting a form to the Committee for approval. Inclusion makes the activity eligible for funding and also allows those participating and presenting the activity to qualify for instructional improvement credit. The Professional Development Committee sponsors several types of activities for inclusion in the Instructional Improvement Program. These opportunities are categorized into district, campus, department, interdepartmental, and individual activities. One such campus activity is a program combined with a College Flex Day activity held at the beginning of a semester.

Another way the Program supports individuals financially is conference attendance. The Committee sets aside a pool of funds to be used specifically for conferences. The allocation for full-time faculty in the current year is $200 and part-time faculty $100, as long as funds are available. These funds augment another source of money. The Los Angeles Community College District, in conjunction with the faculty union, provides a fund of $120,000 per fiscal year to support convention and conference attendance for faculty. The money is allocated to each college in proportion to the number of full-time faculty and is administered by the Professional Development Committee. The current allocation is

Los Angeles Pierce College
$200 for full-time faculty and $150 for part-time faculty. The faculty contract also stipulates that the District shall establish a fund of $50,000 per fiscal year for the purpose of professional development. The language in the contract specifies that this money be used for tuition reimbursement for courses taken in accordance with a set of guidelines.

Although many faculty participate in self-chosen individual activities, the committee also regularly sponsors activities in the other categories. It has been proactive in encouraging the faculty to embrace new teaching skills, specifically those related to information technology, multimedia training and distance education, by offering workshops in the program. The earliest and a continuing focus of the program is assisting the faculty to maintain and improve their discipline knowledge. Four areas are in focus this year: Discipline Knowledge and Currency, Teaching Effectiveness, Academic Computing, and Distance Learning. These areas were chosen based upon the mission of the College, “to provide a quality education for all the communities it serves.”

An additional emphasis of the program arose from a series of focus groups held with high school students to learn about their perceptions of the College. The results indicated that there was room for improvement in our overall service to students both inside and outside the classroom. After a discussion of the findings with the Committee and other campus groups, in Spring semester 2000 at a campus-wide meeting, the President unveiled the concept of the “Nurturing College.” He summarized the focus group results and put forth a plan for best addressing them. The concept was to view our students as “clientele” using the College’s educational service and to improve our satisfaction rating in the eyes of these students. The Professional Development Committee Chair made a presentation to the faculty on “Developing a More Nurturing Learning Environment” (Doc. 7.18).

The presentation discussed ways in which the faculty can improve their teaching performance. A booklet with suggested guidelines and resources was developed by the committee and distributed to all faculty members subsequent to the meeting. It was also put on the website. The follow-
up step for the next year and years hence is developing a training program called "The Pierce College Teaching Institute" for instructors. The idea of the nurturing college was also carried on to the classified staff. A psychologist with a specialty in customer relations issues was contracted to conduct a number of focus group meetings with staff to identify the salient issues involved in improving our service to students and improving workplace satisfaction. Staff's suggestions on these issues were presented to the President.

In response, the President issued a memo outlining his plan of action on each concern (Doc. 7.19). Included were plans for two staff development activities: 1) a training session describing the College as an organization composed of four divisions and what they encompass, and 2) workshops on learning a protocol for greeting students, answering questions, and making referrals.

Information dissemination about the Professional Development program occurs in several ways. A Professional Development Handbook is distributed to each faculty member and is also available online. The document explains in detail the obligations and requirements for professional development (Doc. 7.20). All activities included in the program are listed in the Instructional Improvement Bulletin (Doc. 7.21) that is distributed to the entire campus and is available on the Professional Development website. Several such bulletins issued each year. The Professional Development website, an interactive site that was put in place in 1997 but is constantly updated, includes these documents, FAQs, Grant Opportunities, a Speakers' Bureau, and information updates. Direct access to the chairperson is easily accomplished via voice mail or e-mail. Much of the Professional Development literature is also available in the Office of Academic Affairs.

There is a detailed evaluation process that serves to measure the overall effectiveness of the program. At the conclusion of each activity, the participant is given the opportunity to submit a written evaluation of the activity. Participants are asked to evaluate the activity with respect to its value to the participant, consistency with their expectations,
contribution to their professional development, and scheduling preference. The assessment results for the different elements of the Instructional Improvement Program are published for each year's program in a report entitled Professional Development Committee/Instructional Improvement Program Annual Report. Each type of activity has a designated evaluation/assessment instrument. This data is used to look at the participation level and emphasis of the activities, and the participant's suggestions for changes.

Staff development for administrators is varied but generally designed to increase each administrator's expertise in their respective areas of responsibility. Some staff development is done on a District-wide basis for all District administrators, such as a review of the LACCD/AFT contract for items of change or importance to the operation of the College, risk management, and employee assistance. Other activities are specific to programs such as affirmative action, financial aid, student services, curriculum procedures, articulation, etc. Still other activities offered on campus are designed to encourage administrators to increase their skills in the use of computer features and program software.

Administrators, like faculty and classified staff, have a committee that suggests and plans staff development activities for all administrative staff. Under discussion have been workshops designed to assist administrators in working effectively with radio, television, and print media. Sessions have also been planned for providing administrators and managers with skills in managing conflicts and applying alternative dispute resolution techniques.

Finally, administrators may also use up to $400 per year for conference attendance to upgrade skills. Tuition reimbursement of up to $1,000 per year is available. Evaluation of events for administrators is typically solicited in questionnaire form at the conclusion of each event.

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Self-Evaluation

When surveyed, 35% of the classified staff thought that the topics and activities offered were appropriate and helpful and 29% thought they were not. While there are some complaints that certificated staff members are afforded more choices and seldom invite classified staff to take advantage of their activities, overall most classified staff members voice satisfaction with their Staff Development Committee and its activities. In the past, there was some concern that the certificated staff used a disproportionate amount of funds. However, recently, the Staff Development Committee has worked out a more equitable distribution of funds. The Staff Development Committee is working to create and improve its methodology for communicating more clearly with its constituents. It is committed to encouraging the classified staff to respond by defining their needs when asked to complete surveys, and when they are asked, to suggest helpful activities.

The Staff/Faculty Survey showed that a majority of the faculty (61%) replied that the College offers appropriate activities for professional development. Only 20% thought unfavorably of that opinion. There are a wide variety of different activities offered (85 in 1998-1999), and the committee solicits suggestions from the faculty every semester, so the staff does have an opportunity to express their views. The committee did not sponsor any intercampus activities in this past year; however, some faculty did take part in those activities that were sponsored by other campuses in the district. If the amount of time that faculty reported they spent in professional development activities is any indication, the program is popular. The 1998-1999 Program Report states that faculty participation was 185% of the number of hours they were required to complete to satisfy their individual instructional improvement obligation. Besides the obligatory Flex Day program at the beginning of the semester, many others centered on individual activities utilized in strengthening discipline knowledge, staying current in one’s field and contributing to innovative classroom exercises and materials—activities directly related to in-class performance. The overall success of activities sponsored by the Professional Development Committee was excellent. According to
the 1998-1999 Program Report, faculty responded to the question, "If this presentation was repeated, would you recommend it to others?" with a mean response of 4.9 out of a possible 5.0. Participants ranked the overall success of activities with a mean score of 4.8 and also indicated that they met their objectives by attending (4.5). The highest scoring category under "knowledge/experience gained" in the activity was listed as "personal development—enhances attitude/job performance."

Opportunities for administrative staff development are available but hardly plentiful. Each event is well attended and appreciated, since administrators must use correct and current information when solving problems and for interpreting College and District policy to students, faculty, and to interested members of the community. The most frequent complaint made by all campus administrators is that there is not enough time or enough money to participate in some important, available conferences and workshops that would contribute to each administrator's expertise.

Planning Agenda

7C.1 (36) By Fall 2001, the College vice presidents will report to the Pierce College Council their review of current staff development procedures and organization. The goal will be to identify those aspects of the program that are working well and to identify those elements that must be changed in order to improve the program.

7C.1 (37) The Vice President of Student Services and the Professional Development Chairperson will implement activities related to the "Nurturing College" concept and by the Spring semester 2001 have an agenda ready for implementation.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.
Descriptive Summary

The policies are consistent with the Accrediting Commission policies on nondiscrimination and affirmative action. Consistent attention is paid to meeting the institution's affirmative action and diversity goals. The District has a Nondiscrimination Policy (Board Rule 1202), a Discrimination Complaint Policy (Board Rule 1203), a Sexual Harassment Complaint Policy (Board Rule 15009 et al.), selection procedures for academic positions (Board Rule 10301 et al.), selection procedures for classified positions (Personnel Commission Guides 600-699), and a Faculty and Staff Diversity Plan adopted by the Board of Trustees and approved by the State Chancellor (MCP #219 Doc. 7.22).

Pierce College complies with these nondiscrimination and affirmative action policies by publishing annual reports regarding changes and progress made toward meeting identified target goals. Annual reports are submitted to the State Chancellor's Office and narrative summaries are prepared showing how funds are used and the degree to which affirmative action goals were successful.

Self-Evaluation

A recent survey (Doc. 7.1) reflected that the majority of College staff (65%) agreed that the District and the College adhere to its written policies ensuring fairness in employment procedures.

Violations of contract provisions are subject to structured grievance procedures outlined in the union contracts.

Pierce College Faculty/Staff Diversity Advisory Committee members have been selected from classified staff and from the administrative staff. We are awaiting the selection of two faculty members who will serve two and three year terms on the committee. The partial committee is moving forward to identify its goals, to train campus interview committees, and to support efforts to advertise position vacancies in major newspapers and discipline specific journals.
D.2 The institution regularly assesses and reports its achievement of employment equity objectives, consistent with the institutional mission.

Descriptive Summary

Affirmative action goals and timetables are generally updated each three-year period. Generally, Pierce College has met the goals set nearly six years ago, using statewide figures as a basis (Doc. 7.23). However, Los Angeles County population figures differ from the State as a whole in being far more ethnically diverse. There has been considerable effort at the Board of Trustees level to revise our goals in order to make them more closely reflect current Los Angeles population figures.

A Faculty/Staff Diversity notebook containing updated Affirmative Action Goals and Timetables, a description of the roles and functions of the District, as well as the local campus Staff Diversity committees, was provided in Spring 2000 to each member of the Faculty/Staff Diversity Committee and each administrator/manager, department chairperson, or division head (Doc. 7.24).

Self-Evaluation

Working closely with the Staff Development Program, the Faculty/Staff Diversity Program administrator has cooperatively implemented several programs and workshops regarding affirmative action, gender equity, sexual harassment prevention, and the recognition and promotion of student cultural diversity.

Pierce College participated in the District coordinated Project MATCH Program to provide opportunities for women and minorities to gain teaching experience, and it has mentored two interns, one in Mathematics and another in History.

D3. Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.
Descriptive Summary

Personnel policies are developed at the District level by representatives of the District's Human Resources Division, the District Personnel Commission, and certificated and classified bargaining units. The Board of Trustees must approve policies and procedures not covered by Federal and State statute. In the Los Angeles Community College District, there are seven employee bargaining agents, one for faculty and six for classified employees. The contracts between the District and some of these bargaining agents are uncommonly comprehensive, complex, detailed, and specific. As a result, many, even most, personnel policies are included in collective bargaining agreements. This is especially true of the three separate AFT contracts covering the faculty, technical and clerical staff, and police units (Docs. 7.5, 7.8 & 7.9). Equitability is assured in part through the grievance procedures available to each labor unit member. Every member of each bargaining unit receives a copy of the appropriate contract.

Furthermore, Board Rules, Personnel Guides, Administrative Guides, and Personnel Commission Guides are variously available for anyone to review in the offices of the President and Administrative Vice President, and in the Library and College Personnel Office, and increasingly, online at the District's website <www.laccd.edu>. The contracts of each of the employee groups contain the procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes where negotiated by the District and each bargaining unit. These contracts are generally reevaluated and renewed every three years. Information on topics deemed outside the scope of collective bargaining, or which were not negotiated for some other reason, is generally made explicit in District Board Rules, Administrative Guides, Personnel Guides, and/or Personnel Commission Guides. Among the classified ranks, it is standard procedure for a supervisor to provide the appropriate position description to each new employee upon beginning service with the District.
Self-Evaluation

Of the classified, faculty, and administration members responding to the Fall 1999 survey, 37%, 72%, and 29%, respectively, agreed that the District adheres to written policies ensuring fairness in all employment procedures. A significant percent of each group, however, were neutral in response to this question. Since the policies and procedures relating to employees of the District are clear and available, the response may suggest a lack of knowledge about where the information may be obtained or a lack of interest on the part of employees. The scattered distribution and sheer bulk of personnel policies and procedures may also have contributed to the large degree of unfavorable responses. However, information consulted on a regular basis is included in the appropriate collective bargaining unit's agreement that is made available to each employee. As mentioned, parts of these contracts can be quite complex and difficult to interpret. Several issues needing further clarification have come up in the most recently approved faculty contract and most of these issues have been resolved through meetings between local AFT representatives and the administration. On the other hand, a section on department chairs' duties was included for the first time in this contract to help clarify their responsibilities. In general, the process is sound and responsive to the needs of both management and staff.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

Policy regarding the privacy of information complies with State and Federal law. The District policy may be found in District Personnel Guide, B706 (Doc. 7.25). Personnel records are stored in secure locations in the Office of Academic Affairs, Personnel Office, and in District computer files.
Personnel information contained in the Instructional electronic database can only be secured by personnel with preapproval and through passwords.

Self-Evaluation

The guidelines adopted by the District are effective in protecting the privacy of all staff members. The storage location of personnel records on campus, in the Office of Academic Affairs and Personnel Office, ensures their security. Those individuals responsible for keeping and maintaining these records are aware of privacy of information issues. Although current policy is sufficient, Staff Development committees may wish to develop a workshop or information bulletins on the issue of right to privacy, particularly for those staff members who have access to confidential information covered by District policy and State and Federal law. Only appropriate personnel have security access to electronic versions of these records via the College computer system. There have not been any major problems concerning the accuracy of the personnel records.
Supporting Documents

7.1 Faculty/Staff Survey November 1999

7.2 District Report B181872-001: Workforce Analysis by College

7.3 Department Chairs Survey November 1999

7.4 District Contract-Faculty Hiring Policy and Procedures

7.5 Agreement between the District and the AFT College Guild, Local 1521 (Contract for Faculty)

7.6 Agreement between the District and the L. A. County Building and Construction Trades Council

7.7 Agreement between the District and the L. A. City and County School Employees Union, Local 99

7.8 Agreement between the District and the AFT College Staff Guild, Local 1521 (Contract for Clerical and Technical Employees)

7.9 Agreement between the District and the AFT College Police Guild, Local 1521

7.10 Agreement between the District and the Supervisory Employees' Union, Local 377

7.11 District Administrative Performance Appraisal

7.12 Student Evaluation of Instructor Form

7.13 Assembly Bill 1725, Section 70(e)

7.14 Instructor Peer Evaluation Form

7.15 Performance Report for Peer Evaluation Form

7.16 College Staff Development Advisory Committee Information Examples

7.17 Classified Staff Development Questionnaire

7.18 Developing a More Nurturing Learning Environment Document

2000 - 2001 Self Study Report
7.19 Nurturing College Campaign for Staff
7.20 Professional Development Handbook
7.21 Instructional Improvement Bulletin
7.22 Multi-College Pilot Program Standards Matrix
7.23 College Affirmative Action Report
7.24 Faculty/Staff Diversity Notebook
7.25 District Personnel Guide, Page B706
The institution has sufficient and appropriate physical resources to support its purposes and goals.

Overview

Pierce College is located 28 miles northwest of downtown Los Angeles in the West San Fernando Valley. The College opened in 1947 as an agricultural junior college within the Los Angeles Unified School District. The College was built in two major phases: from 1947 through 1951 with construction of the initial classrooms, cafeteria, dormitories (now faculty and program offices), and outdoor laboratory facilities and between 1958 and 1970 with the remainder of the campus except the Performing Arts Building, which was constructed in 1981. Situated on 427 acres, the campus still retains an Agriculture Department using a significant portion of the land as an agriculture teaching laboratory.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

Physical resource decisions are made by the college(s) through the shared governance process, and the Vice Presidents of Administrative Services submit recommendations to the District. The major checkpoint is compliance with State and Federal law regarding safety and accommodation. The District has inspection programs, inspectors, and periodic reporting. The College Program Review determines the adequacy of facilities for particular academic programs (MCPP #232 Doc. 8.1).

The College has diligently applied for State and other funding for new buildings and maintenance projects. Pierce has almost $26 million in major projects that are currently in progress or have been completed recently (Doc. 8.2). Most of these projects are aimed directly at improving the campus environment to serve students, faculty, and staff better. The recent introduction of air conditioning to most campus buildings is significant, considering that temperatures at the College often exceed 100 degrees. The exterior painting of almost all College buildings has greatly improved the appearance of our campus. Infrastructure projects such as new irrigation systems, water and gas piping, roofing, and a new telephone system ensure that our physical assets are protected, and that our facilities and grounds are prepared to serve the
campus community in support of the College's educational programs and other services. The five-year scheduled maintenance budget for 2000-2005 is summarized in Table 1-1. Fifty-two projects are included in this proposed budget.

Table 1-1. Scheduled Maintenance 5-Year Plan Summary

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Fiscal Year</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roof</td>
<td></td>
<td>199,156</td>
<td>118,985</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>318,141</td>
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<tr>
<td>Utility</td>
<td></td>
<td>1,231,605</td>
<td>1,042,450</td>
<td>1,837,450</td>
<td>803,226</td>
<td>90,000</td>
<td>54,731</td>
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<tr>
<td>Mechanical</td>
<td></td>
<td>540,040</td>
<td>396,170</td>
<td>31,400</td>
<td>258,180</td>
<td>121,100</td>
<td>1,346,890</td>
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<tr>
<td>Exterior</td>
<td></td>
<td>963,340</td>
<td>53,975</td>
<td>116,375</td>
<td>34,170</td>
<td>142,000</td>
<td>1,309,860</td>
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<tr>
<td>Other</td>
<td></td>
<td>906,540</td>
<td>924,385</td>
<td>988,680</td>
<td>244,540</td>
<td>211,880</td>
<td>3,726,025</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$3,840,681</strong></td>
<td><strong>$2,535,965</strong></td>
<td><strong>$2,973,905</strong></td>
<td><strong>$1,340,116</strong></td>
<td><strong>$564,980</strong></td>
<td><strong>$11,255,647</strong></td>
</tr>
</tbody>
</table>

The College is currently constructing a new 22,000 square foot Student Services Building to house the Assessment Center, Financial Aid, the College Bookstore, and Business Office. This project, currently valued at almost $6.3 million, is funded by a combination of College and Bookstore monies, a District loan to the College, and a FEMA grant resulting from damages incurred in the Northridge Earthquake of 1994. The old Modern Language, Business Office, and Bookstore facilities were damaged in the earthquake and will be demolished.

The College seeks opportunities to collaborate with the business community to improve facilities and grounds. The West Coast Soccer League, a youth organization, invested over $15,000 in improvements to the College's playing fields in 1999-2000. Currently, the College is finalizing negotiations with Legacy Partners, developers of Warner Ridge Apartments located to the east of the campus, regarding the transition grading of land along our shared property line. In return, Legacy is

Los Angeles Pierce College
offering to donate the repaving of approximately 540,000 square feet of parking lot number seven, and significant improvements to the landscaping and irrigation adjacent to our shared property line. These improvements are valued at approximately $4,000,000, indicating the major impact such efforts can have on the College's facilities and grounds.

The Facilities Master Plan includes numerous opportunities for partnering with external organizations and businesses. Among others, proposed plans include student housing, senior citizen housing, agricultural partnerships, and partnerships in a major science complex. Each partnership proposal is supported by educational plans and requirements.

Annual maintenance and operations budgets for fiscal year 2000-2001 total $4,825,610, compared to $4,427,587 in 1999-2000, representing a 9.0% increase. These budgets include 70 full-time Plant Facilities employees, utilities, supplies, equipment repairs, alterations, and contract services. In 1999-2000, the College achieved a $2.1 million ending balance, of which $1.3 million has been set aside for College reserves, and $800,000 will be allocated to help the College meet its highest institutional priorities. Approximately $360,000 of the $800,000 (45% of the total) is planned for operations and maintenance. The College plans to hire two (2) additional custodians, one (1) additional gardener, and allocate $115,000 for alterations and improvements to classrooms and laboratories.

Self-Evaluation

Significant improvements have been made on the Pierce College campus in 1999-2000 and 2000-2001. The large number of scheduled maintenance projects in the last year is the result of aggressively submitting scheduled maintenance applications. While historically the state has funded only two to four Pierce College schedule maintenance requests per year, more than 40 such requests have been granted since 1997. Operations and maintenance budgets have been augmented to meet current needs, and facilities have been allocated a major portion of high priority spending.
The College is committed to building new structures, such as the Student Services Building, to replace those that are beyond their useful life, and has successfully sought collaborative relationships to effect major improvements to the facilities and grounds, such as the Pierce College-Legacy Partners agreement. The new Facilities Master Plan includes facilities to be funded by College and District resources, State funds, and partnerships.

The Fall 2000 student body is 16% larger than 1999, and the College is planning for additional growth. At the same time, the College will have significant construction and maintenance projects that will challenge the Plant Facilities staff members and divert them from many of their normal assignments. The College must plan accordingly, in terms of manpower, scheduling, and funding.

Planning Agenda

8.1 (37) The Vice President of Administrative Services will direct the ongoing processes for submitting and coordinating Scheduled Maintenance Projects (SMP) and Capital Outlay Projects (COP). He will provide timely information to departments, promote good communications, seek viable solutions to delays and problems, and seek to minimize disruptions to College operations.

8.1 (38) As College enrollment increases, the Vice President of Administrative Services and the Plant Facilities Manager will assess the impact, and plan accordingly to ensure that College maintenance operations proceed properly.

8.1 (39) The Vice President of Administrative Services will direct construction of the Student Services Building scheduled for completion by Summer 2002. The building will be erected on the site of the current Modern Languages Building.

8.1 (40) By November 2000, the Vice President of Administrative Services will complete negotiations with Legacy Partners regarding proposals related to the Warner Ridge Apartments.

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project to be located adjacent to Pierce College property. This transaction will result in major improvements to College property, including the repaving of over 540,000 square feet of parking lot number seven, and significant landscaping and other improvements along the College-Legacy property line.

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary

The Facilities Manager directs Plant Facilities, which is divided into two units: Operations and Maintenance. The Operations Manager oversees custodial services and gardening. The Maintenance Division has five supervisors: carpentry, heating/ventilation/air conditioning, electricians, plumbing, and painting. (See Plant Facilities Organization chart p. 39)

The College is committed to providing improved facilities and grounds for its students, faculty, and staff. As outlined in (1.) above, the Plant Facilities budget has grown approximately 9% from 1999-2000 to 2000-2001, and an additional $360,000 in high priority spending is anticipated.

Annually, each Plant Facilities Supervisor generates a list of scheduled maintenance projects (SMP). Prior to submittal to the State for proposed funding, the College and the District prioritize these lists.

College departments submit work requests for repairs and maintenance. Requests are logged in at Plant Facilities and forwarded to the appropriate supervisor, who schedules the work according to the urgency of the request. Safety and health requests, for example, are scheduled first. Senior Staff, in consultation with the deans and managers, prioritizes facilities work requests in order to meet institutional goals effectively. The Vice President of Administrative Services ensures that the financial, human, and other resources of the College are utilized in the most effective manner in support of the goals and priorities agreed upon by the Senior Staff and shared governance.

2000 - 2001 Self Study Report
Self-Evaluation

Under the direction of the new President and Vice President of Administrative Services, the management of facilities and grounds has improved. Senior Staff and campus leadership are more involved in determining priorities based on educational and other goals. Communications to faculty and staff have improved through the use of updates distributed by e-mail and memoranda. The Facilities Master Plan (Doc. 8.3) process has created an interactive forum for sharing ideas regarding facilities, maintenance, landscaping and other physical plant issues.

The numerous facilities projects have required the direct and indirect support of Plant Facilities and Operations staff members and have resulted in a backlog of departmental work orders. The hiring of a new electrician in 2000 helped alleviate some work orders, but careful planning is required to address the remaining ones. Currently, work requests are logged and filed manually, so a computer-based system will be required to manage work requests properly.

Planning Agenda

8.2 (41) By Fall 2001, the Vice President of Administrative Services will introduce a computer-based system for the tracking and prioritizing of Plant Facilities work orders. This will provide more effective management of requests, including feedback to the work request originator and data on the full cost of operation for every building and program.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution’s obligation to ensure access, safety, security, and a healthful environment.

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**Descriptive Summary**

State and Federal Laws and Regulations are the basis for policies governing access, safety, security, and a healthful environment. The District Risk Officer coordinates all inspections and the updating of all occupancy licenses as required. In addition, the Board has adopted Board Rules 9803-9806 regarding conduct on campus, Rules 9901–91005 regarding free speech, and Rules 91102–91204 regarding campus access. Chapters XVI of the Board Rules address sexual assault. Regulations B-4, B-5, and B-6, in addition to State and Federal law, describe Board policies prohibiting discrimination based on physical disability and regulations regarding accommodation of disabled students (MCPP #’s 241 & 242 Doc. 8.1).

The Vice President of Administrative Services is responsible for ensuring that all facilities on campus comply with safety, health, and access regulations. The College has implemented the Injury and Illness Prevention Plan (IIPP) to comply with current State and Federal health and safety regulations (Doc. 8.4). The union contracts contain health and safety clauses, and furthermore, the College has an on-campus AFT Work Environment Committee reviewing and making recommendations to the administration about health and safety issues.

Each new construction and maintenance project at the College is sent to the District, where the Assistant Director of Facilities and Planning assigns the project to a project manager who has overall responsibility for reviewing it for compliance with State contracting, health and safety, Title 5, and the Americans with Disabilities Act (ADA) regulations. In the last few years, the campus has seen major improvements addressing ADA accessibility in such areas as the Library elevator and sidewalk access.

In the planning process for new construction, a College Task Force, in conjunction with the Facilities Master Plan architects and engineers, develops a building plan to address educational and space utilization needs. A Board of Trustees approved architect/engineer selection procedure is used to select the Facilities Master Plan architects and engineers.

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In the construction process for new facility, remodeling, or maintenance projects, the District uses competitive bidding, including a mandatory Pre-Bid Conference and a public Bid Opening, to select contractors. Once a contractor has been selected, the District Project Inspectors, under the supervision of the Project Manager, review, monitor, and authorize all work done by the contractors.

The College has recently completed or is currently engaged in major projects valued at approximately $26 million. These include retrofitting, repair, and upgrade projects such as a major upgrading of the campus central heating and cooling system, installation of a new state-of-the-art telephone system, and the construction of a new Student Services Building that will also house the campus bookstore and business office. New and improved outdoor lighting on the mall and emergency phones throughout the campus address nighttime security and safety concerns. Under the guidance of the District Occupational, Safety and Health Specialist, the College Operations Manager has established hazardous waste sterilization and storage procedures.

Self-Evaluation

The designation of a District Occupational and Safety and Health Specialist (DOSHS) and a College Chemical Hygiene Officer (Vice President of Administrative Services) has facilitated the coordination and implementation of the Injury and Illness Prevention Plan (IIPP). Under the IIPP Plan, a Chemical Hygiene Plan that includes guidelines and training for handling and storing hazardous materials and a Medical Waste Management Program that includes an on-site steam sterilization treatment program for medical and sharps waste have been implemented.

A Hazardous Materials Control and Contingency Plan is being written for the safe disposal of hazardous materials at the College. The College currently has a contract with an EPA-certified disposal vendor to remove biological and chemical hazardous materials twice a year. Plant Facilities coordinates and funds the disposal contract at an annual expense of

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$15,000. The AFT Work Environment Committee assists in identifying health and safety concerns on-campus, which are recommended to the President.

Communication regarding our physical facilities has been greatly improved. For example, the DOSHS works closely with College personnel and have developed good lines of communication. The Facilities Manager has kept the College informed through weekly e-mails and written memos outlining current campus facilities projects.

The Vice President of Administrative Services has worked closely with the District facilities manager, architects, contractors, and College personnel to improve coordination in the planning and construction phases of new building and deferred maintenance projects at the College. Academic departments have more input in the planning phases of the projects and are consulted during the construction phases. The District and the College must continue to communicate and coordinate information effectively concerning construction and maintenance projects.

4. Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

The District Office notes that maintenance is contracted or performed by District staff depending upon the exact maintenance requirements. Inventory is maintained, but a new system is needed. There is no formal system in place for intercampus discussion regarding sharing of assets (MCPP #245 Doc. 8.1).

Small Equipment Purchases

Departments request items funded by the departmental budgets from outside educational supply vendors. Requisitions are submitted to the College Business Office and the Purchasing Specialist prepares purchase orders. Some District-wide contracts are used for purchases.

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Large Equipment Purchases

College budgets for equipment during the last ten years have been limited due to cutbacks in funding. Many departments apply for Block Grant, VTEA, and other funding for large equipment. The Computer Science Department has been successful in completely refurbishing labs and creating new ones using such funding resources. The department currently has over 150 computer workstations and eight servers.

Some departments receive donated equipment or purchase it through fundraising efforts. The Life Sciences Department has been particularly successful through the department’s relationship with Amgen. For seven years, the baseball program has sponsored a golf tournament that has helped it maintain and improve a baseball field that is a model of excellence.

Maintenance

The College maintains a wide variety of equipment, instrumentation, and highly specialized items. Specialized items needing maintenance, such as wood-chippers, microscopes, weight machines, and Scantron machines are clearly beyond the skills of campus personnel. Service contracts are the only efficient way to deal with these items, as sending them out piecemeal would be prohibitive.

All faculty and staff use copiers requiring varying levels of maintenance. Some departments have purchased their own copiers since their physical location is distant from the Reprographics Center.

The Art Department, for example, bought its own copier and pays for the maintenance contracts from its departmental budget.

Computers can generally be serviced quickly on-campus by the Information Technology staff. The Computer Science Department maintains its own technical staff to service the Department’s computers and peripheral equipment. Items such as farm and landscaping equipment are serviced by a combination of on-campus personnel and
outside technicians. Some large equipment damaged in the 1994 Northridge earthquake has been repaired recently. The hot water boiler in the football field house is an example.

Revenue Resources

The funds for the purchase and maintenance of equipment currently come from the College's general budget, departmental budgets, State block grants, and VTEA grants.

Inventory

Inventory of all campus equipment is the responsibility of the Plant Facilities Receiving section. Each piece is registered and receives a numerical sticker. In the Fall of 1994, the Vice President of Administrative Services initiated a thorough process of inventorying equipment. Most departments have a supplemental inventory system for each program, maintained by laboratory technicians or secretaries. A Fixed Asset Report is maintained at the District, with a College Asset Report generated for each college.

Self-Evaluation

The President has introduced a systematic approach for equipment acquisition and maintenance. In conjunction with the Master Plan process, allocations for equipment purchases are now tied to Program Review and institutional goals. In addition, each acquisition will require a maintenance plan.

The sticker system is an inadequate method of inventory management. The College must ensure that adequate personnel are assigned to handle inventoring.
Planning Agenda

8.4 (42) The Vice President of Administrative Services will explore a more permanent method of marking and a more efficient method of tracking and inventorying equipment than the current system, and present this plan to the Pierce College Council by Fall 2001.

5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary

The Board of Trustees periodically sets facilities goals and objectives for the District. The Colleges establish Facilities Master Plans for physical resource development on each campus.

The District Office is involved with leases and contracts and the acquisition of physical resources (MCPP #249 Doc. 8.1). When asked how the District Office sees its role in linking institutional goals across the District and with surrounding Districts, the response was the State Chancellor’s Office has the responsibility for any coordination in inter-District goals and programs. The Board sets goals for the District, and the colleges conform to those goals (MCPP #253 Doc. 8.1).

The College shared governance process is designed around the Pierce College Council, 25 members from administration, the Academic Senate, unions, classified staff, and associated students. The Council has two subcommittees: Planning and Budget. The Planning Committee has developed an Educational Master Plan that encompasses the goals of the College. The Financial Strategy and the Facilities Master Plan are being developed in support of the Strategic and Educational Master Plans. Finally, the Facilities Master Plan will be developed from the Strategic and Academic Plans (Doc. 8.5).
A process of data gathering and consultation with other colleges, community leaders, and private sector industries completes each of these plans. They are then submitted to the Pierce College Council. After review and approval by the Council, the plans are forwarded to the College President and finally, the Board of Trustees.

The current Facilities Master Plan is being developed with the assistance of architects, consultants, and an independent project manager (Doc. 8.6). The PCC, Academic Senate, Departmental Council, and other shared governance representatives have been involved in each step of the planning process, as has the local community. The College has conducted agricultural symposia to gain input from a broad range of College, industry and community representatives regarding the future of Pierce College agricultural education programs. Meetings have been held with deans and departments to ensure that their academic plans are consistent with facility planning. Facilities Master Plan documents and illustrations are available to all faculty, staff, and students.

Divisions and departments assign classrooms and offices. The Work Environment Committee, which is comprised of faculty, staff, and administrative representatives, is responsible for resolving any space allocation disputes. The Committee recommends solutions to the President.

Self-Evaluation

The relationships between classroom clients, project managers, architects, and contractors have improved. The concerns of instructional departments are being met more effectively than before as the department chairs are being invited to planning and construction meetings.

Planning Agenda

8.5 (43) In December 2000, the President will present the Pierce College Facilities Master Plan to the LACCD Board of Trustees.
Supporting Documents

8.1 Multi-College Pilot Program Standard Matrix
8.2 Pierce College Facilities Project List
8.3 Facilities Master Plan
8.4 Injury and Illness Prevention Plan
8.5 Strategic and Academic Master Plans
8.6 Facilities Master Plan Consultants Information Document
The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The District's financial planning is based upon the Board's resolution to allow each college to retain its own generated revenue to support its educational master plans, goals, and objectives. The Board adopted a funding allocation mechanism that distributes funds and allows colleges to set funding priorities to accomplish its own institutional plans and mission. The primary mission of the District Office Operations Division is to provide and facilitate consistent and efficient financial and business services on a district-wide basis. Responsibilities of the District Office for financial resources include District financial accountability, fiscal reporting to private and public entities, and allocation of financial resources to develop, interpret and implement the rules and policies of the Board of Trustees and the administrative directives of the Chancellor as they affect financial resources.

Each college and District administrative office develops its budget Operation Plan each year. The budget Operation Plan identifies and evaluates the programs and resources necessary to support planned programs during the upcoming year. (District Self Study Doc. 9.1)

Budgeting over the past few years has been a crisis process of covering the College fixed costs on a diminishing budget allocation and a declining student enrollment. However, in the 1998-99 academic year, the College ended with a budget surplus of $1.6 million. This surplus and increasing enrollment has enabled the College to enter a new era of collaborative budget development including all constituencies of the institution.

During January through April, prior to the subsequent fiscal year, budget planning begins through consultation with budget committees; each college develops its budget operation plan and submits it to District Office Operations Division for review. The College Budget Operation Plans are reviewed for technical corrections and analysis by the District Office Budget Office. Technical corrections are directly communicated to the Vice Presidents of
Administrative Services for modifications. Budget hearings are also conducted between the Vice Chancellor of Operations and college presidents to review the budget operation plans and analysis. Colleges are apprised of underfunded areas and receive recommendations/suggestions of budget modifications/changes prior to Tentative Budget and Final Budget approvals (District Self Study Doc. 9.1).

The Vice President of Administrative Services coordinates the campus process for determining funding levels for each College component. At the beginning of each fiscal year, the Vice President along with the Budget Committee of the Pierce College Council (PCC) develop guidelines for preparation of the College Operational Plan in accordance with the guidelines published by the District. The Vice President conducts planning interviews with the heads of each of the operational entities on campus that manages the budget accounts. Each College office designated as a budget activity meets to determine the needs of that activity.

Each department meets with the appropriate Vice President to discuss and determine the needs of each department in accordance with the College educational goals and objectives. The Budget Committee participates in the creation of the College's annual operating budget. The requests from each office and department are submitted to the Budget Committee and the PCC, composed of representatives from faculty, staff, administrators, and students. The Budget Committee and the PCC examine the budget in detail in relation to the College's Master Plan and make recommendations to the President. After consulting with the PCC and upon receiving its recommendations, the President reviews the entire Operational Plan for approval. The Operational Plan is then submitted to the District Budget Office for review. This final budget, which represents the priorities and needs of the College, is then submitted to the Board of Trustees for final approval and adoption.

Self-Evaluation

The PCC charter (Doc. 9.3) is currently being reorganized to provide better support to all institutional organizations to help them meet their individual goals as well as the campus Master Plan goals. The PCC will be involved with each campus academic unit cost center during its financial
planning process. When this process has been completed, the PCC will review the financial status of the College and make its recommendations to the College President.

The College is aware its budget should be based on Program Reviews and the Educational Master Plan. Progress has been made toward this goal by requiring completed Program Reviews before receiving consideration for State block grants.

A.2 Annual and long-range financial planning reflects realistic assessment of resource availability and expenditure requirements. In those institutions that set tuition rates, and that receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The revised Educational Master Plan, along with the Construction and Maintenance Master Plan, will ensure that the budgeting process is focused on the established goals and objectives of the College.

The Vice President of Administrative Services, College Fiscal Administrator, and Business Office staff develop the guidelines that lead to preparation of the College Operational Plan. All regular employee positions are placed in the budget preparation database, and auxiliary accounts such as maintenance, supplies, non-regular positions, and utilities are entered. This database is printed and given to the Vice President of Administrative Services, College Senior Staff, Budget Committee, and the entire PCC. During this process, the budget is studied and analyzed. Reductions and changes are determined, recommended, and approved, and adjustments are made to the preparation database to produce a truly workable budget. This preliminary budget is now called the Operational Plan (Doc. 9.4) and after a final review by the PCC, it is sent to the District Budget Office. When the State budget allocation for the Los Angeles District arrives, the Operational Plan is adjusted.
After the budget operation plans are reviewed, colleges have opportunities to make modifications, the District Budget Committee reviews the proposed budget before the proposed Tentative Budget and Final Budget are presented to the Board for approval. Notice is given to the Board prior to the Tentative Budget and Final Budget adoption. Subsequent to adoption of the final budget, modifications to the college budget operation plans due to augmentation or reduction of additional revenue require Board actions and approvals after consultation with the District Budget Committee (MCPP #311 Doc. 9.2).

The College Master Plan includes long-range projections, from three to five years, regarding programs, services, costs, and resources. More than five years is not recommended as a valid projection of finances and long-range planning for community colleges. The Master Plan projections are based on specific growth goals.

All State general revenue is distributed to the colleges based on the State program-based funding mechanism. The 1999-2000 State general base revenue for each college is based on the sum of its 1998-99 base revenue, COLA (cost of living adjustment), and growth revenue, minus an adjustment for declining workload measures in the prior fiscal year. COLAs shall be distributed to colleges as specified in the State Apportionment notice. Growth revenue shall be determined based on a college’s change in enrollment workload measures from the prior year using the State program-based funding calculation for growth. Colleges shall first receive their growth funds based on their actual growth up to an allowable growth cap as specified by the State. Then any remaining growth funds shall be distributed to colleges that grow above the allowable growth cap in proportion to their actual growth above cap. An adjustment is made if a college experiences an enrollment/FTES decline at the end of the first year of the model. In such a case, its State general revenue base allocation will be adjusted for decline in one-third increments over the following three-year period. A college shall be entitled to a proportional restoration of any reduction in State base general revenue during the three years following the initial years of decline if there is a subsequent increase in student workload measures.

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Self-Evaluation

The College has shown an increase in total student enrollment and should meet its District budgeted growth requirements for the current fiscal year. Since ninety percent of the budget is expended for personnel and benefit costs, the College financial resources are dependent upon salary and benefit increases that result from contract negotiations with the many District employee bargaining units.

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

The College Educational and Facilities Master Plans (Docs. 9.5 & 9.6), which include programs, services, costs, and resources, are currently in the process of being updated, the latter by an outside firm contracted by the College. The Educational Master Plan is based on an analysis of College strengths and weaknesses and a review of community socioeconomic demographic data and projections of anticipated changes. Since the last accreditation report, funding from FEMA has been approved for a new Bookstore/Business Office Complex to be constructed where the Modern Language Building now stands. This building will also include a Student Services Building consisting of Financial Aid and Assessment.

Self-Evaluation

The College has both budgeted for and received funds for approximately 20 million dollars of capital improvements, including a new campus communication system; an energy conservation system for improved lighting, heating, and air-conditioning; improved sprinkler systems; FDA improvements for disabled students; and stucco/painting of all campus buildings. FEMA funds are being spent in the preparation for the new Business Office Complex (Doc. 9.7).

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.
Descriptive Summary

The District has a Board adopted budget allocation mechanism to distribute funds to colleges. The District also has an adopted fiscal policy. A budget development calendar and a budget Operation Plan is developed each year to provide colleges and District Office with guidelines and processes to develop their annual budgets. The budget development calendar is presented to the Board for adoption in October each year to begin the budget development for succeeding year.

Each college is responsible for its college budget. Proposed department expenditures are first budgeted and submitted to the college administration. Colleges, through their shared governance process, develop their budget Operation Plan, then submit them to the District Office for review and adoption by the Board. In the budget Operation Plan, colleges are required to fund all fixed costs before funding discretionary expenditures. Additionally, each college is required to submit its quarterly financial status report to the Chancellor and the Board. Quarterly reviews are conducted by the Vice Chancellor of Operations with the college presidents and their administrative staff.

The District Office Operations Division is responsible for periodic financial reports to the Board and for developing the tentative and final budgets for Board adoption. It also is responsible for ensuring that all colleges are utilizing all funds and resources in accordance with the Board rules, Education Code and regulations, and Federal, State and local funding agencies. (District Self Study Doc 9.1)

Each January, the District issues the Budget Operational Plan instructions that clearly define the budget development calendar and the various processes required during the annual preparation of the operational plans. The Budget Operational Plan is the mechanism through which each college identifies and evaluates the programs and resources necessary to operate during the upcoming fiscal year. The Budget Operational Plan includes programs and services supported by categorical funding and the enterprise funds that produce their own revenues. Budget development at the College involves a Planning and Advisory Committee and a Budget Committee, both part of the Pierce College Council. The Vice President of Administrative Services coordinates the campus budget process and helps to determine funding levels of various activities with input from all areas of the campus. The Vice President conducts planning interviews with heads of all operational units on the campus and receives input from all constituents.

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Self-Evaluation

Policies, guidelines, and processes for budget development are clearly identified. The District Financial Services office prepares a budget development package that defines the budget process to be followed by the College and specifies its budget allocation.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

At the District-wide level, the District Budget Committee has representatives from District-wide constituencies including the Academic Senate, union representatives, and college administrators. The District Budget Committee reviews budget developments and makes budget recommendations to the Chancellor and to the President's Cabinet for implementation.

During January through April, prior to the subsequent fiscal year, budget planning begins through consultation with the District Budget Committee. The District Budget Committee reviews preliminary budget allocation and each college has its own budget committee, which is also composed of representatives from all college constituencies. Its responsibility is to advise the college administration in financial planning. Throughout the budget development process, the District Budget Committee reviews the revised college allocation and makes recommendations to augment or adjust the District's Budget Allocation Model (District Self Study Doc. 9.1).

The President, Vice Presidents, and the leadership of college organizations decide budget priorities for new programs, staffing, and expenditures based on the contributions each proposed expenditure will have in achieving approved colleges' approved goals.

The Vice President of Administrative Services coordinates the budget development process within the guidelines published by the District. The budget is developed in cooperation with the Pierce College Council and the PCC Budget Committee. Positions on the PCC and its committees are open to faculty, staff, students, and administration, and anyone can apply to be part of these committees to take part in the budget development process. PCC meetings are open to anyone interested in helping with the College budget.

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Each department chair or manager meets with the appropriate vice president to determine its needs in accordance with the College’s educational and other goals. The Budget Committee examines the budget in relationship to the established goals of the College and makes recommendations to the President ensuring that all members of the College community can participate in the budget development and formulation.

The process for Block Grant allocations includes Senior Staff, the Leadership Group, and the Pierce College Council (PCC). A PCC Block Grant Task Force is established annually to review block grant requests and recommend grant recipients to the PCC. The PCC Chairperson and the Vice President of Administrative Services are establishing recommendations for the block grant process that will tie it more closely to the established goals and priorities of the College.

Self-Evaluation

All campus departments and cost centers have an opportunity to join and participate in the College financial plans and budgets. Participants may conduct financial planning within their own units and/or make budget recommendations by becoming at-large members of the PCC. The PCC establishes block grant procedures and reviews all block grant requests.

Planning Agenda

9 A.5 (44) By January 2001, the Vice President of Administrative Services and the Chair of the Pierce College Council (PCC) will recommend to the President measures to improve the block grant process and tie results more directly to the College’s established goals and priorities.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.
Descriptive Summary

The District provides comprehensive quarterly reports for all college financial operations. New financial software will be operational in about two years. It will provide real time reporting if desired (MCCP #267 Doc. 9.2).

The District feels the current timetable for the issuance of various reports is timely and adequate. The new financial system will greatly enhance financial reporting and efficiency (MCPP #287 Doc. 9.2).

The Controller's Office is responsible for maintenance of all financial systems and for providing financial and accounting services to the colleges and District as a whole. It has the following functions and services areas:

1. Budget and Management Services
2. Accounting
3. Disbursement, including Accounts Payable and Payroll
4. Central Financial Aid

Each of these service areas is well defined and systematically organized to provide effective financial services to the colleges.

The District Financial Management System was developed and is maintained, as the Human Resources and Student Information Systems are, by a large staff of the Information Technology Division. The system is considered stable and has all the control mechanisms to ensure the integrity of the fiscal data. The District financial management system provides online/real time input of financial transactions. The system also provides financial management information online, as well as ad hoc reports. However, the district's financial management system currently lacks complete integration and is in need of a better automated purchasing and accounts payable system. The district is currently in the process of modernizing both its Human Resources and Financial systems (District Self Study Doc. 9.1).

The College's organization for financial administration is clearly defined by a systematic organization chart, which represents the line of accountability for the many financial administrative functions at the College (see College Organization Chart p. 37). Budget requests, establishment of accounts, budget and expenditure transfers, purchase order requests, travel and mileage reimbursements, and payroll are all coordinated through the Business Office and the Budget Analyst.

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Self-Evaluation

The College Business Office and the District Office are both staffed with qualified management and clerical personnel. Duties are performed using generally accepted standards of accountability.

B. 2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

The District Office is responsible for ensuring strict adherence and compliance with the budget and accounting manual prepared by the California Community College, with various applicable provisions of the California Education Code, and with California Title V regulations (District Self Study Doc. 9.1).

The College budgeting processes provide adequate consideration of all continuing operations and budget priorities necessary to meet established goals and objectives. The College leadership, including the President, vice presidents, and leaders of College organizations, analyze and discuss requests, recommendations and issues to ensure that budgets support College programs and services.

An annual audit of the District's financial statements and the related budget and accounting methods of the District including its nine colleges is conducted by an independent auditor. The District Office is responsible for coordinating the audit with the independent auditors. The District has received an unqualified opinion audit for the fiscal year ending June 30, 1999. The audit certified that the District's financial statements and records are presented fairly and have no major internal control weakness. In 1999-2000, the District will have an ending balance approximating $38,331,440 of which $18,563,910 was allocated to the nine colleges (District Self Study Doc. 9.1).

Budget reports are available to each department and service unit at the beginning of the academic year. These reports are available in a variety of formats, but most are commonly provided as monthly transaction reports or cumulative transaction reports. The Business Office also provides interim printouts when needed. Some departments and specially

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funded programs request detailed reports of their budget (e.g., EOPS). These requests are honored and supplied as requested weekly, monthly, or quarterly.

**Self-Evaluation**

District and College financial reports indicate that the College’s financial resources are being used to meet and/or exceed the institutional goals and objectives. These goals are developed through an effective shared governance system, and take into consideration the Educational Master Plan. The College and the District responds to external audit finding on a timely basis.

*B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.*

**Descriptive Summary**

The District Office Operation Division is responsible for ensuring that District finances are conducted in accordance with sound business practices, the Board rules, business manual and procedures, Education codes, and other State and Federal regulations. The District Office is responsible for overseeing compliance with Federal, State, and local policies for student financial aid programs and developing and maintaining District Student Financial Policies and Procedures. The District Office Business Services and General Counsel staff provide technical expertise and knowledge of the California Public Contract Code, Education Code, and Board of Trustees policies. These services remain centralized for effectiveness and for accountability (District Self Study Doc. 9.1).

The District Business Office currently executes all contracts for equipment, services, and facilities. Following approval by the Vice President of Administrative Services, requests for contracts are submitted to the District. The Board of Trustees has approved partial decentralization of this process effective in 2000. The new policy transfers responsibility for specified categories of contracts, agreements, and grants to the College President or his designee (normally the Vice President of Administrative Services). A Contracts Specialist, under the

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direction of the presidents, has been assigned to review and submit these agreements for Pierce College, Valley College, and Mission College. The College will initiate such additional controls and procedures as are necessary to ensure proper management and oversight of these transactions.

All college foundations and auxiliary organizations are at the colleges. College presidents and their administrations are responsible for ensuring that these organizations are operated in compliance with the General Non-profit Corporation Law of the State of California. College foundations are audited annually by an outside independent auditing firm (District Self Study Doc. 9.1).

In 2000, The Pierce College Foundation received financial and other support from the Parsons Foundation to rebuild the Foundation’s efforts. An interim Foundation Director was appointed who has been effective in assessing the Foundation accounts and building community and industry support for departmental participants. The Foundation Director is ensuring that all finances are properly authorized and accounted for.

The District Office manages all institutional investments in accordance with applicable rules and regulations, subject to external audit.

Self-Evaluation

The College and the District have adequate policies, procedures and practices in place to ensure effective management of the College’s programs, auxiliary organizations, and investments.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

The Pierce College Foundation (Doc. 9.8) began a major restructuring in 2000 with the assistance and financial support of The Parsons Foundation. A Foundation Director was appointed and a new Foundation Board has been established that is comprised of community and industry leaders from our local area. The Foundation has been successful in attracting significant interest in the future of Pierce College, support of our Facilities.

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Master Plan efforts, and a broad base of support in our education goals and institutional priorities. The Foundation has arranged meetings with business and community leaders interested in forming long-term partnerships with Pierce College.

The Foundation Director works closely with the President, vice presidents, and other campus leaders to ensure that the College's academic and other needs correspond to the Foundation's fundraising and other activities. The Director attends a variety of campus meetings, participates in planning sessions, and maintains awareness of College's goals, objectives, and priorities.

College departments are encouraged to develop activities and fund raising events to improve their financial funding and to provide student and community activities. As applicable, the President, vice presidents and deans review such activities in advance to ensure that the purposes and scope are appropriate and that they protect the integrity of the College.

Recent activities include facilities rentals to community, College and business groups; athletic events; theatrical programs sponsored by the Theater Department; concerts and other musical performances by the Music Department; intercollegiate rodeos sponsored by the Agriculture Department; carnivals sponsored by the Athletic Department; and solicitation of donated equipment for various departments.

**Self-Evaluation**

The College has a long history of providing high quality auxiliary activities and fund-raising events in support of its academic goals and objectives. Since its formation in 1947 as an agricultural college, Pierce has provided a wide variety of events for its students, faculty, staff, and the community. Each proposed event is carefully reviewed to ensure that its purposes, content, and activities are consistent with the College's goals and that the integrity of the College is protected.

*B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.*

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Descriptive Summary

Currently, the District Contract Office executes all contracts based on requests submitted by the College. The General Counsel maintains a staff of legal experts who review and advise the Contract Office and the College on each element of any contract before it is finalized to ensure the integrity of the College and District are protected. The final contract is an agreement between the external entity and the LACCD. The General Counsel supports the College in all interpretations of contract provisions or legal actions when a dispute arises with an external entity.

Effective December 2000, certain contracts and other agreements will be prepared and executed by the College as part of the decentralization process. The District Office will train College personnel in the approved policies, procedures, practices, and methods necessary to ensure proper contracting.

Self-Evaluation

District policies and procedures ensure that all contractual agreements with external entities are properly prepared and executed, and that the integrity of the College and the District is maintained. Decentralization will result in some contracts and agreements being prepared and executed at the College beginning December 2000. The District will provide general oversight and extensive training to make certain that these efforts provide the proper results, and the president of each college will be responsible for college contracts functions.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary

The College submits reports of quarterly financial status to the Chancellor and the Board, which are reviewed by the Vice Chancellor of Operations, the College President, and his staff. The District Operations Division Internal Audit Unit periodically performs internal audit control for self-evaluation of the District's internal controls and policies and procedures. The Internal Audit Unit's responsibilities

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are to identify and analyze the various programs, units, departments, and organizations throughout the District in which loss exposure exist from financial and/or managerial risk. These periodic internal audits provide reasonable assurance that the District complies with all relative regulations. If necessary, recommendations are made by the Internal Audit Unit for changes in financial management reports, procedures, and policies.

The Vice Presidents of Administrative Services Council meets each month and often reviews, modifies, and makes recommendations to affect the financial procedures, policies, and reporting changes. Currently, the District, through this council and the District office administration staff, is reviewing the District business procedures for contracts, budget, and accounting (District Self Study Doc. 9.1).

The vice presidents and the College Fiscal Administrator periodically review the financial management system of the College. The LACCD Controller’s Office reviews all financial documents produced by Pierce College.

Self-Evaluation

Disparity continues to exist between the reports generated by the District and those generated by the College. Lack of real-time data hinders accurate budget management.

Planning Agenda

9 B.6 (45) By February 2001, the Vice President of Administrative Services will introduce an improved budget and financial reporting system available for administrators, departments, and staff. The PC-based system will provide user-friendly data retrieval and reports using Microsoft Office applications.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

The District is responsible for the retirement of bonded indebtedness and repayment of all long-term liabilities. The “General Long-term Debt Account Group” (Reported on Audited 2000 - 2001 Self Study Report
Financial Statements, June 30, 1999-audited by Price Waterhouse Coopers L.L.P.) accounts for the District’s long-term debt and manages long-term portions of employee vacation benefits, workers’ compensation claims payable, and insurance premiums payable. Even though the audit report recognizes accrued employee vacation benefits and workers’ compensation claims payable, the District only records vacation pay and workers’ compensation claim expenses as they are occur. Historically, the District has met all bonded indebtedness and other long-term obligation repayments (District Self Study Doc. 9.1).

Before the beginning of each fiscal year, the Chief Financial Officer of the College and the staff of the Office of Business Services prepare the Operational Plan for the College based on the budget received from the LACCD Office of the Controller. This plan reviews the requirements of any future obligations and includes the required payment of those obligations of the College for the new fiscal year.

Self-Evaluation

The Vice President of Administrative Services and the staff of the Office of Business Services review the Operational Plan and provide for the requirements of any present and future obligations of the institution using appropriate business practices.

C.2 The institution has policies for appropriate risk management.

Descriptive Summary

The District Office has a Risk Management and Insurance Unit headed by a District Risk Manager. This unit is responsible for managing employee benefits programs, Workers’ Compensation programs, and Property and Casualty insurance programs. These programs are totally centralized at the District Office with oversight resting with the central Business Services staff and/or the Labor-Management Benefits Committee (District Self Study Doc. 9.1).

Incidents and accidents that occur at the College are reported to the College Police. Reports are forwarded to the District Insurance Section and the Vice President of Administrative Services. Investigations are performed and the District determines the disposition of each report or claim. The District currently has a contingency reserve account of approximately 15 million dollars for emergencies and unforeseen events.

Los Angeles Pierce College
Self-Evaluation

Risk management is a District responsibility. The District considers its current insurance to be adequate.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

The Los Angeles Community College District has demonstrated its ability to fulfill cash flow requirements to cover necessary operational expenses and to meet emergencies and other unanticipated costs. Each college is accountable for its own budget. Each college retains the revenue it generates and pays for centralized services. This process allows the colleges to carry forward their ending balances. For 1999-2000, we anticipate that the District will end the year with an approximate $31.3 million dollar ending balance. Approximately $20 million dollars comprise the balances that belong to the colleges.

The Unrestricted General Fund cash balance is maintained in the Los Angeles County Treasury and invested as a part of the County's investment pool. The County has stringent investment criteria and it provides liquidity with advance notice of one or two days.

As provided in the Education Code, the District's cash balance is invested with the County Treasurer. In accordance with its investment policies and with the California Administrative Code, the District may also invest its cash balance in securities of the United States Government or its agencies, certificates of deposits, and other types of allowable interest-bearing or income-producing, minimum-risk investments (District Self Study Doc. 9.1). The cash flow for this comes from the District's Unrestricted General Revenue set aside according to the adopted allocation model. The fund is from the State apportionment, property tax, lottery, enrollment fees, and other fees and revenues (MCP#330 Doc. 9.2).

The appropriate management, adequacy, and safety of cash and other reserves are primary concerns of the District Board of Trustees. The District endeavors to maintain liquidity at all times in its operations. Historically, the District has met all bonded indebtedness and other long-term obligations repayments.

Self-Evaluation

The College has met all bonded indebtedness and other long-term obligations in a decreasing budget environment. The College has remained liquid and will remain liquid with the present improvement in financial

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resources. In 1998-1999, the College had an ending balance of $1.3 million, which increased to $2.1 million in 1999-2000. For 2000-2001, the College has budgeted $1.3 million for year-end reserves (ending balance).

**C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.**

**Descriptive Summary**

The Los Angeles Community College District has demonstrated its ability to fulfill cash flow requirements to cover necessary operational expenses and to meet emergencies and other unanticipated costs. Each college is accountable for its own budget. Each college retains the revenue it generates and pays for services that are centralized. This process allows the colleges to carry forward their ending balances. For fiscal year 1999-2000, the District is projecting to have a $31.3 million ending balance. Approximately, $20 million are balances that belong to colleges.

The District sets aside a four percent (4%) Contingency Reserve of the Unrestricted General Fund operating budget ($12 million). The four percent (4%) reserve is held in the Contingency Reserve Account, which is part of the fiscal year appropriation accounts (MCPP #329 Doc. 9.2).

For several years, the College operated with an ever-decreasing budget that led to crisis management and an inability to budget for emergencies or unforeseen circumstances. However, for the past two years the College has maintained an ending balance. During the current fiscal year, 2000-2001, the College has set aside approximately $1.3 million in the contingency account.

**Self-Evaluation**

The improving financial situation at the College allows for an increase in the contingency account that should be able to control any emergency situations.

*Los Angeles Pierce College*
SUPPORTING DOCUMENTS

9.1 District Accreditation Self Study
9.2 Multi-College Pilot Program Standard Matrix
9.3 Pierce College Charter
9.4 Pierce College Operational Plan 2000-2001
9.5 Pierce College Educational Master Plan
9.6 Pierce College Facilities Master Plan
9.7 Business Office Complex project – FEMA Monies
9.8 Pierce College Foundation
The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.

Los Angeles Pierce College is one of nine colleges in the Los Angeles Community College District. The District exists in accordance with Education Code sections 70902 and 72000, and as articulated in the preface to Chapter 1 of the Board Rules. Currently, Pierce is participating with Mission and Valley Colleges in the Accrediting Commission's Multi-College Pilot Program with the LACCD Chancellor, Accrediting Commission Staff, and a consultant to the project assigned by the Accrediting Commission.

A. Governing Board

In keeping with the Multi-College Pilot Program purpose, Section A was developed by group consensus of the three participating colleges and informed by the District Accreditation Self Study document.

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Los Angeles Community College District is governed by a Board of Trustees, who are elected at large by the public for four-year terms of office. Elections are held every two years, with three members being chosen at one election and four members at the other. The President and Vice President of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting. A
student member is elected annually by the students at all the District colleges. The Board of Trustees conducts public meetings at various sites within the geographical boundaries of the LACCD.

Self-Evaluation

The staggered election process ensures continuity of leadership within the policy-making body of the LACCD. Conducting elections in odd number years has not resulted in any discernable problems. Odd year elections generally result in the Board elections having less competition on the ballot, thus providing greater visibility to the voting public. However, there is generally less voter turnout than even numbered election years. District-wide elections (versus by Trustee District) have generally produced more positive than negative results. In general, the LACCD has yielded diverse representation as to gender, ethnicity, and geographic location. Additionally, District-wide elections usually provide for greater policy objectivity than a Trustee District election with a more specific geographic focus.

Public access to its representatives is facilitated through the Board’s scheduling of Board meetings twice a month at alternate locations throughout the LACCD (primarily at the District Office and college sites). The use of colleges as site locations facilitates access to the external constituency and to employees of the LACCD.

Since the Board is elected by the voters, there is no guarantee of continuity of membership beyond the staggered terms. However, history shows that trustees are often re-elected to additional four-year terms, so that continuity does in fact occur, while the election process ensures that new trustees are brought on board.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.
Descriptive Summary

The Board of Trustees ensures the high quality of the LACCD's educational programs through Board Rules and Administrative Regulations that set standards, establish criteria, and assert faculty rights and responsibilities for curriculum. The LACCD's policy on curricular matters can be found in the LACCD Board Rules, Chapter VI–Instruction. Related Administrative Regulations are in E-65 – *Curriculum Approval: Standards and Procedures*, and in E-64 – *Procedures for Development and Approval of New Educational Programs*. Under the provisions of the Board Rules, Chapter XVIII–Academic Senate and Board of Trustees Shared Governance Policy, the Board relies on the District Academic Senate and the college senates to make recommendations on "academic and professional matters," including their curriculum. Thus the Board relies on the colleges and their senates to monitor the quality of the curriculum, including courses and programs.

Board Rules lay out the principles governing Pierce's academic standards and fiscal practices. The Board of Trustees receives regular reports from the District Chancellor, ensures oversight through regular program review, and periodically reviews Pierce's self study reports. The Board formally approved Pierce's Mission Statement and Goals in 1999.

Self-Evaluation

As part of its reform and reorganization efforts, the Council of Academic Affairs and the District Academic Senate have been reviewing policies on curriculum development and approval in order to provide more flexibility at the college level, while maintaining the quality of courses and programs. During the 1999-2000 school year, E-65 – *Curriculum Approval: Standards and Procedures* – underwent significant review and revision. The responsibility for faculty oversight in the development and approval of curriculum, which includes ensuring the quality of new courses, was delegated almost entirely to the colleges. Once approved, the College President recommends the approval of new courses to the Chancellor, who in turn recommends them to the Board of Trustees.
A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Board adopted policies are contained in Board Rules, while implementation and operational language is contained in Administrative Regulations. These policies are developed within the framework of the Chancellor's Directive Number 70 – *District-wide Internal Management Consultation Process* described in C6 below. Policy revision and review is facilitated through this process, and recommendations for the revision of policy are made to the Board and Chancellor, respectively, depending on the nature of the policy. In addition, District Office staff periodically reviews Board Rules and Administrative Regulations to ensure that they are consistent with current laws and regulations, and remain relevant to the LACCD's policy and operations.

The Board sets policies and procedures as outlined in the Board Rules. These are regularly revised and updated based on Board actions at its monthly meetings. Most recently, at its meeting on April 12, 2000, the Board approved the revised and updated "Decentralization/Restructuring" action for the District and its nine colleges. The Chancellor is the Board's designee in the area of overall assessment of the total District's operation. The Chancellor has made a concerted effort to empower the college presidents in the operation of their respective institutions. Additionally, through the presidents' evaluation process, the Chancellor has the ability to ensure accountability.

Self-Evaluation

The review and revision of Board Rules and Administrative Regulations have been somewhat uneven. Some Board Rules have been reviewed, and where needed, revised in the past five years, while others have remained unchanged for over twenty years. The LACCD needs to adopt policies and procedures to ensure that policies are reviewed on a regular, ongoing basis. In addition, the Rules and Regulations are

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sometimes confusing when compared with other policy and procedure documents that exist, such as Personnel Commission Laws and Rules, Collective Bargaining Agreements, Business Procedures, Personnel Guides, and related processing forms.

To date, many of the decentralization elements in the Decentralization/Restructuring plan have been implemented or are in the process of being so. Examples are primarily found in the areas of education and the curriculum. Additionally, efforts are underway to provide the colleges with more direct jurisdiction involving contracts under $54,900. The Systems Upgrade program currently underway is another key component toward providing the colleges with greater degrees of local autonomy.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

The Board of Trustees of the Los Angeles Community College District, as the policy-making body of the LACCD, has primary personnel related responsibilities involving the Chancellor, Vice Chancellors, College Presidents, and General Counsel. These responsibilities extend to hiring and evaluations. Except for the Chancellor, the Board shares hiring and evaluation responsibilities with the Chancellor for these administrative level positions (all of which are contractual positions).

The Board engages in an open and comprehensive search for regular Chancellor and other executive appointments. Those search committees include representatives from different constituencies, including students, faculty, and staff. In the case of College Presidents and the Chancellor, members of the community also participate.

For interim appointments that might be a year or longer, the LACCD generally engages in an open, but scaled-down process. Again, constituent groups are included.

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In accordance with the Ralph M. Brown Act, contracts of employment and compensation for the Chancellor, Vice Chancellors, College Presidents, and General Counsel are approved in an open and public meeting of the Board. The contracts for these positions require annual evaluations. For the Chancellor, the Board conducts the evaluation, and the Chancellor evaluates the other positions.

The Board selects and evaluates the Chancellor based on the employment contract and in accordance with State regulations. Presidents are selected according to Board Rule 10308. The Board appoints all other officers according to the procedures outlined in the Personnel Guide.

Self-Evaluation

The hiring of the Chancellor, Vice Chancellors, College Presidents, and General Counsel are basically subject to the same personnel hiring and selection process. These generally involve the hiring of an outside consultant to assist in conducting a national search. Selection committees are established with representation from various internal and external constituencies. This selection process has generally served the LACCD well in attracting high quality candidate pools.

The Chancellor is the Board's designee to perform the task of evaluating senior District officials and College Presidents. The evaluation results are shared with the Board. The evaluation processes have not been consistently or thoroughly implemented in the past. However, a new process has been instituted with an outside consultant brought in to conduct personal interviews with senior District officials to ascertain their goals and objectives, and to interview campus and LACCD constituency groups about their performance perceptions of these administrators. This inaugural process worked well and will continue to be used with appropriate modifications. The evaluation process involving the Chancellor has previously never been formalized and/or conducted in a consistent manner. The performance criteria by which an evaluation is based tend to subjective, rather than measuring results based on specific goals and
objectives. However, based on the success of the model implemented for the previously referenced administrators, the Board will avail itself of a similar model for the current Chancellor evaluation.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary

The Board of Trustees of the LACCD is an elected body subject to internal and external governing rules and regulations. There is legislation, as referenced in the Education Code, that sets forth the governing parameters of the Board and District in a variety of educational and operational areas. There are state and federal regulatory parameters that must be complied with as a Board and District. Internally, the Board, as the policy-making body of the LACCD, established through its Board Rules policies and procedures that must be complied with by all segments of the LACCD’s operation, including the Board of Trustees.

The duties of the Board of Trustees are defined by State Law in the Education Code governing Community Colleges, Section 70902, and are outlined in Chapter II, Article III of the Board Rules. The Board conducts an annual review of its performance.

Self-Evaluation

The LACCD’s checks and balance mechanisms have to a large degree been effective to ensure compliance with the external and internal governing parameters. If anything, control mechanisms have been more restrictive than permissive. The Chancellor and General Counsel are the principal players in the compliance process as it relates to the Board. This combined diligence has served, and continues to serve, the Board well.
The Board approved a form for self-evaluation in 1996 (Doc. 10.1); however, the process was not initiated until recently. The first Board self-evaluation workshop was completed on July 12, 2000. This process included each Board member filling in a questionnaire, a compilation of responses, and a facilitated workshop to review the responses and probe for changes, new directions, or to reaffirm current practices. As a result of the workshop, the questionnaire form will be altered to include a column on "perceived performance" in addition to the current column on "intent."

**A.6 The governing board has a program for new member orientation and governing board development.**

**Descriptive Summary**

The Board of Trustees, as an elected body, is subject to changes in its membership, generally in alternating two-year election cycles or changes brought about by retirement, resignation, illness, death, etc. As such, when necessary, it is essential for new Board Members to be provided with appropriate information to ensure consistency, uniformity, continuity, awareness, and understanding of the policy and governing roles.

The Board holds periodic workshops to orient new members.

**Self-Evaluation**

Understanding the importance of providing new incoming Board Members with pertinent and essential information has not always translated into effective orientation processes. The LACCD does not have a formal Board Member orientation practice that is comprehensive or consistent in its application. New Board Members are provided with information as to the Brown Act, general operational overviews, and basic do's and don'ts. The application of the orientation is not always consistent. The degree of orientation many times is determined by the interest of the new Board Member.
A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary

A Board subcommittee on accreditation conducts a review of reports and progress on College self-studies and reports to the full Board. The District is engaged in a pilot project whereby the District Office is directly participating in the accreditation process currently underway at Mission, Pierce, and Valley Colleges through the development of its own Self-Evaluation Report. In Spring 2000, the District assembled a self study team and responded to questions posed by the three colleges on the relevant Accreditation Standards.

Self-Evaluation

Pierce is currently engaged in preparing its self study report for this standard by incorporating the responses provided by the District self study team. It understands that although the Board is not directly engaged in the accrediting commission's pilot program, the Chancellor is acting as liaison in keeping the Board informed about the pilot program's progress.

The Chancellor and senior District officials have met with College staff on several occasions to discuss and update the pilot program progress, coordinate our common self study efforts, and inform ACCJC staff of the status of this cooperative effort.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The College Presidents' local empowerment is based on the revised "Decentralization Plan" developed and articulated by the Chancellor (Doc. 10.2). Additionally, depending on the Chancellor's style of management,
the leadership capabilities vested in the College Presidents is further amplified. Further, the AFT Faculty Guild contract empowers the President to adopt or modify local rules related to faculty.

The Office of the President was filled with the permanent appointment of Darroch Young effective June 17, 1999. The Committee to select the President included 18 persons, half from the College and half from other campuses, the District, and the community.

A president is the educational leader of a college and interprets the mission, the educational philosophy, and the goals to the faculty, staff, and community. The current President of the College has developed his priorities, which are now being incorporated into the Master Plan, in consultation with the campus leadership and the shared governance organizations (Doc. 10.3). The effectiveness of the President has been evaluated with a process, begun in Spring 2000, which included both peer evaluations and an evaluation by the Chancellor. The President was given a merit increase in salary as a result.

**Self-Evaluation**

Pierce College is not the same place it was six years ago when the last accreditation team visited us. The President brings a profound depth of knowledge about the California Community Colleges and a management style that is inclusive, cooperative, and consensus building. The long-term faculty are reminded of the most halcyon days of the campus when Pierce was a fun place in which to work. The campus morale has risen dramatically, there is a sense of hope on campus, and people are working together.

In just his first year here, he has achieved the adoption of the Pierce Plan, a 15-5-15-5-5 calendar (10.4), refocused the marketing and public relations components of the campus, improved the physical plant by completing the installation of the telephone support-system and obtaining funds to paint all exteriors on campus, and established a climate of achievement-based trust. One of the ways that the President communicates and implements priorities is through the revision of the

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Strategic Plan, consisting of an Educational Master Plan, a Facilities Master Plan, and a Financial Strategy, which are now being developed (Doc. 10.5). The President's thirteen goals for 2000-2001 are clear and remarkably consistent with the Educational Master Plan goals.

For many years, the campus has been divided over the use of the land. The President has selected and hired outside consultants effectively to help deal with the College Master Plan and land use process. In addition, a series of agriculture/educational symposia were held during Spring 2000, which brought together diverse interests to build consensus for College direction. As a result of these symposia, enough consensus was reached that a community advocacy group concerned about the farmland has now actually disbanded because they can work with the current President and campus directly.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

The Vice Chancellors and Chancellor work with the College Presidents regarding the development of a financial funding formula for the allocation of District resources. Each college is provided with its allocation based on the agreed formula. The College Presidents are responsible within their operational parameters to allocate resources for the operation of their respective colleges. The Vice Chancellor and Chancellor have internal and external compliance requirements to monitor and make periodic updates to the Board of Trustees and State Chancellor's Office regarding the financial status of the District as a whole and its individual colleges and District Office operations. Each executive is responsible for ensuring that practices and policies are followed, including the engagement of shared governance. This is documented through reviews, periodic audits, and college self-studies.
The President of the College is responsible for implementing District policies and regulations as well as maintaining the academic and fiscal integrity of the institution. The Board of Trustees now holds each president responsible for the fiscal viability of each campus, as evidenced by the decision not to renew the contract of the previous president. The current President brings a great wealth of knowledge about State regulations and statutes, as an individual who helped draft them, and is aware of their intended purposes.

Self-Evaluation

Under the decentralization plan that increased the power and the authority of local campus presidents, the President has clearly assumed full leadership responsibility for the development and the implementation of a vision for the institution, while keeping the Chancellor fully informed. The College is fortunate to be able to receive the benefits of his advocacy for Pierce, the District, and the California community colleges. Additionally, he enjoys statewide respect and understands statewide issues, having participated in the development of many of the positions taken at the State level.

B.3 The institution is administratively organized and staffed to reflect the institution’s purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Descriptive Summary

The President has created the organizational structure necessary for the College to function effectively, and has demonstrated the leadership and management capabilities essential for the College’s success. In Fall of 2000, the President formed his Leadership Group composed of the three vice presidents, the Academic Senate Chair, the Pierce College Council President, and the faculty and staff Guild Chapter Chairs (see Campus Governance Organization Chart (p. 29). The Chancellor has clarified the District chain of command including the roles, authorities,
and relationships of the College Presidents and District Senior Staff (Doc. 10.6). Because the District position descriptions do not always meet all of the College's local requirements, the College has created new positions or tailored existing position description to meet its needs.

Additional changes are anticipated as the President refines the necessary changes for a redefined institution. Recent changes include the creation of a full-time marketing position and part-time positions to coordinate activities in both the local political and business arenas, positions filled by reassigned faculty.

The current functional administrative structure at the College is outlined on the chart on p. 30; job descriptions for each administrative position accompany the materials on the administrative chart. The minimum qualifications for all administrators are established at the District level; the College may seek to identify additional specific experience or skills that might be desirable for positions on this campus. Each administrator has a defined area of responsibility, and evaluations of administrators are conducted in accordance with their bargaining agreements or Board of Trustee regulations (see Standard 7.B.1). Current efforts are being developed on the campus to broaden the nature of the administrator evaluation process. Corollary with the President's initiative to broaden the base of persons involved in his evaluation, the individuals affected by the activities of an administrator will be included in the evaluation of that administrator. Administrator evaluation will include effectiveness in meeting stated goals. It is expected that this process will improve management effectiveness by providing a structured environment for accountability and growth.

Self-Evaluation

The sense of trust that is being created has brought a renewed effort by faculty, staff, students, and community for working with the administration to meet the needs of a college of our size and complexity. For example, the College has new vice presidents in both Administrative
Services and Academic Affairs who are working very well with the President. When there was a sudden vacancy in the office of Vice President of Academic Affairs, we quickly and carefully formed a College-wide interview committee especially tailored to the campus' needs to select the permanent replacement.

One of the challenges faced by the College is the manner in which job descriptions are developed. It appears that District-wide descriptions and qualifications are not always congruent with the actual needs on the campuses.

**B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.**

**Descriptive Summary**

Qualifications for certificated and classified administrator positions are subject to guidelines established by Board Policy, Personnel Commission regulations, Education Code, etc. Each administrative position has a job description/duty statement that articulates the duties and responsibilities of the position.

Generally, responsibilities and duties of administrators are consistent from college to college, and the District Office has some administrative positions unique to District Office operations.

Board of Trustees regulations determine minimum administrative qualifications. The College maintains a job description for each administrator (Doc. 10.7). These job descriptions are distributed at the time the position is vacated/created and redefined as a new person is hired or reassigned.

Los Angeles Pierce College
Self-Evaluation

Evaluations have occurred as they are mandated by District personnel procedures. The College is examining the effectiveness of all evaluation procedures with accountability as a key point. As indicated in B.1, a comprehensive evaluation process began in Spring 2000 to examine the effectiveness of the President in areas of his responsibility and the attainment of his goals (Doc. 10.8).

The President seeks to establish an evaluation process for campus administrators that includes a great deal of input from persons affected by any given administrator's activities. The evaluation process for deans, covered by the Teamsters' contract, is being revised to reflect these goals. Just as the President is being held accountable by the Board of Trustees, so is he holding his staff accountable to high performance standards related to College goals (Docs. 10.9 & 10.10).

B.5 Administration has a substantive and clearly defined role in institutional governance.

Descriptive Summary

The Pierce College Council (PCC) is the primary shared governance body at the campus and includes administrators, faculty (Academic Senate and Faculty Guild), staff, and students. The PCC Charter (Doc. 10.11) clearly outlines the involvement of each of the campus constituency groups. The standing subcommittees (Planning and Budget), develop recommendations in their respective areas prior to recommendation to the body as a whole. The Academic Senate Executive Committee and the AFT Faculty and Staff Guild Chairs meet monthly with the President. All recommendations are made to the President, who must determine whether to accept or reject them. The President maintains ultimate responsibility for all decisions made by and for the institution. As described in B.3, the President has organized a Leadership Group with which he initiates discussions about new proposals, directions, and issues.

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The membership and responsibilities of the College Council and its constituent groups are in the process of evaluation and revision.

Administrators are clearly included in the campus governance. The senior staff, composed of the President and three vice presidents, consult weekly to ensure all areas of the College are considered as the President makes decisions. In addition, the President meets regularly with the College Leadership Group. In Academic Affairs, all academic deans meet with the Vice President weekly in working sessions. Practical items are worked out and communication occurs in both directions. The managers in the various areas of Student Services meet at least monthly as a group, with their vice president, and individually, as needed again, communicating in both directions. In Administrative Services, the Vice President meets with his managers and supervisors every four to six weeks as a group and as needed with individuals. Due to the extensive work currently occurring on the campus, he meets daily with Plant Facilities and Information Technology staff members in critical areas of high priority.

The President has clearly demonstrated his personal leadership role in developing the current Master Plan process and College goals.

Self-Evaluation

The Pierce College Council, and the recently formed Leadership Group, are examining ways to streamline the communication process and still keep broad representation and involvement. Other pathways for campus staff are through their respective Vice Presidents, who may also involve the PCC, Academic Senate, AFT Faculty Guild, and senior staff as needed. The College and the community are responding well to the consensus-building leadership style of the President.

Planning Agenda

B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies that relate to their areas of responsibility and expertise.

Descriptive Summary

Faculty roles are manifested in the Board’s establishment and acceptance of the District Academic Senate and District Budget Committee – the two shared governance entities of District Governance.

The faculty involvement in institutional governance occurs at several levels. Areas of governance are divided between those areas covered by Title 5 and those areas covered by the AFT Faculty Guild contract (Doc. 10.12).

Title 5 governs all faculty involvement in educational issues, from which the Pierce College Academic Senate developed its shared governance agreement (Doc. 10.13). The agreement has been accepted locally and has been approved by the Board of Trustees on June 24, 1999, and is available on the senate’s web page at <www.piercecollege.com>. All educational program concerns are in the province of the Academic Senate and its committees. Individual faculty and/or departments are responsible for evaluating and maintaining existing programs and developing new programs. The Senate works through its standing committees on curriculum, ethics, professional development, faculty hiring priority, and academic policies. (See Standards 4 and 7 for details of these areas.)

The Department Chairs, meeting as the Academic Policy Committee under the leadership of the Second Vice President of the Senate, meet to recommend and implement academic policy. The Academic Senate Faculty Position Priority Committee meets on the issue of priority for faculty hiring. This Committee is responsible for developing a policy, presenting it to the Senate, and forwarding it to the President for approval. After the approval process is completed, they are responsible for implementing this policy.

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In addition to the agreement between the local Senate and its administration, there is also an agreement between the District Academic Senate and the Board of Trustees (Doc. 10.14). This outlines the areas in which the District Senate will recommend to the Board policy that will affect processes on all campuses.

In the area of work environment and working conditions, the College Work Environment Committee, composed of members from all employee units and empowered by the contracts of the AFT Faculty, Staff, and Administration guilds, outlines the exclusive and shared responsibilities of the bargaining agents consistent with parameters defined in Title 5. The faculty survey shows that 71% of all faculty members agree that, through their department chairs and senators, they have a voice in curriculum, educational practices, department policies, and campus governance (Doc 10.15).

**Self-Evaluation**

In the specific area of faculty responsibilities in shared governance, the current processes and groups seem to be working well, as demonstrated by the strong and broad faculty leadership involved with College governance. The Academic Senate and the AFT Faculty Guild have worked well together, offering mutual respect and cooperation.

An example of the strength of faculty/administration cooperation was the work of the Budget Consolidation Committee in the summer of 1997. Faced with a $3.5M deficit that rose in a matter of weeks to $5.3M, a committee of faculty/administrators cut the budget to do the best it could for the entire College.

The College now enjoys a climate of cooperation and trust. Shared governance is natural and seamless.

**B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.**

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Descriptive Summary

At Pierce, each academic department is represented in the Academic Senate. Additional voting members include the elected officers, three members at large, and representatives to the District Academic Senate. The Senate meets every other week during the academic year and a constitution and bylaws govern its work (Doc. 10.16). The Executive Committee of the Senate meets with senior staff monthly during the academic year. Additional informal consultation between executive officers and members of the senior staff occurs as needed.

The Standing Committees of the Senate have clearly defined roles in the development of the academic environment on the campus: the Academic Policy Committee (which also meets as Departmental Council when the Vice President of Academic Affairs co-chairs it), the Curriculum Committee, the Professional Ethics Committee, the Professional Development Committee, and the Faculty Priority Position Committee. Each committee has its set of responsibilities and reports to the Senate, which has direct responsibility for making recommendations to the President. Faculty are encouraged to participate in each of these groups, and terms of office are established in staggered rotation so that there is both continuity and the opportunity for new participants.

The Academic Senates of the nine campuses created a District Academic Senate. The presidents of the local senates and the officers of District Senate meet monthly as the Executive Committee of the District Academic Senate. Each campus is permitted to have four representatives to the District Senate, which meets monthly. A constitution and bylaws govern all of the work of the District Academic Senate (Doc. 10.17).

Self-Evaluation

In addition to receiving ongoing informal evaluations in the form of comments and criticisms throughout the year, the Executive Committee of the Academic Senate initiates a self-evaluation each spring semester. Following a survey completed by the members of the Senate, the Executive Committee meets at a retreat to review positive and negative

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comments and develop priorities for the following year (Doc. 10.18).
Like any group, its success depends upon the strength of the leadership.
We have been very fortunate to have had strong leaders over the past
years and have developed a tradition of effective and open
communication with administrative staff. Regular meetings between
senior staff and the Senate Executive Committee have strengthened
communication and leadership.

**B.8 The institution has written policy that identifies appropriate
institutional support for faculty participation in governance
and delineates the participation of faculty on appropriate
policy, planning, and special purpose bodies.**

**Descriptive Summary**

Faculty shared governance in the areas of educational programs occurs
through the Academic Senate as defined in Title 5. Faculty participation
outside of educational programs occurs in the areas of policy, planning,
and budget, which are the domain of the Pierce College Council. At this
time there are 12 members of the faculty serving on the Pierce College
Council. Six faculty members are appointed by the AFT Faculty Guild,
and six are appointed by the Academic Senate.

From time to time special purpose committees are formed. The most
recent example was the presidential selection committee. The
composition of that committee was established by the Board of Trustees
with two Senate representatives and two AFT representatives.

**Self-Evaluation**

There is, of course, considerable variability in leadership depending upon
which persons on campus run for various offices. At present, the campus
is blessed with solid, effective people working for the good of the entire
campus at the PCC, the Academic Senate, and the AFT Faculty Guild.
There is no policy regarding reassigned time for shared governance
leaders. Article 18A of the AFT Faculty Guild contract empowers the
President to address the issue of reassigned time, and he has indicated
a willingness to do so.

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Sometimes contractual mandates that give no local options result in large committees. This occurred with the selection committee for the College President which had a total of 18 members, with only four faculty representatives.

**Planning Agenda**

10B.8 (47) By the end of the academic year 2000-2001, the Pierce College Council and the Academic Senate shall develop written recommendations to the President regarding reassigned time for their officers.

**B.9 The institution clearly states and publicizes the role of staff in institutional governance.**

**Descriptive Summary**

The AFT Classified and Police Guild contracts specify their involvement in shared governance. There are additional unions as well as unrepresented positions on the campus whose shared governance involvement is not specified. The only specification for involvement by staff members is found in the two AFT contracts previously mentioned (Docs. 10.19 & 10.20).

All union contracts are published and made available to all members of the respective units. A copy of each contract is available in the College Library and all members of the senior staff receive a copy.

The classified staff would like to revive a newsletter to keep its members aware of accomplishment and goals (Doc. 10.21).

There has been an effort to ensure all segments of the classified staff are represented on the PCC and to be as inclusive as possible for the accreditation self study standard committees.

The current PCC Charter, which is being examined and revised, specifies involvement with a wide range of representation by a variety of staff groups. There is no staff council at the College to coordinate activities and represent classified employees as a whole.

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Self-Evaluation

The College strives to include all constituencies on College committees. Due to work-related time constraints, classified staff may have difficulty attending meetings and/or receiving permission from their supervisors.

Planning Agenda

10B.9 (48) By Fall 2001, the Vice President of Administrative Services shall provide guidelines for College committee participation by classified staff.

10B.9 (49) By Fall 2001, the Chapter Chair, AFT Staff Guild, will explore and report on the possibility of creating a council for all College classified staff personnel.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

A proposed policy regarding student participation in governance is presently being discussed with appropriate groups. However, students currently have governance opportunities through the Student Affairs Committee (Board Rule 2607 through 2607.14), membership in College Planning and Advisory Councils, the Student Trustee, committees for the selection of a college president, and other College committees.

The Associated Students Organization has been working on a shared governance statement based upon the outlines of requirements in Title 5. To date, no agreement has been presented for confirmation by the President.

Two members of the Associated Students Organization are included by charter on the Pierce College Council. Since each member of the Council must serve on either the Planning or Budget Committee, this offers the students the option of working with both the College planning and budgeting process.
The Associated Students Organization presented a request to have a vote on the Curriculum Committee of the Academic Senate; the Senate deferred action awaiting the presence of an ASO member. To date, no action has been taken.

Student representation on every accreditation standard committee was sought, as well as their input in developing the student survey for the self study.

**Self-Evaluation**

Short terms of offices and class schedule changes every semester continually impact long-term commitments for students involved in campus committees. The permanent College leadership is well aware of this problem but continues to make every effort to work with new ASO officers and the ASO Senate.

No shared governance statement has been developed between the Board of Trustees and the District ASO or between the local ASO and the Board of Trustees.

**Planning Agenda**

See Planning Agenda 5.4 (20)

**C. Multi-College Districts and/or Systems**

*In keeping with the Multi-College Pilot Program purpose, Section C was developed by group consensus of the three participating colleges, and informed by the District Accreditation Self Study document.*

**C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.**

**Descriptive Summary**

The Chancellor is the chief executive officer of the LACCD. This position is empowered by the Board with the responsibility for administering the LACCD's policies and operations. The Chancellor oversees an operation

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consisting of a District Office and nine colleges. Each of these locations plays a critical role in the execution of the LACCD’s primary objective, which is the education of students. The Chancellor is responsible for an operational budget that is in excess of $500 million and serves a student population of over 100,000. The Chancellor is responsible for maintaining the operational integrity of the LACCD while at the same time providing appropriate levels of local autonomy to the nine colleges, which serve their own separate communities with unique characteristics.

Pierce initiates its own goals, plans, and priorities, which are reflected in its annual operational plan to the Chancellor, who accomplishes his governance function through direct and frequent interaction with the College President. The Chancellor is also responsible for developing specific initiatives and programs governing all nine colleges, which he presents to the Board of Trustees. The most current examples are the comprehensive District-wide Systems Upgrade Project and the Revised Decentralization Policy.

Generally, the assessment of the Chancellor’s leadership is predicated on the results of his initiatives and overall functioning of the District. Additionally, the Board of Trustees has the responsibility to evaluate the performance of the Chancellor, as set forth in the Chancellor’s employment contract.

Self-Evaluation

The Chancellor, in consultation with the Board, College Presidents, senior administration, and constituent groups, demonstrates effective leadership through the development of clear and concise goals and objectives at all operational levels for the District and colleges.

The District has, over the past several years, experienced quite a bit of upheaval, with several Chancellors and Acting Chancellors over the past years. However, with the arrival of Dr. Mark Drummond as Chancellor in June 1999, the leadership at District has stabilized. The entire system is currently in the process of change, both with respect to the District Office and the delegation of responsibility to the individual colleges, so

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that it is difficult at this stage to estimate the effects of the changes underway. The Chancellor is working closely with both the Board and the College Presidents to implement the decentralization and reorganization plans for the colleges.

C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

The Chancellor as the chief executive officer of the LACCD has the overall responsibility and accountability for all operational aspects of the LACCD operations. The Chancellor is responsible for the District Office operations, the college operations, and other District-wide related activities. Assisting the Chancellor in the execution of these comprehensive areas of responsibility are the District Office senior staff and College Presidents.

The Chancellor submits periodic financial reports to the Board, and also conducts annual reviews, self-studies, and periodic program reviews of District operations.

Self-Evaluation

The cost-effective management of the LACCD’s resources specifically involve the Chancellor, the Vice Chancellor of Operations and the College Presidents. There are effectively ten cost centers (the District Office and nine colleges). Under the collective leadership of the Chancellor, the Vice Chancellor of Operations, and the College Presidents, the LACCD’s financial resources are utilized in meeting the system’s educational and operational goals and objectives. Through a collaborative process, the system-wide allocation model is developed and implemented. In addition, the LACCD has an annual audit conducted by an external accounting firm to assess the LACCD’s financial operations. The Vice Chancellor of

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Operations and the General Counsel have specific fiduciary and legal responsibilities to ensure compliance with all applicable statutes, regulations, and Board policies. The management leadership and the oversight checks and balances provide the appropriate level of quality control.

**C.3 The district/system has a statement that clearly delineates the operational responsibilities and functions of the district/system and those of the college.**

**Descriptive Summary**

The LACCD is basically comprised of ten operational centers (District Office and nine colleges). These operational centers have collective and individual areas of responsibility and are governed by internal and external policies, e.g., legislative parameters, Education Code parameters, Board Rules, Administrative Regulations, and current and past practices.

District responsibilities and functions are defined and delineated in several documents. Board Rules, Administrative Regulations, the Decentralization Policy, etc. provide organizational parameters for the District. The presidents at each of the colleges are given the autonomy and authority to determine their administrative organization and staff.

**Self-Evaluation**

Over the past few years, the LACCD operational philosophy, as determined by the Board of Trustees, has been in the direction of decentralization, or more specifically, providing the colleges with greater local autonomy. During the initial stages of this transformation, there was not a clear delineation of the responsibilities of decentralization/restructuring. Numerous collaborative processes were developed to assist in the shaping and clarifying of the operational responsibilities. The Chancellor was compelled to bridge the gap of misunderstanding in these well-meaning attempts. In order to answer the many questions that existed regarding the split of accountability, authority, and responsibility between the District Office and the colleges, it was necessary again to attempt to develop a clear and unambiguous statement of

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decentralization, philosophy, and practice. As a result of the Chancellor's efforts, the Board of Trustees adopted on December 15, 1999 a new decentralization perspective with much clearer objectives. This philosophy is now the basis for efforts by the District Office and the colleges to clarify and delineate operational responsibilities. It is understood that the newly adopted decentralization philosophy is a work in progress that will require periodic review and changes but serves as a good framework for understanding and implementation. A detailed operational definition of decentralization is still needed.

In some areas, the delineation is precise and clear, and in other areas, primarily due to the implementation of decentralization, the areas of responsibilities are still being reviewed and refined. As part of the Multi-College Pilot Program (MCP), functional maps have been created to specify more precisely the responsibilities of the District and the Colleges. These are currently in draft form and are being reviewed to serve as working documents for the District and colleges (p. 46 and Doc. 10.22).

C.4 The district/system provides effective services that support the mission and functions of the college.

Descriptive Summary

The District Office's primary purpose is to provide operational and logistical support to the colleges. In this effort, the District Office offers an array of support services to the colleges. The main services involve Instructional and Student Support; Research and Development; Human Resources; Business Services; Financial Services; Affirmative Action; Legal, Public and Marketing Relations; and Information Technology.

The vast majority of the District's operations exist solely to support college operations. Only a few isolated external compliance matters are specific only to the District, such as Payroll, Contracts, Procurement, Legal Services, Personnel Services, Information Technology, and Insurance. Some operations, namely the Budget Allocation Model,
Student Conduct, and Board Rules, are District-wide functions. The Chancellor is responsible, with appropriate feedback from the college presidents, for the effectiveness of decentralization activities.

The District assesses its effectiveness through self study, such as the one now being conducted, and audit reports.

**Self-Evaluation**

The effect of these services comes with mixed reviews. The colleges benefit from these support services directly and indirectly. The direct benefit, although subject to different opinions, is the assistance and/or information requested to conduct its operations. The indirect benefit, although not always recognized, is access to services at no direct cost to the colleges. Without this access, colleges would be required to provide for these services within their budgetary allocation (in-house or through contracted services). These services would tend to be more costly when provided or contracted for on an individual basis. It is clear, however, that the customers of these services have not always been satisfied. Much of the dissatisfaction is justified and is related to antiquated systems and the sometimes overly control-oriented policies and practices.

The District provides support services consistently and equitably to all colleges. However, each college, through its funding allocations, determines specific operational and educational priorities that may vary to some degree from college to college.

**C.5** The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

**Descriptive Summary**

Communication between the colleges and the District Office is essential to the success of the LACCD and its colleges’ educational and operational responsibilities. From the technology perspective, communications between locations occurs through the use of telephones, E-mail, faxes, and the District website <www.laccd.com>. In addition, the Chancellor

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and Senior Administration of the District Office routinely engage in a variety of personal meetings (individual, group, and/or committee). There are numerous District-wide committee structures that facilitate the flow of communication among all locations. The Chancellor routinely visits the colleges and conducts cabinet meetings and other related sessions involving the College Presidents and District Office staff as necessary.

The Board receives regular reports from resource people (faculty, staff, student representatives) and the College Presidents and Chancellor.

The District provides numerous reports pertaining to the areas of finance, personnel, demographics, etc. to assist the colleges in their operational and educational determinations. There are numerous committee functions that allow for participation and sharing of information among the colleges and the District Office, such as the Cabinet, Council of Academic Affairs, Council of Administration, Council of Student Services and the Deans Councils.

Self-Evaluation

The communication methods currently in place are basically effective in providing timely information. The technological mechanisms will continue to be enhanced as the LACCD and its colleges provide resources for necessary and periodic upgrades. The LACCD's collaborative personal communication processes are essential, but occasionally require refinement to ensure efficient and timely exchanges of information. Generally, though, inclusive personal involvement is essential to effective and successful results.

C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary

The LACCD's policy for "identifying, considering, and acting upon operation and policy matters" is contained in the Chancellor's Directive Number 70 - District-wide Internal Management Consultation Process, which was 2000 - 2001 Self Study Report
issued on October 26, 1995. Policy, in the form of Board Rules and Administrative Regulations (which are issued through the Chancellor's Office) are addressed in this directive. These policies engage the LACCD's three councils of vice presidents (the Council of Academic Affairs, the Council of Administration, and the Council of Student Services), the Chancellor's Cabinet (consisting of the Chancellor and college presidents) in the policy development and review process. Where appropriate, other District-wide committees and constituency groups are consulted in this process as well — e.g., the District Academic Senate, the AFT Faculty Guild, and the Board Student Affairs Committee (comprised of the Student Trustee, the nine Associated Student Body Presidents and at least one Board member).

Similar processes are utilized in connection with the areas of planning and financial management. In these areas, there is one other primary consultation body, the District-wide Budget Committee (composed of representatives of the various employment organizations and the college presidents). For documentation and directives, there are such things as the District's Budget Allocation Model (which is developed through a consultation process involving the Chancellor, the College Presidents, and the Vice Chancellor of Operations), Board Rules, Administrative Regulations, etc. Additionally, the Board, Presidents, and public are provided with periodic updates and presentations regarding the LACCD's financial state of affairs, past, present, and future. Strategic Planning sessions are conducted involving the Board, College Presidents, Senior Management, constituency groups, etc., primarily as they relate to the development of the LACCD's Legislative Agenda.

The primary role of the District-wide Budget Committee is as an advisory council to the Chancellor and through the Chancellor to the Board, primarily in the area of finance. The composition of the committee includes representatives from Presidents, faculty, staff, and administration from the colleges. Staff from the District Office serve as a resource to the Committee.

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From an external standpoint, the District's outside auditor (Price/Waterhouse & Cooper) is the primary tool for the assessment of effectiveness. An external audit of the District's financial operations and related operations is done on an annual basis and presented to the Board at a Public Board Meeting. The Controller's Office has copies of past Audit Reports.

**Self-Evaluation**

Over the past five years, the Management Consultation Process has been relatively effective. However, because it is somewhat cumbersome, it is not always strictly followed. Recently, the Chancellor and the Vice Presidents' Council have expressed a desire to revisit and revise the policy in order to streamline it and make it more consistent with the LACCD's decentralization efforts. With regards to the financial management area, the processes in place have been effective and productive overall. There certainly is not total agreement as to the statistics and recommendations, but the process does facilitate the necessary dialogue and communication access.

Although planning occurs in a variety of ways, there is no specific and/or ongoing mechanism whereby strategic planning at the Chancellor and Board level occurs. It is definitely an area the Chancellor is interested in strengthening.
Supporting Documents

10.1 Board of Trustees’ Self Evaluation Form
10.2 District Decentralization Plan - December 15, 1999
10.3 Pierce College President’s Priorities
10.4 Pierce Plan
10.5 Pierce College Master Plan Package
10.6 District - College Organizational Chart
10.7 Administrative Job Descriptions
10.8 President’s Evaluation Form
10.9 Teamsters’ Contract Showing Dean’s Evaluation Document
10.10 Vice Presidents’ Evaluation Document
10.11 Pierce College Council Charter
10.12 Faculty Guild Contract
10.13 Academic Senate Agreement on Shared Governance
10.14 DAS Agreement with the Board of Trustees (Chapter XVIII of Board Rules)
10.15 Faculty/Staff Survey November 1999
10.16 Senate Constitution and Bylaws
10.17 DAS Constitution and Bylaws
10.18 Senate Self-Evaluation Survey
10.19 AFT Classified Contract
10.20 Police Guild Contract
10.21 Classified Staff Newsletter
10.22 Multi-College Pilot Project Functional Maps
PLANNING SUMMARY

INCORPORATION OF THE PLANNING AGENDAS INTO COLLEGE PLANNING

Integration of the Planning Agendas developed during the Self Study will begin with shared governance. The Campus Leadership Group, comprised of senior administrators and the heads of the primary campus shared governance committees, will recommend priorities and develop a sequence of activities to address each planning agenda.

Planning agendas will be integrated into the goals and objectives of administrators, become agenda items for the Academic Senate and the Pierce College Council, and be incorporated into the Master Plans and subsidiary plans (e.g., Technology).

SUMMARY OF PLANNING AGENDAS BY STANDARD

STANDARD 2  INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for Administrative Services, faculty, staff, and students; in the management of its affairs and in its relationships with its accreditation association and other external agencies.

2.1 (1) The Vice President of Administrative Services will review webmaster functions and operations by Spring 2001, with the goal of increasing support of the College web page by adding appropriate additional personnel and resources as College finances permit.

2.2 (2) The Academic Senate will publish a revised Faculty Handbook no later than Spring 2001.

2.4 (3) The co-chairs of the Classified Staff Development Committee in conjunction with the Vice President of Administrative Services will meet with District and union officials to determine
if materials can be developed to accompany information distributed to new employees that will explain District expectations of appropriate behavior.

2.6 (4) During the 2001-2002 academic year, the Affirmative Action Officer will conduct workshops for faculty and staff in the areas of legal hiring practices and sexual harassment. These may be part of FLEX day activities.

2.6 (5) By Spring 2001 the College, through the efforts of the Vice President of Academic Affairs, will investigate hiring an experienced Affirmative Action Assistant to support the Affirmative Action Officer.

2.9 (6) The Vice Presidents and deans will increase their participation in Statewide organizations as resources become available.

**STANDARD 3 INSTITUTIONAL EFFECTIVENESS**

*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

3A.2 (7) Under the leadership of the College Researcher, an assessment will be made during the Fall 2000 semester to include the following:

a. A description of the research information currently being provided by various units of the College;

b. An evaluation that clearly establishes the College’s research needs;

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c. A proposal for a structure or process that would lead to a more effective coordination between the various research and data-collecting units of the College. Recommendations will be forwarded to the College leadership for any needed action.

3A.3 (8) The Vice President of Academic Affairs will review the status of program advisory committees in the Fall 2000 semester and, where needed, work with department chairs to reinvigorate those committees.

3B.3 (9) The Vice President of Academic Affairs, the Vice President of Student Services, and the Program Review Coordinator will oversee the development by Fall 2001 of a mechanism to disseminate the results of Program Reviews and better integrate them into College decision-making processes.

3C.3 (10) The Vice President of Administrative Services will develop, by Fall 2001, a Program Review process for Administrative Services support services.

**STANDARD 4 EDUCATIONAL PROGRAMS**

*The institution offers collegiate programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.*

4A.5 (11) With Pierce College going online, the Counseling Department should explore the possibility of online advisement. Counseling will present a report to the Academic Senate by Fall 2001 regarding such a possible program.
4A.5 (12) Because 20% of surveyed students reported that they did not find the preregistration advisement sessions to be helpful, the student services components involved in this vital advising function will explore ways and means to improve effectiveness. The Counseling Department will implement the improved plan in Fall 2002.

4B.6 (13) The College should improve research capability to track vocational graduates and determine their success. The College Researcher will report on what is required by Fall 2002.

4C.3 (14) The Curriculum Committee will explore the incorporation of a computer literacy requirement and multicultural component in the general education program and will make a recommendation to the Academic Senate by Fall 2001.

4D.4 (15) The Vice President of Student Services will complete a plan by Fall 2001, to move Articulation to Student Services as a full-time position.

STANDARD 5 STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.2 (16) By Fall 2002, counselors and the Matriculation Director will redesign and update the orientation program and video to improve their effectiveness.

5.2 (17) The Vice President of Students Services will provide formal training on student grievances to administrators and appropriate staff during the 2000 – 2001 school year.

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5.3 (18)  By Fall 2001, each student services manager will work with the recently hired Director of Marketing and Public Relations in the development of descriptive materials for program promotions.

5.3 (19)  All student services faculty and staff will participate in the College's Nurturing College workshops during the 2000-2001 academic year.

5.4 (20)  During the year 2000-2001, the Vice President of Student Services will recommend to all committee chairs that they appoint a faculty mentor to assist the committees' student members.

5.5 (21)  The Vice President of Student Services and Matriculation Director will prepare the response to the Matriculation Site Review by November 2000.

5.6 (22)  All Student Services Managers should develop a web page for their program by Fall 2001.

5.9 (23)  The Dean of Admissions and Records will ensure that the transfer of older records to the new imaging system is completed by Fall 2002.

**STANDARD 6  INFORMATION AND LEARNING RESOURCES**

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.3 (24)  By the end of the Fall semester 2001, the Vice President of Academic Affairs, working with the Vice President of Administrative Services, will identify and provide for a dedicated open access computer lab with Internet and printing capabilities.

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6.4 (25) By Fall 2001, reorganization of the Information Technology staff and facilities, including those Learning Resource areas relying primarily on Information Technology for staffing, training, and maintenance, will be addressed by the Vice President of Administrative Services.

6.5 (26) The Vice President of Administrative Services, by June 2001, should establish a budget line to support Instructional Technology.

6.7 (27) The Writing Lab will investigate, under the leadership of the Vice President of Academic Affairs, the development of a formal system of student evaluations to determine its adequacy and effectiveness.

STANDARD 7  FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its educational mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

7 A.1 (28) By Fall 2001, senior staff, based on budget priorities for the current year, will evaluate the need for additional personnel in specific units and programs of the College and identify those areas of critical shortage. Proposals for new staff will be evaluated and implemented through the College governance structure.

7A.2 (29) By Fall 2002, the Vice President of Administrative Services will meet with District personnel to examine the feasibility of establishing regional applicant pools for classified positions.

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7A.2 (30) In Spring 2001, the Academic Senate will consider the overall desirability of continuing the practice of attributing significant weight to 'years of teaching experience' in the hiring of new faculty.

7A.2 (31) The College, through its President, will continue working with the Chancellor and with the Personnel Commission during the 2000-2001 school year, to identify ways of filling non-instructional positions with candidates who possess specific skills needed for campus-specific jobs. The uniformity of District-wide job descriptions makes it difficult to identify and hire classified personnel with specific job expertise.

7B.1 (32) Staff development committees, managers, and representatives of the collective bargaining agents will develop, by Fall 2002 an on-going plan for training and periodic re-training in evaluation rationale and techniques of all evaluators at the College.

7B.1 (33) By Fall 2002, College administrative and staff, and their unions, should explore with the Chancellor and District adapting existing evaluation procedures to include some type of formal response or feedback from individuals supervised by an administrator under evaluation or from a department chair in their role as chairs.

7B.2 (34) By Fall 2002, the Academic Senate will review the effectiveness of the current instructor evaluation process. Since the faculty evaluation process is part of the collective bargaining agreement, any proposed changes should then be made to the faculty union. The Academic Senate should also participate in providing input into the evaluation training sessions to be developed by the Staff Development Committee.

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7C.1 (35) By Fall 2001, the College Vice Presidents' will report to the Pierce College Council their review of current staff development procedures and organization. The goal will be to identify those aspects of the program that are working well and to identify those elements that must be changed in order to improve the program.

7C.1 (36) The Vice President of Student Services and the Professional Development Chairperson will follow through on activities related to the “Nurturing College” concept and by the Spring semester 2001 have an agenda ready for implementation.

**STANDARD 8 PHYSICAL RESOURCES**

*The institution has sufficient and appropriate physical resources to support its purposes and goals.*

8.1 (37) The Vice President of Administrative Services will direct the ongoing processes for submitting and coordinating Scheduled Maintenance Projects (SMP) and Capital Outlay Projects (COP). He will provide timely information to departments, promote good communications, seek viable solutions to delays and problems, and seek to minimize disruptions to College operations.

8.1 (38) As College enrollment increases, the Vice President of Administrative Services and the Plant Facilities Manager will assess the impacts, and plan accordingly to ensure that the College maintenance operations proceed properly.

8.1 (39) The Vice President of Administrative Services will direct construction of the Student Services Building scheduled for completion by Summer 2002. The building will be erected on the site of the current Modern Languages Building.
8.1 (40) By November 2000, the Vice President of Administrative Services will complete negotiations with Legacy Partners regarding proposals related to the Warner Ridge Apartments project to be located adjacent to Pierce College property. This transaction will result in major improvements to College property including the re-paving of over 540,000 square feet of parking lot number seven, and significant landscaping and other improvements along the College-Legacy property line.

8.2 (41) By Fall 2001, the Vice President of Administrative Services will introduce a computer-based system for the tracking and prioritizing of Plant Facilities work orders. This will provide more effective management of requests including feedback to the work request originator and data on the full cost of operation for every building and program.

8.4 (42) The Vice President of Administrative Services will explore a more permanent method of marking, and a more efficient method of tracking and inventorying equipment, and present this plan to the Pierce College Council by Fall 2001.

8.5 (43) In December 2000, the President will present the Pierce College Facilities Master Plan to the LACCD Board of Trustees.

STANDARD 9 FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity consistent with its educational objectives.
By January 2001, the Vice President of Administrative Services and the Chair of the Pierce College Council (PCC) will recommend to the President measures to improve the Block Grant process and tie results more directly to the College's established goals and priorities.

By February 2001, the Vice President of Administrative Services will introduce an improved budget and financial reporting system available for administrators, departments and staff. The PC-based system will provide user-friendly data retrieval and reports using Microsoft Office applications.

**STANDARD 10 GOVERNANCE AND ADMINISTRATIVE SERVICES**

*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, Administrative Services, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

The Pierce College Council Task Force will make its recommendation regarding Council organization, membership and responsibilities to the Council no later than December 2000.

By the end of the academic year 2000-2001, the Pierce College Council and the Academic Senate shall develop written recommendations to the President regarding reassigned time for their officers.

By Fall 2001, the Vice President of Administrative Services shall provide guidelines for College committee participation by classified staff.

Los Angeles Pierce College
10B.9 (49) By Fall 2001, the Chapter Chair, AFT Staff Guild, will explore and report on the possibility of creating a council for all College classified staff personnel.

**SUMMARY OF RESPONSIBILITIES FOR ADDRESSING PLANNING AGENDAS BY COLLEGE FUNCTION**

**President**

2.10 (6) The Vice Presidents and deans will increase their participation in Statewide organizations as resources become available.

7A.1 (28) By Fall 2001, senior staff, based on budget priorities for the current year, will evaluate the need for additional personnel in specific units and programs of the College and identify those areas of critical shortage. Proposals for new staff will be evaluated and implemented through the College governance structure.

7A.2 (31) The College, through its President, will continue working with the Chancellor and with the Personnel Commission during the 2000-2001 school year, to identify ways of filling non-instructional positions with candidates who possess specific skills needed for campus specific jobs. The uniformity of District-wide job descriptions makes it difficult to identify and hire classified personnel with specific job expertise.

7B.1 (33) By Fall 2002, College administrative and staff, and their unions, should explore with the Chancellor and District adapting existing evaluation procedures to include some type of formal response or feedback from individuals supervised by an administrator under evaluation or from a department chair in their role as chairs.

8.5 (43) In December 2000, the President will present the Pierce College Facilities Master Plan to the LACCD Board of Trustees.
Vice President Academic Affairs

2.7 (5) By Spring 2001 the College, through the efforts of the Vice President of Academic Affairs, will investigate hiring an experienced Affirmative Action Assistant to support the Affirmative Action Officer.

3A.3 (8) The Vice President of Academic Affairs will review the status of program advisory committees in the Fall 2000 semester and, where needed, work with department chairs to reinvigorate those committees.

3B.3 (9) The Vice President of Academic Affairs, the Vice President of Student Services, and the Program Review Coordinator will oversee the development by Fall 2001 of a mechanism to make the results of Program Reviews more widely known and better integrated into College decision-making processes.

6.3 (24) By the end of the Fall semester 2001, the Vice President of Academic Affairs, working with the Vice President of Administrative Services, will identify and provide for a dedicated open access computer lab with Internet and printing capabilities.

6.7 (27) The Writing Lab will investigate, under the leadership of the Vice President of Academic Affairs, the development of a formal system of student evaluations to determine its adequacy and effectiveness.

Vice President Administrative Services

2.2 (1) The Vice President of Administrative Services will review by Spring 2001, webmaster functions and operations with the goal of increasing support of the College web page by adding appropriate additional personnel and resources as College finances permit.

Los Angeles Pierce College
2.5 (3) The co-chairs of the Classified Staff Development Committee in conjunction with the Vice President of Administrative Services will meet with District and union officials to determine if materials can be developed to accompany information distributed to new employees which will explain District expectations of appropriate behavior.

3C.3 (10) The Vice President of Administrative Services will develop, by Fall 2001, a Program Review process for Administrative Services support services.

6.4 (25) By Fall 2001, reorganization of the Information Technology staff and facilities, including those Learning Resource areas relying primarily on Information Technology for staffing, training, and maintenance, will be addressed by the Vice President of Administrative Services.

6.5 (26) The Vice President of Administrative Services, by June 2001, should establish a budget line to support Instructional Technology.

7A.2 (29) By Fall 2002, the Vice President of Administrative Services will meet with District personnel to examine the feasibility of establishing regional applicant pools for classified positions.

8.1 (37) The Vice President of Administrative Services will direct the on-going processes for submitting and coordinating Scheduled Maintenance Projects (SMP) and Capital Outlay Projects (COP). He will provide timely information to departments, promote good communications, seek viable solutions to delays and problems, and seek to minimize disruptions to College operations.

8.2 (38) As College enrollment increases, the Vice President of Administrative Services and the Plant Facilities Manager will assess the impacts, and plan accordingly to assure that the College maintenance operations are operated properly.

2000 - 2001 Self Study Report
The Vice President of Administrative Services will direct construction of the Student Services Building scheduled for completion by Summer 2002. The building will be erected on the site of the current Modern Languages Building.

By November 2000, the Vice President of Administrative Services will complete negotiations with Legacy Partners regarding proposals related to the Warner Ridge Apartments project to be located adjacent to Pierce College property. This transaction will result in major improvements to College property including the re-paving of over 540,000 square feet of parking lot number seven, and significant landscaping and other improvements along the College-Legacy property line.

By Fall 2001, the Vice President of Administrative Services will introduce a computer-based system for the tracking and prioritizing of Plant Facilities work orders. This will provide more effective management of requests including feedback to the work request originator and data on the full cost of operation for every building and program.

The Vice President of Administrative Services will explore a more permanent method of marking, and a more efficient method of tracking and inventorying equipment, and present this plan to the Pierce College Council by Fall 2001.

By January 2001, the Vice President of Administrative Services and the Chair of the Pierce College Council (PCC) will recommend to the President measures to improve the Block Grant process and tie results more directly to the College’s established goals and priorities.
9B.6 (45) By February 2001, the Vice President of Administrative Services will introduce an improved budget and financial reporting system available for administrators, departments and staff. The PC-based system will provide user-friendly data retrieval and reports using Microsoft Office applications.

10B.9 (48) By Fall 2001, the Vice President of Administrative Services shall provide guidelines for College committee participation by classified staff.

**Vice President Student Services**

4D.4 (15) The Vice President of Student Services will complete a plan by Fall 2001, to move Articulation to Student Services as a full-time position.

5.2 (16) By Fall 2002, counselors and the Matriculation Director will redesign and update the orientation program and video to improve their effectiveness.

5.2 (17) The Vice President of Students Services will provide formal training on student grievances to administrators and appropriate staff during the 2000 – 2001 school year.

5.3 (18) By Fall 2001, each student services manager will work with the recently hired Director of Marketing and Public Relations in the development of descriptive materials for program promotions.

5.3 (19) All student services faculty and staff will participate in the College’s Nurturing College workshops during the 2000-2001 academic year.

5.4 (20) During the year 2000-2001, the Vice President of Student Services will recommend to all committee chairs that they appoint a faculty mentor to assist the committees’ student members.

*2000 - 2001 Self Study Report*
5.5 (21) The Vice President of Student Services and Matriculation Director will prepare the response to the Matriculation Site Review by November 2000.

5.6 (22) All Student Services Managers should develop a web page for their program by Fall 2001.

7C.1 (36) The Vice President of Student Services and the Professional Development Chairperson will follow through on activities related to the “Nurturing College” concept and by the Spring semester 2001 have an agenda ready for implementation.

**Academic Senate**

2.3 (2) The Academic Senate will publish a revised Faculty Handbook no later than Spring 2001.

7A.2 (30) In Spring 2001, the Academic Senate will consider the overall desirability of continuing the practice of attributing significant weight to 'years of teaching experience' in the hiring of new faculty.

7B.2 (34) By Fall 2002, the Academic Senate will review the effectiveness of the current instructor evaluation process. Since the faculty evaluation process is part of the collective bargaining agreement, any proposed changes should then be made to the faculty union. The Academic Senate should also participate in providing input into the evaluation training sessions to be developed by the Staff Development Committee.

10B.8 (47) By the end of the academic year 2000-2001, the Pierce College Council and the Academic Senate shall develop written recommendations to the President regarding reassigned time for their officers.

*Los Angeles Pierce College*
Admissions and Records

5.9 (23) The Dean of Admissions and Records will ensure that the transfer of older records to the new imaging system is completed by Fall 2002.

Affirmative Action Officer

2.7 (4) During the 2001-2002 academic year, the Affirmative Action Officer will conduct workshops for faculty and staff in the areas of legal hiring practices and sexual harassment. These may be part of FLEX day activities.

College Researcher

3A.2 (7) Under the leadership of the College Researcher, an assessment will be made during the Fall 2000 semester to include the following:

   a. A description of the research information currently being provided by various units of the College;

   b. An evaluation that clearly establishes the College’s research needs;

   c. A proposal for a structure or process that would lead a more effective coordination between the various research and data-collecting units of the College. Recommendations will be forwarded to the College leadership for any needed action.

4B.6 (13) The College should improve research capability to track vocational graduates and determine their success. The College Researcher will report on what is required by Fall 2002.
Counseling Department

4A.5 (11) With Pierce College going online, the Counseling Department should explore the possibility of online advisement. Counseling will present a report to the Academic Senate by Fall 2001 regarding such a possible program.

4A.5 (12) Because 20% of surveyed students reported that they did not find the preregistration advisement sessions to be helpful, the student services components involved in this vital advising function will explore ways and means to improve effectiveness. The Counseling Department will implement the improved plan in Fall 2002.

Curriculum Committee

4C.3 (14) The Curriculum Committee will explore the incorporation of a computer literacy requirement and multicultural component in the general education program and will make a recommendation to the Academic Senate by Fall 2001.

Pierce College Council

7C.1 (35) By Fall 2001, the College Vice Presidents’ will report to the Pierce College Council their review of current staff development procedures and organization. The goal will be to identify those aspects of the program that are working well and to identify those elements that must be changed in order to improve the program.

9A.5 (44) By January 2001, the Vice President of Administrative Services and the Chair of the Pierce College Council (PCC) will recommend to the President measures to improve the Block Grant process and tie results more directly to the College’s established goals and priorities.

10B.8 (47) By the end of the academic year 2000-2001, the Pierce College Council and the Academic Senate shall develop written recommendations to the President regarding reassigned time for their officers.

Program Review Coordinator

3B.3 (9) The Vice President of Academic Affairs, the Vice President of Student Services, and the Program Review Coordinator will oversee the development by Fall 2001 of a mechanism to make the results of Program Reviews more widely known and better integrated into College decision-making processes.

Staff Development Committees

2.6 (3) The co-chairs of the Classified Staff Development Committee in conjunction with the Vice President of Administrative Services will meet with District and union officials to determine if materials can be developed to accompany information distributed to new employees which will explain District expectations of appropriate behavior.

7B.1 (32) Staff development committees, managers, and representatives of the collective bargaining agents will develop, by Fall 2002 an on-going plan for training and periodic re-training in evaluation rationale and techniques of all evaluators at the College.

10.9 (49) By Fall 2001, the Chapter Chair, AFT Staff Guild, will explore and report on the possibility of creating a council for all College classified staff personnel.