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Pierce College
Focused Midterm Report

Submitted to the LACCD Board of Trustees
February 25, 2004

To be Submitted to
The Accrediting Commission for Community and Junior Colleges
March 15, 2004

Los Angeles Pierce College
6201 Winnetka Ave. Woodland Hills, California 91371

Contents

Update:
March 2001 to March 2004

Since the last accreditation site visit in March 2001, Pierce College has made steady progress in addressing the recommendations made by the visiting team.

At the time of the site visit, the College was waiting to learn if local voters would approve Proposition A, which would provide funds for construction of new facilities. The voters demonstrated their commitment to education and their belief in the mission of the Los Angeles Community Colleges when they passed the bond issue by a significant margin. Two years later, the voters augmented the money available for construction with the passage of Proposition AA. From these two bond measures, Pierce College became the beneficiary of a total of 272.5 million dollars. During the next eight to ten years, funds will be used to upgrade existing buildings, build new buildings, and create needed infrastructure. Already the college has erected a white rail fence to define the parameter campus and has resurfaced the student parking lot (a persistent request from students). The new College Services Building (built with a combination of FEMA funds, Bookstore profits, and Proposition A funding) is nearing completion. Other major campus projects include a Student Services Building, Center for the Sciences, Technology Building, Art Galley, Child Development Center, and Equestrian Education Center.

In December 2003, the College underwent a significant change in its administration. With the appointment of Dr. Mark Drummond as Chancellor of the California Community Colleges, Pierce's president Rocky Young was named Acting Senior Vice Chancellor, filling in the position vacated by the new Acting LACCD Chancellor, Peter Landsberger. To ensure College stability, the Vice President of Academic Affairs, Tom Oliver, assumed the presidency in January 2004. His position was assumed by another Pierce administrator, Dean Dorothy Rupert. Dean Rupert's position was filled by the college's former PACE and Honors Program director, Charlotte Doctor.

At the time of the preparation of this mid-term report, the College is once again waiting. Several issues on the March ballot will have long-lasting effects on all of California's community colleges. Although the College is vigilant, we are confident the emphasis on enrollment management and newly instituted fiscal forecasting methods will ensure that Pierce College does not become derailed by the volatile economics of the State.

Part I: Focused Report on Major Recommendations

Recommendation 3.1: Now that the College has achieved a new level of financial and enrollment stability, the College should shift its planning and decision-making priorities to ensure that student educational needs and outcomes are the central focus, and that research and information about student characteristics, trends and outcomes are more thoroughly integrated into the variety of planning processes. (Standards 3A.1, 3B.2, 3C.1)

Although most planning occurs at the department/unit level and is articulated to the campus through program review, responsibility for ensuring institution-wide improvements rests with the primary planning body for the College, the Pierce College Council. The Council consists of the senior staff, representatives from the major labor unions, Associated Students Organization, and the Academic Senate. It serves in a consulting capacity, making recommendations to the College President. Each member of the Council has a thorough knowledge of the needs of the College and its students. Because of the inherent diversity of this group, College planning benefits from a variety of perspectives on available data, and interpretations of the implications of various planning scenarios. In the end, although it is the College President, who determines policy, all major constituencies are given the opportunity to provide input.

In response to a greater need for accountability and to better integrate information about our students and their needs into college planning, the divisions of Academic Affairs, Student Services, and Administrative Services are working on a variety of projects to increase student success.

USING STUDENT DATA FOR BETTER PLANNING:

Improved Availability of Student Data

Collegewide information about student characteristics and enrollment trends are now available to all administrators, faculty, and staff on the Research web site. In addition, the following information is available on the web site to assist planners: Census 2000 data, feeder high school profiles, community demographics and profiles, work and job market trends, and partnership for excellence goals. The Research Office also provides departments undergoing program review with enrollment and student success data at the course and instructor level, with a student characteristics profile, and with productivity data for planning. This is not just the same data as was available before. New data are being developed which will enable the college to better understand the needs of students. College planners can now draw on a broader range of sources within and outside of the College

<u>Program Review</u>
The **Student Services division** completed its second program review cycle in 2003. This second cycle was very different from the first. The Vice President of Student Services and the directors of each program looked at different assessment models and developed a process that utilized different types of evaluative data. The goals of the process were to reinforce and rethink the mission of each program, improve services, and help guide planning and decision-making regarding the structure of the programs and related budget and staffing issues. The two-year process included the following steps for each area:

- Develop statement of purpose
- Identify basic program functions
- Develop evaluation questions
- Identify data sources
- Data collection
- Compile and analyze data
- Write up findings, including program strengths, weaknesses, and future directions

The College Researcher provided assistance with all the data components. A steering committee validated each component by providing feedback and recommendations. Data collection included interviews, focus groups, document analysis, staff meeting reports, audit reports, observations, and surveys of students and staff. Each area was empowered to collect data that would best answer its evaluation questions. The findings included an analysis of future directions for each program. An important last step involved establishing goals for program improvement that became part of each director's annual goals for 2003-2004.

During **Academic Program Review**, each department meets with the Vice President of Academic Affairs to review standards of good instructional practices such as current course outlines, documentation of regular meetings with receiving institutions (universities or businesses), and the incorporation of student learning outcomes into course syllabi. This affords the Vice President an opportunity to establish a dialog with each department to explain institutional expectations, to identify exemplary practices, and to provide support for departments that need assistance.

For the educational departments, program review occurs on a two-year cycle for vocational disciplines and a six-year cycle for academic disciplines. During program review, the institutional researcher assists each discipline to develop a survey instrument to gather information from students. The researcher also provides each department under review with a "Data and Student Profile" packet containing
- five-year WSCH/FTE trends,
- numbers of degrees and certificates earned by students in each of the discipline's programs,
- student characteristics: gender, ethnicity, age, primary language, and
- enrollment and student outcomes data by sections, course, and instructor.
This information is used by the department during program review to validate (or challenge) faculty beliefs about students and their needs, to identify areas where improvements can be made, and to recognize possible new directions for the programs. This information is incorporated into the department's annual goals, and may include such measures as providing additional academic support for students, establishing new curriculum and special programs.

The next challenge for the Student Services and Academic Affairs divisions is to focus on student learning outcomes. Both divisions are participating in separate and joint workshops and meetings to develop strategies that can be implemented at the College. The program review process helped to define the outcomes expected for students; now the College must determine what students should learn from participating in classes, programs, and College services.

Planning for Educational Facilities
In 2001 and again in 2003, the voters of Los Angeles approved bond measures to enable the Los Angeles Community Colleges to build and renovate its existing facilities. During the next eight years Pierce College will build a new Center for the Sciences building, Animal Sciences/Community Agricultural Education Center, Horticulture Classroom Building, Technology Center, Student Services Center, Art Gallery, and Child Development Center. Almost all of the existing College buildings will be renovated to meet educational needs.

Plans for each project have been guided by task forces consisting of faculty, administrators, and classified staff who work with the architectural team and project managers to develop planning documents for each project. Paramount to the process of planning these new facilities have been visits to other colleges to investigate best practices and the incorporation of student data to determine how to best allocate resources.

DEVELOPING METHODS FOR ASSESSING STUDENT LEARNING

Student Learning Outcomes
Pierce College began its efforts to incorporate student learning outcomes into the college by investigating best practices. Faculty and administrators attended several seminars such as the Assessment Institute and training sessions offered by the Los Angeles Community College District and the RP Group. Those involved brought back what they had learned and began college-wide discussions with the Curriculum Committee, the Academic Senate, and in the Department Chairs group. The College plans to first focus its attention on pilot testing course-level student learning outcomes. This will be followed by program-level student learning outcomes, and finally the class (syllabus) level.

Phase I: SLO's at the Course Level
The Los Angeles Community College District's Course Outline of Record now requires a statement of student learning outcomes for each class. Assessment of student achievement is being addressed in a pilot project involving courses in the departments of Speech, Math, English, Chemistry, and Physics plus our College Success Course (Learning Skills). Under the auspices of the Academic Senate, a college-wide SLO Committee meets monthly to discuss the College's implementation strategy. This committee consists of faculty, administrators, and student services personnel. Heading the College's efforts is a core group consisting of the President of the Academic Senate, the Institutional Researcher, and the Associate Dean of Student Services (who heads the EOPS program). This core group is meeting with each department in the pilot project to develop a plan incorporating rubrics into the assessment process.

Phase II: SLO's at the Program Level
Student Learning Outcomes are clearly identified for those college vocational programs leading to licensing, such as the Registered Veterinary Science program and Nursing. The College plans to use these outcomes as models for the development of student learning outcomes at the program level. This process will be pilot-tested with the PACE program.

Phase III SLO's at the Class Level
During the program review process, an assessment is made of each discipline's progress towards incorporating student learning outcomes into each instructor's class syllabus. Sample syllabi will be shared with faculty during the third implementation phase of the project.

Student Outcomes
Information about the achievements of students for each section of each class offered by the College is available for the spring and fall semesters starting with the Spring 2000 semester.

since after program completion is available from transfer institutions for the college in general and through anecdotal information developed by department chairs through informal follow-up surveys of graduates and advisory committees. Due to issues related to student privacy, access to information remains elusive.

The Institutional Researcher sends regular communications to all faculty relating to SLO's and information about program completers.

ENSURING STUDENT SUCCESS

Student Success Plan
The Partnership for Excellence initiative was the impetus to develop a formal Student Success Plan. The College began by establishing five task forces to address these performance goals:
- transfer,
- degrees and certificates,
- successful course completion,
- workforce development, and
- basic skills improvement.
Each task force developed ideas which were brought to a student success steering committee. Eventually it was decided to combine all these efforts into one Student Success committee that would develop a plan for student success which included all the above goals and more. A large group of faculty, classified employees, and administrators met for two years to create the plan. At the end of year 2003, the formal plan had been adopted by the Pierce College Council and presented to the Departmental Council, Senior Staff, and Academic Senate.

The Student Success Plan includes a statement of many principles underlying student success. These have been culled from the research literature and generally agreed upon as the most pertinent to Pierce students. Ten goals were developed, based on these principles, and activities for each goal were outlined.

The College intends to monitor progress on these initiatives by calling for a mid-year and end-of-year report to the Pierce College Council. New student success goals will be adopted each year by the PCC. Information on student characteristics and needs will drive the development of new goals. Decisions for additional budget augmentations and staffing will be based on student success goals.

TOOLS FOR IMPLEMENTING CHANGE

Annual Goals

Pierce College's annual goals are derived from two planning documents, the Educational Master Plan (which includes the Technology Plan and the Student Success Plan) and the Financial Strategy. Each spring, all administrators, unit heads, and departments document their achievement of the previous year's goals and establish goals for the following year. These goals are based on an assessment of student and institutional needs, informed by data provided by the Office of Institutional Research. When the College identifies areas which can be strengthened, the College establishes quantifiable goals coupled with strategies for goal achievement and resources needed. This information is available to the College Council and forms a basis for resource allocation. For example, the College goals for 2003-2004 feature three activities drawn from the Student Success Plan:

- To implement the assessment of student learning outcomes, as specified in the new ACCJC accreditation standards and called for in the Student Success Plan, by developing a pilot program for at least three college disciplines.
- To further the development of a supportive college culture by incorporating into the goals of each department at least three ideas or concepts from the Professional Development Committee's Best Teaching Practices: A Faculty Guide.
- To enhance the transfer culture of the College, and in turn increase the number of transfer students, through mechanisms outlined in the Student Success Plan such as increased transfer workshops and implementation of a transfer AA degree.

Achievement of annual goals forms a basis for administrative and chair evaluations. Faculty members are encouraged to identify staff development goals to assure currency and improve classroom performance.

Program Review
See above

Student Success Plan
See above

SYNERGIES

A Model College Program Using Research and Assessment to Ensure Student Success

Center for Academic Success
As part of the ongoing goal to improve student outcomes and performance, the Center for Academic Success researched the topic of "learning." Since learning is an interactive process,

documenting interactions at the Center and in the classrooms was valuable for evaluating the progress of the program. The lead instructors have extensive experience in qualitative and quantitative educational research and believe that this component is fundamental to the overall success of the program. Research is conducted on the basis of informed consent and confidentiality.

Several key questions guided the College's inquiry:

- What is the nature of educational experiences for historically underrepresented, underserved, and marginalized populations in our community (SES, Ethnicity, English Learners, etc.)?
- What are instructor beliefs and practices *vis a vis* these students?
- How can the Center for Academic Success affect academic performance and retention for these students?

In order to get a general understanding of the current culture with respect to underrepresented and under-served student populations, the College used data gathered through surveys and interviews. Surveys were designed for both instructors and students who chose to participate in the study. These surveys were designed to probe for issues relating to the educational experience of the students who enroll in Learning Skills courses in the Center. The surveys were also designed to gather data regarding teacher beliefs about learning and literacy. In addition, semi-structured interviews were conducted to enrich the information available to researchers. The survey consisted of the following sections with each section consisting of questions that were responded to using a traditional four-point Liekert scale:

Student Survey

- Background (Demographic Information)
- School Culture
- Self-Assessment
- Classroom Practices
- Articulation (School Services)

The survey and interview data provided insight into the articulated beliefs and perceptions of teachers and students. In addition, it gave the College a general, broad based picture of the overall educational landscape at Pierce and the community of students the Center aims to serve. However, in order to understand the process and answer the questions fully, qualitative methods were essential.

The researchers used *participant observation* methods to document learning over time. This method is most appropriate since the researchers are active members of the campus, the Center, and the community. In order to assess learning from a *sociocultural perspective* of learning and cognition, researchers look for shifts in participation and shifts in expert/novice roles. These observations are documented through field-notes and video recordings where possible. In addition, the study examines archival data such as student writing, both within and outside of the Center.

As part of the overall objective of the Center, the research was designed to incorporate exit interviews with students who participate in classes offered through the Center. Although the students are with the Center for a fixed period of time, it is important to document how they progress after their time in the Center. Thus, follow up interviews will be conducted at subsequent six month intervals for a period of two years.

During the 2002-2003 academic year, the Center generated 14.06 FTES. The Center will continue to offer Learning Skills Classes that address students' learning styles. Courses will be offered in

several formats. These may include offering classes in non-traditional classroom settings, and incorporating computer-based instruction into classes. A Distance Learning program will be available to students in the Fall 2004 semester.

SUSTAINABILITY

At the time of the previous Accreditation Visit in 2001, the College had stabilized enrollments and was enjoying a level of fiscal stability. To ensure that the College does not need to refocus on fiscal concerns, considerable effort has been made during the last three years to improve the College's enrollment management and fiscal forecasting systems.

Improved Enrollment Management

Working with the District Office personnel, the college has developed better techniques and strategies for managing its growth. These techniques include using student outcomes data as a basis for allocating resources to instructional departments, improved techniques for making FTES projections, and using marketing as a strategy for controlling growth. An example of improved enrollment management strategies can be found in the College's Academic Outreach program. Working with the College's feeder high schools College personnel identified a high school need to broaden curricular offerings. Pierce now offers transfer-level classes such as political science and psychology in the high schools. Local high schools can now offer their students high-end classes previously unavailable to high school students. The College's efforts have provided a better understanding of the student population that is headed our way. Using these tools, the College has grown significantly, from a headcount of 13,000 in Fall 2001 to 18,500 in Fall 2003.

Improved Fiscal Forecasting

The Los Angeles Community College District introduced the Electronic Budgeting and Forecasting System (EBAFS) in August 2003 to provide consistent planning and tracking of faculty and staff assignments and budgets. In March 2003, the College Savings Plan was introduced to assure that each college effectively plans and tracks both Certificated and Classified staffing. Both of these tools are now used on a monthly basis and, in conjunction with other enrollment planning systems, help assure that our educational needs are met and are properly staffed.

Recommendation 8.1: It is recommended that the College develop a long-term plan for use of its agricultural lands that supports fiscal viability through strategies such as community partnerships while ensuring that the primary functions of this unique resource remain on goals directly linked to the Educational Master Plan. (Standards 9.5, 3B.3)

The Pierce College Master Plan, developed and approved by the College and the local community, provides specific detail about the College Farm and its many values and uses. It delineates the areas for joint use by the College for other functions, areas where educational interactions with the community and the general public will take place under the orchestration of a lessee, and those areas devoted to the continued maintenance of the Agricultural programs and livestock.

The Equine area is currently under construction expansion funded by a recent bond initiative, the modifications of which will greatly expand the number of students served, improve instructional venues, and increase the variety of class offerings. Eventually the fully developed facility will become a center for horse events and shows thus putting the Pierce equine program in a prominent position in the Southern California region.

The remaining Farm lands are being managed to maximize their benefit to the Agricultural programs and livestock. A portion of the Farm is devoted to a vineyard which will support our new viticulture program. A variety of forage crops for the College livestock are being grown to support not only the production of stored hay for use later in the year, but also permanent pasture areas for the continual grazing of College animals. These pasture areas present locations where the general public may view animals in an open setting. All of these pastures and the associated buildings for housing the College animals are part of the Master Plan concept to upgrade Farm facilities, provide improved teaching facilities, and make the College and the Farm a destination for school children and the public. These improvements reflect the commitment of College leadership to restore the Farm and the Agricultural programs to a leadership position in Southern California.

The College Administration has further committed resources to elevate and maintain the Farm in good working order by authorizing a permanent, full time position for Farm Manager, as well as purchasing new farm machinery necessary to manage the Farm lands efficiently and economically and to produce forage crops for the animals.

Implementation of the Plan

Implementing of the College's plan for its agricultural lands is the responsibility of two college units, the Office of Academic Affairs and the College Enterprise Program, a unit of Administrative Services.

The primary emphasis of the instructional program is to provide a credit program in plant and animal sciences. Major components of this program include:
- Veterinary Sciences
- Equestrian Education
- Horticulture and
- Landscape Design, Installation, and Maintenance.

The college "Farm" serves as an instructional laboratory for educational program. Expenses are offset by raising feed crops for the college farm animals and engaging in the production and sale of these animals. Based on low enrollments, the College is phasing out its Natural Resource program and will redirect resources to enhance its other programs. Responding to community needs, the college recently enhanced its equestrian program with the addition of a mule trainers certificate program.

The Enterprise program identifies opportunities to use the Agricultural lands in a manner that enhances the educational program, is consistent with community interests, and generates funds for the College.

Central to both the Instructional and Enterprise programs' vision for the College's agricultural lands is the development of partnerships to bring additional students and resources to the campus. Through partnerships with the Los Angeles Unified School District, universities, municipal agencies, and community organizations such as 4-H and equestrian groups, the College is enhancing the educational opportunities for the community while ensuring that adequate resources will be available to support the agricultural programs.

To implement its Master Plan for Agriculture, the College is implementing a Facilities Master Plan. This plan calls for:

- An expanded Equestrian Education Center to enhance the College's equestrian program and to provide additional opportunities for the community.
- Improvements to the college's ecological preserve to enhance its value as an educational center for biology students.
- A new animal science unit addressing both community and instructional needs
- A vineyard which will enable the college to address the emergence of grape growing as a significant industry in Los Angeles County.
- Enhanced horticultural facilities.
- Agricultural Education opportunities for the general public which will generate funds for the college and encourage agri-tourism.

The **Equestrian Education Center** (EEC) which includes approximately 33 acres of land, will provide for-credit instruction and basic training in equine health, horsemanship, equine event production and equine facility management, all leading to entry-level employment in the equestrian industry (horses and mules).

The EEC will also provide non-credit extension programs in the areas of English riding disciplines and other specialty areas aimed at increasing equestrian opportunities for local residents.

Future plans call for the construction of a large covered arena which will provide for a year-round training facility for instructional needs and for use as a public events riding facility enabling the College to generate funds by rental for horse shows.

The EEC will be jointly operated by the College's Office of Academic Affairs and Administrative Services division.

A Master Plan for the **College's Ecological Preserve** includes addressing safety issues on the site, improving trails, removing non-native vegetation, and providing better facilities for students to study migratory birds and conduct experiments.

The new **animal science unit** will facilitate educational field trips by K-12 students while simultaneously serving as an instructional laboratory for students enrolled in pre-veterinary science and registered veterinary technician classes. Demonstration classrooms, animal quarantine facilities, and housing for sheep, goats, cattle, swine, and poultry are included in the plans.

The college's 8.5 acre **vineyard** will enhance the college's programs in viticulture and enology by providing opportunities for hands-on lessons in growing, maintenance, harvesting, and processing of grapes.

Enhanced **horticultural** facilities will enable the College to expand its offerings in ornamental horticulture, retail floral design, and landscape design, installation, and maintenance

The **Agricultural Education Center** or (AEC), incorporates about 27 acres of land into a number of demonstration gardens, promoting sustainable agricultural practices and providing retail and educational benefits for the community.

The AEC plan includes a Farm Experience Program [Pizza Farm] (where children can learn about where their food comes from), a Mini Maze, demonstration pumpkin patch, U-Pick vegetable garden, cut-your own flowers garden, small animal displays, a retail produce store selling products produced by the College, and row crop growing areas.

The AEC may also provide interactive educational displays on composting, recycling, pesticide alternatives, water conservation techniques, and use of recycled water.

Individual components of the demonstration gardens will be developed and managed using students from various College instructional courses along with assistance from graduate students from four-year institutions.

A new component of the Agricultural Education Center is the Center **for Emerging Agricultural Resources** (CEAR), which combines elements of for-credit instruction and community education. The CEAR program will enable Pierce students to support homeland security efforts by preparing for careers in eco-science, genomics, biotechnology, sustainable agriculture, safety of food and water sources. Symposia for the community will be developed on such contemporary topics as genetic food engineering, organic food and fiber, communicable diseases (Mad Cow, Foor and Mouth) etc. and pest control. CEAR is envisioned as a consortium of the best minds in California agricultural education collaborating to create a dynamic teaching-learning and exhibition center that addresses the most pressing agricultural issues of the day. Partnering institutions will combine their resources to conduct educational programs and host exhibits explaining the scientific and social aspects of agricultural issues. Building on the college's existing curriculum and strong relationships with area biotechnology firms and major universities such as UC Davis, UC Riverside, Cal Poly Pomona, Cal Poly San Luis Obispo, and Cal Tech, plus other agencies such as the Hansen Trust at Faulkner Farm, Resource Conservation District of the Santa Monica Mountains, and the California Department of Food and Agriculture, new curriculum will be jointly developed. This will establish Pierce as a clearinghouse for community agricultural information and as a major area training center for agricultural education. The college is seeking federal funding to enact its plan.

Part II: Responses to Other Recommendations

4.1 **Because the College has now strengthened its commitment to providing education extending beyond transfer courses, the College should develop and evaluate strategies to ensure that information about educational programs is communicated, used, and integrated into existing and planned research and the evaluation process. The development and use of this integrated information, which should include credit and noncredit basic skills and ESL program, will further enhance the College's efforts to strengthen its commitment to providing education beyond transfer courses and programs. (Standard 4A.1, 4A.5, 4B.1, 4B.5, and 4D.5)**

During program review, the College reevaluated its ESL program, including a look at changing demographics and student needs. The program has identified student learning outcomes for each class and the program.

The College has increased its offerings of Basic Skills. Currently more than 5.7% of the college offerings are in basic skills courses. In addition, the College has developed several new courses in Learning Skills.

Most of the College's efforts to address the needs of under-prepared and under-represented students have been focused on the Center for Academic Success (see recommendation 3.1). In an effort to meet the diverse needs of the College's student population, personnel from the Center for Academic Success have written eleven new courses in Learning Skills and have modularized seven as follows:

- Learning Skills 1, Reading Comprehension
- Learning Skills 2, English Fundamentals
- Learning Skills 3, Vocabulary
- Learning Skills 5, English as a Second Language
- Learning Skills 7, Basic Composition
- Learning Skills 10, Math Fundamentals, and
- Learning Skills 11, Elementary Algebra.

The modularized program allows students to take the courses in one unit modules, giving them more flexibility in their schedules and academic course load.

The Student Success Plan calls for the College to form a Basic Skills Taskforce to organize and integrate services offered by the Center of Academic Success, the Learning Center, and other academic support labs.

6.1 The College should develop a plan encompassing all areas of instruction, as well as the library and labs, to enable students to access, evaluate, and use information effectively. (Standards 6.4, 6.7)

The Student Success Committee, the Technology Management Committee, and the Curriculum Committee have developed plans encompassing all areas of instruction, as well as the library and labs. These plans will enable students to assess, evaluate, and use information effectively. These committees meet regularly each month and two are subcommittees of the Pierce College Council. As such, these groups are composed of a healthy cross-section of the college from administration, facilities planning, student services, library, distance education, staff development, academic programs, and information technology.

The Curriculum Committee plan proposes offering information competency in as many formats and as broadly through the curriculum as possible. The following are suggestions for ways to incorporate this competency into the Pierce curriculum:

- Library Science 101 or 102 (one-unit stand alone courses)
- Pairing courses with library orientation/assistance
- Course assignments requiring library research/tutorials
- Identify existing courses which use information competency (research component) (e.g. - GIS, Cultural Geography, Speech – those that require research and include information on research strategies and evaluation– of information in class)
- Develop or obtain online tutorials
- Option of counting information competency course credit within section E (health and PE section)
- Infuse components of information competency into an Introduction to College (freshman) course.
- Develop an information competency proficiency exam

The College regularly offers the stand-alone Library Science courses. A number of instructors are now testing the idea of using research components required in individual courses to satisfy one or more of the competencies within information competency. Thus a combination of courses might be used to validate an overall level of information competency. The validation grid that has been developed aligns each competency with specific student learning outcomes.

The Student Success Plan outlines 10 goals, some of which are listed below, and many of which are possible because of the College's Title III (Strengthening Institutions) grant.

- Improve student success through a series of professional development workshops to discuss how technology can be used to reinforce course content, through development of an Active Learning Network for online course content, and through development of an Academic Pipeline that will engage students to develop skills for academic and career success
- Develop and implement strategies to increase successful course completion which will be included in departmental goals, and to integrate these outcomes into the program planning cycle. Track students enrolled in certain identified programs to determine course enrollment patterns and monitor students' rates of transfer
- Form a Basic Skills Taskforce that will consider how best to organize services offered by the Center of Academic Success, the Learning Center, and other academic support labs; assess articulation agreement with Los Angeles Unified School District and include IGETC requirements

- Generate effective relationships with faculty at feeder high schools and four-year transfer institutions
- Increase emphasis on career development; promote internships and service-learning as part of career exploration; create a student development transcript program to validate internships
- Offer department-specific college success courses taught or assisted by department faculty
- Develop an on-line orientation program for new students

With the completion and collegewide endorsement of the student success plan comes the need to implement the plan. One of the College's goals for this year is to develop and implement a strategy to address the strategies identified in the plan.

9.1 Consideration should be given to effecting modifications of the District Budget Allocation Model to accommodate and allow for different conditions and needs among the College and the District Office, such as unique salary and personnel impacts, economies of scale, Campus acreage and facilities, and the need to maintain an appropriate District Contingency Reserve (Standards 9A.2, 9A.4)

The Chancellor, Senior Vice Chancellor, District Controller, College Presidents, and College Vice Presidents have continued discussions regarding modifications of the District Budget Allocation Model. The current system is modeled on the methods used by the Chancellor's Office of the California Community Colleges, which does not take into consideration such variables as acreage, unique salary impacts, etc. Meetings were recently conducted with a company called NCHEMS, and the District is in the process of hiring NCHEMS to further assess needs and recommend possible modifications.

Rocky Young, the new Acting Senior Vice Chancellor of the Los Angeles Community Colleges, is intimately aware of the issues facing Pierce College. Now that he has taken this new position, he will be able to look at the distribution of resources and allocation from a District perspective and mingle that with the College perspective. We believe that this will help Pierce College to receive an appropriate allocation of resources from the District Office.

One other element that Senior Vice Chancellor Young brings to the District is his abilities as an outstanding planner. The Pierce College administration believes that in the next few years, the quality and quantity of planning done at the District level will help all of the District's colleges.

9.2 Long-term financial obligations should be thoroughly identified and a funding plan developed to address these financial liabilities (Standard 9C.1)

Pierce College has been successful in achieving and maintaining a significant ending balance since 1999. In fiscal year 2002-2003, it was among three colleges in the District with a positive ending balance, which exceed $1,000,000 after accounting for open orders. The College's long-term obligations have been retired in full thanks to the passage of the Prop AA bond initiative, so the College's biggest challenge is operating within its allocation during difficult state-wide financial times. Pierce has established multi-million dollar reserves resulting from negotiated agreements with the Los Angeles Metropolitan Transit Authority and Legacy Partners. These funds will be preserved for high priority needs and the interest earned will help offset extraordinary operating costs.

Understanding that additional dollars are needed, the College has established two new units: the Enterprise Division and the Workforce Development Department. The function of these units is to generate funds for the campus. As an example, the Enterprise Unit's efforts to increase Hollywood filming for movies and television should generate up to an additional $400,000 per year. The College recently signed an agreement to install a wireless tower on campus which will generate $50,000 annually. The Workforce Development Department recently opened its doors to a new off-site Business Center that will provide customized training for local industry. In a three-month period the Center generated a profit of $25,000. The College is continuing to look for additional ways of generating nontraditional revenue to cover operational costs and to pay for new and exemplary programs through revenue sources and grants.

10.1. It is recommended that the Los Angeles Community College District clearly articulate its District-College decentralized governance process and the specific role of the Chancellor's Cabinet in policy or regulation. (Standard 10C.3)
Although there has not been any new comprehensive definition of roles in decentralization, one of the tasks that Chancellor Landsberger and Vice Chancellor Young have identified is to clarify and alter as appropriate the role and function of the District Office as well as revisiting the decentralization guidelines. That process will begin on February 27 with an all-day retreat of District Senior Managers with the discussion being facilitated by an outside facilitator. This is probably step one. The Chancellor and his staff are also working with an outside consultant on possible alternative organizational models for the District Office. Finally, the District plans to purchase the District office building with Prop AA funds and do some interior renovation to make the office more suitable for the revised District functions. The District's senior staff are hoping to enlist the assistance of a programming consultant so that the renovation can be an implementation strategy for the aforementioned objectives.

Beyond this, there has been extensive clarification through the establishment of new District practices, including whole new contracting regulations and purchasing authority. The process for selecting full-time faculty has been changed and delegated to the colleges. As a result, in December of 2001, Pierce formally adopted its first ever college-specific hiring policy and procedure. The District has also created a Single Point of Contact (SPOC) position with the necessary authority to resolve payroll problems. In January 2005, the District will go live with a new human resources system that should result in some changes in the District's business practices. The policy over the last couple of years has been to clarify the decentralization at a more specific operation or policy level.

Two other policy areas warrant mention. First is the District Budget Committee (DBC). When a college incurs a deficit and wants financial assistance, that college agrees to participate in a defined process which is similar to how the World Bank treats countries with financial troubles. An outside group collaboratively develops a set of prescribed actions that must be performed in order to receive financial assistance. This is significant to this recommendation because the effected college gives up delegated authority in exchange for help. This model demonstrates how the District is starting to introduce accountability into decentralization and how authority is removed when appropriate.

Increased college autonomy is also apparent in the areas of curriculum planning and development and educational policy. Changes in existing courses, or establishment of new

courses, experimental courses, and modules are now developed, overseen, and adopted through individual college, rather than District processes. Certification requirements for CSU general education breadth can and does vary by college. Consultation is currently underway to provide for college-specific options for associate degree requirements.

Part III: Accomplishment of Institutional Needs Identified in the Planning Summary

Incorporation of the Planning Agendas into College Planning

The Planning Agendas that were developed during the Self Study have been integrated into the goals and objectives of administrators, have become agenda items for the Academic Senate and the Pierce College Council, and have been 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 administration, 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 Administration 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.**
Under the direction of the Vice President of Academic Affairs, the College has established a web committee that meets monthly to discuss web issues. The Committee completely changed the look and the layout of the Pierce College web page which has made it easier to use. This function in most cases has been taken over by the College's Title III personnel since that was one the needs identified in the grant application.

2.2   **(2) The Academic Senate will publish a revised Faculty Handbook no later than Spring 2001.**
Done. The Handbook is available both in hard copy and on the web. In addition the AFT (faculty union) and Academic Senate have made a significant effort to support the College's adjunct faculty. The AFT provides a "Survival Guide" for adjunct faculty. Adjuncts are further supported with a mentoring program and a start of the semester general meeting co-hosted by the AFT and the Academic Senate.

2.4   **(3) The co-chairs of the Classified Staff Development Committee in conjunction with the Vice President of Administration 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.**

The District Personnel Commission has developed a comprehensive employee manual that will be available to all Classified employees on the Commission's website. This manual includes information related to rules, regulations, and 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.**

Several workshops were conducted by the Office of College Compliance during the 2001-2002 academic year:

Legal Hiring Practices:
March 5, 2002
Excellence through Diversity Workshop: "Recruitment, Selection and Hiring"
Presenters included: Martine Magana, LACCD Associate General Counsel, Gene Little, LACCD Director Office of Diversity Programs, and Mary Dolan, LACCD Academic Personnel Specialist
[This training was mandatory for all faculty hiring committee members. Flex credit was made available.]

Sexual Harassment:
April 11, 2002 (Management/Supervisory)
April 16, 2002 (Faculty)
April 19, 2002 (Staff)
"Sexual Harassment: What is it? When is it? and, What to do about it?"
Presenter: Haight Consulting
[Attendance mandatory; flex credit was made available.]

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.**

A half-time Compliance Officer was hired in Fall 2001. In response to a need for additional training that assignment has been expanded to a .8 FTE position.

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

The Career and Technical Education departments regularly participate in regional committees and statewide conferences. A few examples include California Placement Association, SoCA TriRegional CoopEd Practicioners, LA/OrangeCountyWorkforce Development Leaders(LOWDL), California Community Colleges Association of Occupational Educators(CCCAOE). The Vice Presidents of Academic Affairs and Administrative Services have both served on a Statewide budget committee. The new Vice President is active in ACCCA.

The Vice President of Student Services and the Dean of Admissions make presentations at their professional conferences. The Associate Dean of EOP&S serves as the regional representative to the Chancellor's office.

The Vice President of Academic Affairs represents the Chief Instructional Officers in the State on the Board of Governors Economic and Workforce Development Committee

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;**
- **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.**

The College Researcher did an assessment of the data production resources at the College, outlined the data sources and reports available from different units, and made recommendations to the College leadership for better coordination. The Institutional Research Office (a single person office) also made a proposal to the leadership to add a research analyst to be able to handle the increased external and internal College demands for institutional research. The proposal was on hold during a hiring freeze and was recently resubmitted.

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.

Limiting the distribution of VTEA funds to those occupational programs and disciplines that have hosted a program Advisory Committee during the current academic year has resulted in a sharp increase in the number of program advisory committees held during the year. In fact, several programs such as Theatre Arts and Multimedia/Graphic Design that have not held an advisory in several semesters have begun to schedule one regularly. The next goal is to help these departments/disciplines strengthen their program advisory memberships to include more than just current faculty and graduated students. By working with the academic dean of each occupational program, the Director of Workforce Development, and the department chairs, we are reinvigorating these committees. The International Business program advisory committee, for example, saw fresh faces providing input to the discussion as to how our Pierce College program can better address industry needs.   One other idea explored and adopted by the Career and Technical Education Committee (CATE) that addresses program advisory specifically is the plan to hold a collegewide occupational

advisory meeting every Fall semester. The vision for the Fall event includes inviting executives from industry to an early dinner forum for a brief yet informative show-and-tell about the various occupational programs at Pierce. Each group would then break off to its respective advisory committee meetings. On another related note, we have established clear timelines for all the vocational programs to meet the program review requirements every two years. Wave One includes CSIT, CAOT, Business, Theatre, and Auto scheduled for program review. Wave Two includes Art and Architecture, Electronics, IT Machine Shop, and Media Arts.

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.

During the 2002-2003 academic year, the Office of Academic Affairs and Academic Senate revised its program review process to make it more meaningful for academic departments. Key elements of the new guidelines are the development of annual goals and confirmation of adherence to standards of good instructional practice. An executive summary has been added to the document to enable readers to have a quick overview of each department.

Each academic department maintains a copy of its program review. The College has established a program review "library" in the Academic Affairs office where all programs reviews are available. The library also contains samples of program review documents from other campuses, information on outcomes assessment, and accreditation materials. This information is available during all hours that the campus is open.

Information from the Program Review document is used by the Block Grant and Faculty Position Priority Committee at the time that College resources are allocated.

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

A comprehensive system has been developed and implemented for the three support service groups within the Administrative Services Division (Facilities, Finance, and Enterprise). Goals and objectives are established annually by the President, Vice President, and each group Manager. The Manager's goals are based on the priorities established by the President and must specifically address how each group will contribute to the expected outcomes. Senior Staff meets each month with the Executive Committee of the Pierce College Council to review collegewide issues and offer constructive criticism.

The Vice President is developing program review guidelines for facilities and administrative 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.

The Counseling Department explored the possibility of online advisement with the Distance Education Director. Counselors have for some time responded to student inquiries via email, and this activity is increasing. However, counselors feel that a true counseling session is very difficult online because so much of the interaction between counselor and student is left out. The online function may be most appropriate for informational inquiries that, if needed can be follow-ed up with an in-person interview. .

4A.5 (12) Because 20% of surveyed students reported that they did not find the pre-registration 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.

The Counseling Department has developed a PowerPoint presentation for the advisement sessions. It was implemented in Fall 2003. This standardized presentation guides counselors and students through all the important material, ensuring consistency in presentation. The possibility of an online orientation session is being explored to give students alternative media to access pre-registration information. (See also 5.2)

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.

The College recognizes the importance of and the logistic difficulties in doing follow-up on graduates and program completers. The Institutional Research Office, which consists of one person, made a proposal to the leadership outlining the additional projects the College is required to engage in and those that would be of value if there were resources to conduct the studies. The proposal suggested adding a research analyst, at minimum, to handle the volume of current and proposed projects. The proposal was on hold during a hiring freeze and was recently resubmitted.

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.

The Curriculum Committee has proposed to the College that it is best to offer Information Competency in as many formats and as broadly through the curriculum as possible. At its March 11, 2002 meeting, the following approaches were proposed as possible ways of incorporating Information Competency into the Pierce Curriculum.

- Library Science 101 or 102 (1 unit stand alone courses)
- Pairing courses with library Orientation/assistance
- Course assignments requiring library research/tutorials

- Identify existing courses which use information competency (research component) (e.g. GIS, Cultural Geography, Speech – those that require research and include information on research strategies and evaluation– of information in class)
- Develop or obtain online tutorials
- Option of counting IC course credit within section E (health and PE section)
- Infuse components of IC into an Introduction to College (freshman) course.
- Develop an IC proficiency exam

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.
An articulation director was hired in the Student Services Division in Spring 2001. It is a split position with the Transfer Center. Combining articulation and transfer efforts has worked well for the College.

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.
The Counseling Department has developed a PowerPoint presentation for the advisement sessions. It was implemented in Fall 2003. This standardized presentation guides counselors and students through all the important material, ensuring consistency in presentation. The possibility of an online orientation session is being explored. (See also 4A.5)

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.
The Vice President of Student Services provided a formal training on student grievances to administrators and appropriate staff during the 2000-2001 school year. In addition, the Compliance Officer made a formal presentation to the Academic Senate on this topic in Fall 2003.

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.
Some of the Student Services programs, such as International Students, High School Outreach, EOPS, and Financial Aid, worked extensively with the Director of Marketing in the development of descriptive materials. However, the focus has turned more toward the college website. The Vice President of Student Services has worked with both the College and District webmaster to improve the Student Services portions of these websites.

In addition, the Performing and Creative Arts Division and Athletics have worked with the Director of Marketing and Public Relations, to develop descriptive materials for program promotions. The Director has also brought needed continuity to the cover design of the Schedule of Classes, Guide to Classes (an abbreviated schedule distributed throughout the community), and College Catalog. The College's Annual Report to the Community, and PierceWORKS, a newsletter highlighting the Career and Technical Education programs have also benefited form the Director's guidance.

5.3 (19) All student services faculty and staff will participate in the College's Nurturing College workshops during the 2000-2001 academic year.

Most employees in the Student Services area participated in the College's Nurturing College workshops during the 2000-2001 academic year.

The Professional Development Committee also developed a booklet for faculty "Developing a More Nurturing Learning Environment: A Faculty Guide, which provide ideas for increasing student success by establishing a supportive classroom environment.

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.

The Vice President of Student Services contacted all committee members and requested that they appoint faculty mentors to assist the committees' student members. Some of these efforts were successful, but it requires an ongoing effort. Some students have sporadic attendance at committee meetings.

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

The Vice President of Student Services and the Matriculation Director prepared the response to the matriculation site review by November 2000. No follow up communication was received from the Chancellor's Office.

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

All Student Services Managers have developed a webpage for their programs.

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.

The contract is in place. The vendor has all the old microfilm records. The transfer to the imaging system is complete and the vendor is currently indexing the records. They expect the project to be complete by March, 2004.

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 Administration, will identify and provide for a dedicated open access computer lab with Internet and printing capabilities.**

During the winter break, 2004, the College developed three new computer classrooms with open access to students. The first classroom has 50 computers and is housed in the Learning Center. The second computerized classroom contains 40 computers and is in our new Center for Academic Success. The third new computerized classroom is in the Art building. It services the college's multi-media, architecture and landscaping programs. These classrooms have been funded by the College's Title 3, Strengthening Institutions Program. Each lab contains MS Office software, Internet capabilities, and printing capabilities. Depending on the lab, specific applications software will be available, such as AutoCad, Photoshop, and Illustrator. Each semester, classes such as history, sociology, and political science will have the opportunity to visit these classrooms so that students can explore discipline-specific Internet sites.

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 Administration.

The goal of reorganizing InfoTech and Learning Resource Center staff has been completed. During the spring and fall of 2003, plans were developed to restructure Information Technology with an eye to strengthening its ability to respond to the evolving needs of the campus for technology support. These plans were put into action starting in December 2003. The actions include:

- Information Technology now reports to the Vice President of Academic Affairs
- More properly aligning technical staff job responsibilities based on job titles
- Centrally locating all file servers in Information Technology
- Physically moving all network specialists into Information Technology and instructional aides out to instructional lab locations
- Moving the core switch to the main INPO room
- Implementing bottleneck analyzation techniques to detect, locate, and fix network transmission errors
- Reconfiguring switches
- Discovery of policies and procedures in computer labs at other community colleges and neighboring universities
- Combining Faculty and Staff Support and teleconferencing capabilities to develop an more responsive in-house training facility for faculty and staff

These actions will result in a more capable network and better utilization of staff to respond to user needs. Additionally, Information Technology is developing a plan to send key personnel over the next year to training in areas such as CISCO, A+, Network+, Information Security, MicroSoft.NET, Exchange Server, Windows, and SQL Server. This training will improve the

knowledge base of the College's network specialists and, when combined with the physical changes shown above, is expected to raise the level of technology services available on campus.

6.5 (26) **The Vice President of Administration, by June 2001, should establish a budget line to support Instructional Technology.**
Completed.

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.**
The College has moved The Writing Lab to a more central location inside the Learning Center. In this location, The Writing Lab will be able to handle more students. The College is also implementing a better student assessment system.

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.

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.**
For 2003-2004 the College instituted a staffing plan for certificated (non-teaching) and classified positions, which includes taking requests for these new positions positions through the Pierce College Council for discussion and analysis prior to recommendation to the College President. For classroom teaching positions, the PCC's involvement, as the planning and budget committee, is limited to recommending the number of new positions that should be considered for hire. A sub-committee of the Academic Senate, The Faculty Position Priority Committee, has responsibility for making recommendations to the College President as to which teaching positions meet the greatest student need. Among the data used by the Committee is information from program review about the need for the new position and how it will fit into the existing discipline, program vitality data, and student outcomes data, and full-time to part-time ratios. .

7A.2 (29) **By Fall 2002, the Vice President of Administration will meet with District personnel to examine the feasibility of establishing regional applicant pools for classified positions.**
This topic has been discussed by the District-wide Council of Administration and representatives of the Personnel Commission, but no regional applicant pools have been developed to date. The Personnel Commission tests for each classified class and the

candidates may limit their availability to specific campuses. When the eligibility lists are established, each campus or region establishes its own subset of eligible candidates.

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.
The College adopted a hiring policy in December 2001. Specific language is included that calls for candidates to be evaluated on their overall teaching potential and related skills, rather than merely screened for previous experience.

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.
The College President and Vice Presidents have worked with the Personnel Commission and Personnel Director to establish specific positions required for the effective operation of the College. However, each position must also undergo the scrutiny of the Personnel Sub-Committee of the Council of Administration and the review of each college. The College's efforts have resulted in the establishment of approximately five new or modified positions.

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.
A new evaluation procedure is delineated in the most recent faculty contract. This included a new process and new forms. Several workshops were organized by representatives from the Academic Senate, faculty collective bargaining agent, and administration to make department chairs aware of the new regulations. These workshops included a review and discussion of the specifics of the new procedure and the broader rationale and goals of the evaluation process.

7B.1 (33) By Fall 2002, College administration 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.
Faculty members are now involved in the evaluations of the President and the three Vice Presidents. The Deans and Department Chairs are covered by collective bargaining agreements which do not include such a provision.

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.

During negotiations for the 2002-2005 faculty collective bargaining agreement, the evaluation article was extensively revised. A new article was developed for tenure review and evaluation of probationary faculty. The article on evaluation of tenured faculty was completely revamped, including all the various evaluations and reporting forms. The Academic Senate sponsored several training and information sessions for department chairs to acquaint them with the new provisions of the contract.

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.
During the 2000-2001 year, a Nurturing College Task Force was formed. This group included the Vice President of Student Services, the Marketing Director, the Professional Development Chairperson, the Dean of Admissions, the College President, the President's Secretary, and the Student Body President. Together they developed several ideas to promote a nurturing climate at the college for students. These ideas included conducting several focus groups to pinpoint problem areas, hiring a consultant to offer workshops to staff, and developing a handbook on best teaching practices for faculty.

The student focus groups were conducted by a professional research firm. The results of the study showed that Pierce was not perceived as nurturing as the College wanted to be. In response, different approaches were developed for the staff and for faculty. Two intensive workshops were offered by a consultant, mainly for the classified staff. The purpose of the workshops was to elicit ideas for making the college more caring and to provide customer service training. Many positive ideas were developed, such as a welcome letter from the President to all new students, and most of the ideas are still being utilized.

The faculty were given classroom assessment questionnaires and encouraged to distribute them to their students. The questionnaires solicited students to provide feedback on teaching style, communication skills, and overall teaching effectiveness. One of the College's goals this year is to incorporate ideas from the Best Teaching Practices: A Faculty Guide into each academic department's annual goals. A report on progress in this area will be provided to the Pierce College Council at the end of the year.

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
The first College goal encouraged each academic department to discuss the instructional process, in general, with the intention of identifying three ideas/concepts to focus on this academic year that could be used to improve teaching and student success. Representatives from each department have been reporting on their choices and reasons to the Academic Senate and the Department Council on an ongoing basis this year.

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 Administration 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.
SMP and COP projects have been effectively coordinated with the District Facilities Planning Department by the College Facilities Manager, Enterprise Manager, and Vice President of Administrative Services, resulting in submittal of several initial and final project proposals pending state funding. The State Chancellor's Office has implemented a new tracking and reporting system, Fusion, which has been helpful in providing reliable data. The District and College have also completed an improved space inventory program based on consultants' assessments of all facilities. The Prop A and Prop AA bond programs are underway with the participation of all departments.

8.1 (38) As College enrollment increases, the Vice President of Administration and the Plant Facilities Manager will assess the impacts, and plan accordingly to ensure that the College maintenance operations proceed properly.
The Vice President of Administration and the Facilities Manager have been actively involved in developing the Facilities Master Plan, the College's Environmental Impact Report and related studies, and the planning and implementation of current bond projects. Maintenance operations and planning are an integral part of these studies. The Facilities Manager introduced changes to the custodial services that have been adopted District-wide and is currently studying the mid-term and long-term staffing needs for custodial, gardening, and trade services.

8.1 (39) The Vice President of Administration 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.
Expected occupancy of this building, the College Services Building, has been delayed to July 2004 due to unforeseen construction issues. Primary funding is from the College's portion of the Prop A bond and development is being managed by the bond program. The new building will house the Student Store, copy services, Business Office, Financial Aid, and a cyber café.

8.1 (40) By November 2000, the Vice President of Administration 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.
The final Legacy agreement approved by the Board of Trustees provides for a one-time payment of Five Hundred Thousand Dollars ($500,000) in lieu of renovations to the College's Parking Lot #7. Legacy's apartment house development adjacent to the College is

partially complete and Legacy is in the process of completing the negotiated landscaping and other improvements. To date, all work has been satisfactory.

8.2 (41) By Fall 2001, the Vice President of Administration 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.

Pierce College was among the first in our District to implement the TAMIS facilities management system, which is now being used District-wide. All departments submit facilities and maintenance requests on-line, which are prioritized and assigned by the Plant Facilities Department. The system has the capability of tracking labor and materials costs by job as required by the District and State accounting systems. In December 2003, Plant Facilities hired a fulltime Maintenance Scheduler and Planner responsible for the TAMIS system and other scheduling and planning duties.

8.2 (42) The Vice President of Administration 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.

In 2003, the District contracted with an inventory specialty firm to develop District-wide inventory policies, conduct a 100% survey of District and College assets, and provide current asset management reports for each District location. The inventory included major assets valued at $5,000 or more, and computer equipment. As part of the current bond projects, the District Facilities Planning Department has recommended that an additional inventory be taken to include all equipment, furniture, and fixtures.

8.3 (43) In December 2000, the President will present the Pierce College Facilities Master Plan to the LACCD Board of Trustees.

The Plan was presented to the Board of Trustees in conjunction with the Educational Master Plan and Technology Plan on December 7, 2000. All plans were accepted by the Board.

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.

9A.5 (44) By January 2001, the Vice President of Administration 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.

The Block Grant applications are now distributed to three review committees: Academic Department Equipment, Academic Information & Media, and Collegewide Programs. Each application must identify the department/discipline goal involved, the College goal involved,

and the expected outcomes/results and the method of measurement. As departments develop student learning outcomes, they will be included in future applications.

9B.6 (45) By February 2001, the Vice President of Administration 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.

A user-friendly budget reporting system, PBudget, was introduced in January 2001 and training was conducted for all departments. The system provides financial data based on the District's DEC system, including the ability to compare prior year and current year data. This system has been used successfully for over three years and will soon be replaced by the District's SAP Business Data Warehouse subsystem.

STANDARD 10 GOVERNANCE AND ADMINISTRATION

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.

10 B.5 (46) The Pierce College Council Task Force will make its recommendation regarding Council organization, membership and responsibilities to the Council no later than December 2000.

The Pierce College Council Charter was revised and adopted on April 5, 2002. The primary change was the addition of an Executive Committee that helps to establish agenda and direct issues to the appropriate governance body.

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.

Because the Pierce College Council's charter enables the chair to be a faculty member, staff member or administrator, the chair of the Pierce College Council and the College President have agreed that release time and/or compensation for the chair of the PCC will be established each year based on mutual agreement.

The Academic Senate President and each of the Senate officers receives release time commensurate with their obligations. In July 2001 the Senate provided comparative data from surrounding colleges to establish the basis for the amount of time that has now been agreed to and allotted.

10B.9 (48) By Fall 2001, the Vice President of Administration shall provide guidelines for College committee participation by classified staff.

The Pierce College Council (PCC) provides the primary opportunities for committee participation by Classified staff. The PCC now acts as the Planning Committee and the

Budget Committee, and can draw upon non-PCC members for these functions. The PCC also established several bond project task forces which coordinate new building, renovation, and special projects funded by Prop A and Prop AA. Classified staff are actively involved in these task forces, which meet on a regular basis. Additionally, Classified staff participate in special projects, task forces, and committees. The representative of the Classified Staff Guild is a founding member of the PCC Executive Committee and helps assure that Classified staff are involved in all aspects of shared governance and committee participation.

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.
Title 5 regulations, along with the Education Code Section 70901.2 state:
...when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. Concern has been expressed by the AFT Staff Guild that the classified council leadership might supplant the bargaining unit leadership on shared governance committees.

The other barrier to a collective committee for classified employees is time. Release time to attend committee meetings is sometimes difficult to arrange without affecting the work productivity of an office.