



LOS ANGELES PIERCE COLLEGE

6201 Winnetka Avenue

Woodland Hills, CA 91371

FOCUSED MIDTERM REPORT

Submitted March 15, 2010

Accrediting Commission for Community and Junior Colleges

Table of Contents

Statement on Report Preparation	p. 3
Response to Team Recommendations	p. 6
Update on Planning Agenda Items	p. 34
Review and Approval by the Board of Trustees	p. 39

Statement on Report Preparation

The ten recommendations made by the visiting team during the Spring, 2007 visit to Pierce College include six college-specific and four district recommendations. The college recommendations address planning and resource allocation, SLO implementation and assessment, the use of instructional technology, and issues related to deferred maintenance. Districtwide recommendations are focused on the incorporation of SLOs into faculty evaluations, pension liabilities, and the evaluation process for board members, the chancellor, and college presidents. Responses to college recommendations were spearheaded by the faculty accreditation coordinator and vice president for academic affairs, in conjunction with members of relevant campus committees. District recommendation responses were developed by the district's vice chancellor for institutional effectiveness, in conjunction with the board of trustees, college presidents, and district staff.

The Educational Planning Committee (EPC), a subcommittee of the Academic Senate, has been responsible for shaping the college's approach to planning and resource allocation (Recommendation 1). Since 2006, this committee, which is co-chaired by the vice president for academic affairs and the president of the Academic Senate, has guided the annual program planning process and ensured that the documents reflect the requirements of the committees on campus that use this information to allocate resources. These include the Educational Technology Committee (for hardware and software requests), the Faculty Position Priority Committee (for full-time faculty hiring), the IELM Committee (for allocation of state block grant/Instructional Equipment and Library Materials funds), and Senior Staff (the president and three vice presidents, who set annual budgets). Annual program plans have been completed by instructional and student services programs for the past three years and have become the standard instrument for collecting data on program progress and resource needs. In 2009, the EPC, with the approval of the Academic Senate and the college's shared governance council, instituted a new program review process, which built on the annual program plans and will link the annual planning process to the development of a new educational master plan. The EPC also authorizes and oversees the conducting of viability studies, which formally assess the need for and resource requirements of programs that have become weak over time and determine directions for new and emerging programs. The results of these studies are utilized by the college in prioritizing resource allocation.

At Pierce, three faculty members, chosen by the Academic Senate and vice president for academic affairs, have been given a total of 1 FTEF reassigned time by the president to work with their colleagues on developing and assessing student learning outcomes (SLOs). These individuals, together with the dean of research and planning, work closely with the department chairs, appointed "SLO liaisons" from each department, and the office of academic affairs to ensure progress is made in identifying and assessing student learning outcomes at the course, program, and institutional level, and that the process becomes institutionalized (Recommendations 2 and 4). As the college moves toward the goal of ensuring that the full

student learning outcomes assessment cycle is performed at the proficiency level by 2012, it has incorporated such procedures as identifying interested faculty as SLO liaisons for each discipline, requiring SLOs on new and revised course outlines of record, including SLOs on the annual program plans, working with departments to establish regular assessment cycles for course-level outcomes, and requiring SLOs on course syllabi as they are approved. The SLO team and dean of research and planning drafted the responses to these recommendations.

With the support of a federal Title V grant, which has been used to strengthen the college's distance education program and train faculty to incorporate instructional technology into classes on campus as well as online, the distance education department has been working with the Educational Technology Committee and the Technology Committee to respond to the issues raised in Recommendations 3 and 7. These groups have produced a technology plan, which addresses the resource and pedagogical needs of the college. The three overarching sections of the plan cover equipment requests and priorities, the professional development of the faculty, and the strategic expansion of the distance education program. Equipment prioritization is done through the information provided by departments in the annual academic program plans. Faculty training on instructional technology has been led by the college's professional development committee, following the findings of a survey of faculty and staff conducted in 2008. A Distance Education Handbook and distance education annual program plan have been developed by the Educational Technology Committee, and are guiding the development of the distance education program. The college is finalizing a substantive change proposal for its DE program that reflects its priorities in developing a program of study that will allow a student to earn a degree online.

Recommendation 5 requires the district to incorporate the achievement of stated SLOs as a component of faculty evaluation. This was carried out in the collective bargaining process between the district and the local faculty union in the negotiation of the 2008-2011 Collective Bargaining Agreement ("contract"). The new contract requires faculty participation in the SLO implementation and assessment process as part of the formal evaluation for tenure track and tenured faculty members.

The director of plant facilities at Pierce College, in conjunction with the president and vice president of administration, developed the response to Recommendation 6, which is related to deferred maintenance of college lands and property. As described in the report, the scheduling and financing of campus maintenance projects requires ongoing coordination between the college's plant facilities office and the district office of facilities planning and development.

The responses to Recommendations 8, 9, and 10 were initiated by the Los Angeles Community College District Office on behalf of the college. The LACCD took significant steps to address the issue of its unfunded liability for retiree health care (Recommendation 8) in Fall, 2006 by negotiating an agreement, approved by the district's six unions and its Board of Trustees, to begin pre-funding a portion of its unfunded obligation. In response to Recommendation 9, the Board of Trustees adopted a board rule on October 17, 2007 that established the setting of board

goals as part of its annual process of self-evaluation before the Spring semester. To address the recommendation regarding the evaluation of college presidents and the chancellor (Recommendation 10), the district human resources division drafted a formal written policy for college presidents and the chancellor's office issued a directive that spells out the procedure that is followed for an annual evaluation of the chancellor.

The report was reviewed internally by the Academic Senate; the Educational Planning Committee, a subcommittee of the Academic Senate; the executive committee of the Pierce College Council, the campus shared governance council; and members of senior staff, composed of the president and vice presidents of academic affairs, student services and administrative services. The report was submitted to the Board of Trustees for final approval.

Joy McCaslin, President

Date

RESPONSE TO RECOMMENDATIONS

Recommendation 1: Although the college has created and initiated a new program planning process, there should be a concerted effort to communicate the results of the planning process campus-wide and clearly demonstrate a link between institutional planning and resource allocation (I.B.1, I.B.2)

Response

The program planning process includes several elements that form a comprehensive system for reviewing and improving existing programs, eliminating outmoded programs, and building new programs. Annual program plans are used as the foundation for periodic program review, which leads to the development of the educational master plan and informs the college's strategic plan (Evidence 1.1). At all stages of this process, participants are asked to link their program goals to college goals, and to justify resource requests with links to student learning. The college's viability study process is an extension of this planning process, focused on the assessment of needs in the community for emerging programs and the viability of struggling programs, with the intent of prioritizing college resources and maintaining educational integrity.

Annual Program Plans

The Educational Planning Committee (EPC), an Academic Senate committee co-chaired by the Senate president and the vice president of academic affairs, provides leadership in educational planning and developing linkages to resource allocation processes. The EPC developed the template for the annual academic program plan (AAPP) in 2007. This form (Evidence 1.2) requires each academic and student services program to analyze recent accomplishments (either in terms of enrollment or services provided, as well as student outcomes) and staffing information, evaluate progress toward past goals, establish annual goals and three-year goals that are linked to college goals, report on achievements in student learning outcomes, discuss internal and external trends in the field, and make resource requests linked to goals and learning outcomes (Evidence 1.3). The 2009-2010 plans for the college's 31 academic departments (some of which submit plans for multiple areas within the department) and 11 student services areas are posted on the Institutional Effectiveness website (<http://info.piercecollege.edu/offices/research/AAPP.htm>). The college is about to launch an adapted version of this plan for its nine administrative offices. Every year, the Educational Planning Committee reviews the form and makes modifications that increase the usefulness of the documents for planning and resource allocation purposes. Recent changes have included the addition of transfer and articulation status of courses, and more specific guidelines for requesting resources to be funded by the Instructional Equipment and Library Materials (IELM) grants. In addition, through meetings with the vice president of academic affairs and a session conducted at the 2009 leadership retreat with deans and department chairs, discussions have taken place about

such topics as the difference between goals, action plans, and resource requests, and approaches for environmental scanning for non-CTE programs.

The AAPPs have been used by the IELM committee in 2007-2008 and 2008-2009 to allocate \$235,911 and \$262,836, respectively, for instructional equipment, and by the Faculty Position Priority Committee to prioritize requests for full-time faculty to forward to the president. This process was instrumental in the hiring of 32 new full-time faculty over the past two academic years. Starting in 2010, the due date for the AAPPs has been moved earlier in the Spring to enable the requests to be used in determining supply budget allocations and other resource allocation processes that should rely on linkage of requests to identified goals to improve student learning.

In 2008, department chairs and program directors from the academic and student services programs met with the vice president of academic affairs and the dean of research and planning to review the initial program plans and discuss the long-term direction for each program. In 2009, the Educational Planning Committee created faculty peer review groups that will be tasked with reviewing and providing feedback on the annual program plans (Evidence 1.4).

Program Review

Before the 2007 accreditation visit, all program reviews were up-to-date; however, these lengthy plans were not regularly consulted for planning purposes. The college needed to implement a procedure to link annual planning to multi-year program review, and to redesign the program review process to produce actionable information to support long term planning at the program level and contribute standardized data to the college's educational master planning cycle. The EPC therefore initiated discussions with the Academic Policy Committee, made up of department chairs, to dramatically revise the program review process. The Educational Planning Committee created a new program review template, which is being piloted in Spring, 2010, that will build on the annual program plans to develop long-term plans and prioritize needs for each program. The Peer Review teams will also examine and provide comments on the new Program Review documents in Spring, 2010 (Evidence 1.5). Whereas in the past, the departments completed program review on a staggered cycle, under the new format all programs will work on program review at the same time. CTE programs will continue to complete program review every two years and general education/transfer programs will complete program review every six years, after one additional short cycle pilot to be done in 2011-2012. This revised process incorporates internal and external scanning with goal assessment and development into a regular cycle of program review, master planning, and strategic planning that will drive program and college priorities and influence the allocation of the college's major resources and determine resource allocations. Updated educational master plans will also trigger and inform college mission review as a regular element of the planning cycle (Evidence 1.1).

Program Viability

The third element of the planning process is the viability study, which is conducted when the college considers creating a new academic program, modifying an existing program, or eliminating an underperforming program (Evidence 1.6). These studies are conducted under the guidance of the EPC and the Academic Senate. The findings from these studies are presented to the Academic Senate and the Pierce College Council for approval, and recommended program changes are forwarded to the college president for action. Since 2007, Pierce College has completed three viability studies: in horticulture, equestrian science, and CAD/CNC/pre-engineering. As a result of these recently completed studies, which received strong administrative and Senate support, full-time faculty were hired for horticulture and equestrian science, and a new professor position for the CAD/CNC/pre-engineering program has been given the second highest priority for faculty hiring for Fall, 2010. In addition, each of these programs will be receiving facilities upgrades and expansions. One program within equestrian science was eliminated because it was determined there was insufficient demand to support its continuation.

There are currently three viability studies underway for new programs that have been authorized by local bond measures to build new facilities: green technologies, digital arts and media, and automotive technology/hybrid and alternative fuels. These visioning studies are being conducted with college and industry input, include a market analysis by an outside consultant with industry expertise, and complement early market research performed in 2008-2009.

Evaluation

With the changes made annually to the AAPP, the new program review process, and the peer evaluation groups, Pierce College has linked planning with resource allocation, and has increased the commitment of department chairs and program directors to participate in these processes. The AAPP has become the linchpin for systematically gathering data to justify data-driven resource allocation. The college needs to improve and expand the use of data and SLO assessment in the planning process. Faculty and administrators are becoming more familiar with the external scanning process and how to use this information effectively for planning. The new program review process, an extension of the annual program planning process, is designed to ensure widespread participation in a meaningful process with consequences for the programs.

Evidence

- 1.1 Pierce College planning cycle
- 1.2 2010-2011 AAPP template
- 1.3 Sample completed 2009-2010 AAPP
- 1.4 AAPP review rubric
- 1.5 Program review evaluation criteria
- 1.6 Program viability review process

Recommendation 2: The college has done an admirable job initiating a student learning outcomes process at the course level; however efforts will need to be made to clarify campus leadership, articulate a vision for the outcomes process as a whole, and develop a coherent and comprehensive system to monitor progress and ensure the quality of Student Learning Outcome (SLO) efforts. (I.B.3)

Response

The college is committed to the goal of ensuring that the full student learning outcomes assessment cycle is performed at the proficiency level by 2012. In support of this goal, the Academic Senate, in consultation with the administration, has created a framework for the systematic development and assessment of SLOs at the college. In 2009, the Academic Senate underscored its commitment to the process by passing a resolution that stated, “The Pierce College Academic Senate recognizes the importance of, and has the primary responsibility for, the implementation of Student Learning Outcomes into the college culture” (Evidence 2.1). This resolution supported the allocation of additional resources for implementing SLOs and directed the EPC to serve as the oversight body for the SLO process. As a result, the college president increased the amount of reassigned faculty time for SLOs to 1.0 FTEF. A coordinator (.6 FTEF) and two coaches (.2 FTEF each) were selected through a formal interview process and are each assigned to work with specific departments. The SLO team members work closely with the chairs and department liaisons to identify SLOs for courses and programs, and to assist the faculty in devising and carrying out assessments. The SLO coordinator reports regularly to the Academic Senate, and the Senate president and vice president of academic affairs are responsible for reviewing the performance of the SLO team. The dean of research and planning serves as a resource to the coordinator and coaches. Based on the experiences of the SLO team members during the past year, the college has selected an approach to SLO development that is focused on small, working meetings with the coaches, chairs, and liaisons rather than larger seminars and workshops that have been found to be less productive.

To achieve greater participation and accountability, Pierce has instituted a number of policy changes. Specific liaisons for each discipline have been appointed to work with the chair and assigned SLO coach to advance the progress of SLO development and assessment within their area (Evidence 2.2). The curriculum committee and Academic Senate require the inclusion of SLOs on course outlines of record for all new and modified courses. Faculty are requested to include approved SLOs on course syllabi. As discussed in the response to Recommendation 5, participation in the SLO process had become an official component of the faculty evaluation process. The annual academic program plan reports the number of courses with identified SLOs and a narrative summary of assessments that have taken place at the course or program level, and any modifications that have been made as a result of the assessment. The AAPP also requires that resource requests be linked to student learning outcomes as well as goals (Evidence 2.3). Department representatives complete a form documenting SLOs and assessment activity, which

is submitted to the coaches (Evidence 2.4). The SLO tracking sheet, which is the basis of the annual report to ACCJC, is periodically distributed to the department and program chairs to publicly report the progress of each department on achieving satisfactory SLO progress (Evidence 2.5). The dean overseeing Career and Technical Education (CATE) frequently discusses SLO development during the CATE monthly meeting. Another academic affairs dean has hosted “summer salons” to bring SLO coaches together with department chairs and SLO liaisons for working sessions. Each of these processes indicates the broadening of efforts and an institutional commitment to create, assess, and utilize assessment results.

The SLOs website contains contact information for the SLOs coordinator and each coach and helpful information about each aspect of the SLO process. Faculty can also access needed forms and link to examples of well-crafted SLOs developed at other colleges.

Although a primary focus has been maintained on course-level outcomes, progress has been made in defining program-level outcomes. In 2009, a number of faculty and administrators gathered at a retreat to draft learning outcomes for a sample of degree and certificate programs. The development of area emphases for the associate degree has also created an opportunity for developing relevant program-level outcomes. Many of the CTE programs have also created program-level outcomes for their degree and certificate programs. However, much less has been done in terms of identifying assessment processes for these programs. The current challenge for the college is that most of the degrees and certificates offered by the college, other than those in liberal arts and sciences, nursing, registered veterinary technology, automotive technology, and child development, are earned by relatively few students each year. In addition, few of these programs have capstone level courses that provide a convenient opportunity for assessing higher-level outcomes. Because of these limitations, it is difficult to meaningfully assess student outcomes at the program level. The focus is on mapping the program-level outcomes to course-level outcomes and looking for ways to assess program-level outcomes through the courses.

The Student Services areas have been exemplary in identifying and assessing SLOs and service area outcomes. Each program includes this information in their annual program plan. In those cases where specific “learning outcomes” are not appropriate, the program directors have identified and assessed “service area outcomes,” such as student satisfaction or efficiencies in service.

Evaluation

The support of the Academic Senate and the reassigned time granted by the president for the SLO team members to work with their colleagues has helped to increase buy-in for SLOs and has led to a greater awareness of the importance of SLOs among faculty members. The consensus between faculty leadership and college administration about the purpose and uses of SLOs has led to a unified approach for articulating a vision to the college as displayed in the regular announcements in faculty meetings and the numerous processes described above that

require all departments to develop and use SLOs. The common vision is articulated and institutionalized in the AAPP process: SLO assessment outcomes are to be used to improve student learning, and the link between resource allocations and progress on SLO-based goals further incentivizes this commitment. The college must continue to push forward with course-level assessment while also determining meaningful ways to assess program-level outcomes.

Evidence

- 2.1 Academic Senate resolution on SLOs
- 2.2 SLO coaching assignments
- 2.3 2010-2011 AAPP Template
- 2.4 SLO reporting form
- 2.5 SLO tracking sheet

Recommendation 3: Faculty development programs in instructional technology need to be offered in order to enable faculty to expand the distance education offerings. (11A.2.d)

Response

In October, 2007 the college received a five-year federal Title V cooperative grant (with West Los Angeles College) to expand educational opportunities for Hispanic and low-income students. At Pierce College, the focus of this grant is expanding access through the development of distance education courses.

The distance education office is systematically steering the development of online courses (Evidence 3.1) toward the goal of a fully online associate degree, in coordination with the Curriculum Committee (Evidence 3.2). Training support is provided by the grant for faculty to develop new online courses. For each new course, an academic development grant (ADG) is provided to support one or two content expert instructors, who work with the distance education department staff and the department chair to create or modify a course for online delivery (Evidence 3.3). Each team is given personal or group training in instructional technology and instructional design for online instruction, and is supported by the distance education staff throughout the development cycle (Evidence 3.4).

Currently, the PierceOnline distance education program staff provides workshops and one-on-one training to faculty. A professional development survey conducted in 2008 guided the development of the schedule (Evidence 3.5). The workshops are typically publicized as open invitations to faculty interested in developing and/or teaching online classes, whether they are part of the online associate degree program or not. Workshops provided in the last year include Beginning Moodle; Moodle: Accessibility and What It Means to You (508 Compliance); and Podcasting: Easy as 1, 2, 3 (Evidence 3.6). The number of faculty trained in new or alternative teaching techniques increased from 0 to 226. The number of faculty participation in developmental activities (seminars, workshops, and so forth) increased from 118 to 361 between 2007 and 2009.

To institutionalize the structure created by the Title 5 grant, Pierce College has created PierceOnline, the college's distance education office that assists faculty in developing online courses and preparing for online teaching. PierceOnline is also the online resource available to faculty and DE students (<http://online.piercecollege.edu/>). The PierceOnline central website contains resources, including tutorials, specifically designed for new students, returning students, and faculty. For faculty, the site contains a listing of workshops available, contact information for receiving individual assistance with Moodle (the college's supported course management system), and tutorials that faculty can utilize on their own. The site also includes information about making distance courses compliant with ADA 508, which ensures accessibility to students with disabilities. The Educational Technology Committee (ETC), a subcommittee of the Academic Senate established two years ago to usher technological innovations in instructional

delivery, has written a Handbook for Providing Quality Distance Education (Evidence 3.7), which guides faculty through the course approval process and includes information on such issues as ADA 508 compliance.

Pierce College plans to expand online instruction both in numbers of courses offered and in total sections. This growth will occur in fully online classes that are part of a structured plan toward an associate degree, as well as online instruction for courses that are not part of this structured program and hybrid classes that require some student presence on campus.

The college is closely examining faculty qualifications to teach online classes. The ETC is establishing the standards that will qualify instructors to teach online at Pierce College. The ETC is also revising distance education approval curriculum forms and is creating a separate form for the updating of DE courses (Evidence 3.8). These changes are part of ongoing efforts to standardize, clarify, and enforce the requirements to teach online (Evidence 3.9). With PierceOnline already functioning, faculty will be able to comply with the training standards.

The college's distance education department has started to encourage all faculty to adopt online technologies and techniques incrementally. Starting in Spring, 2010 PierceOnline staff have created a Moodle shell for every course section offered by the college. Instructors are being encouraged to explore the basic functionality of this medium by starting with the simple step of uploading course syllabi online (Evidence 3.10). This strategy is further evidence that the college is not only establishing standards of training for online instructors and making that training available, but actively promoting interest and the demand for further online training.

Pierce College is committed to staff development in the long term. As part of the library/learning crossroads building that was bid out for construction at the end of 2009, the distance education program will occupy a modern, expanded Educational Technology Support Center (ETSC). Due to be occupied in the latter part of 2012, ETSC will combine the distance education department that guides online instructional development, support and training with the currently independent Faculty Staff Resource Center – the college's training facility. With Title V funding, the college has been able to hire a multimedia design instructor with a special assignment to work specifically with faculty in the development of multimedia resources for distance education delivery. Each year, an additional 25% of this position will be funded by the college until the end of the grant, at which time the position will be fully funded by the college's operational budget. A full-time classified multimedia developer has been hired and will start in July of 2010. In the long term Pierce College sees online course development, instruction, and staff development as a continuous, integrated operation.

Evaluation

Pierce College is committed to staff development for distance education. The PierceOnline office, the workshops offered, and the personal and online resources and focused course development team-building activities provided all demonstrate Pierce College's commitment to

faculty and staff development in distance education. PierceOnline does not target exclusively early adopters or advanced users of technology, but actively reaches out to tentative beginners and commits to training them in the long term. Training and support programs are in place and the ETC is developing formal uniform standards for all faculty who choose to teach online. Online course development teams are supported institutionally with academic development grants and a well-supported master plan to develop courses and faculty skills.

Low attendance at distance education workshops has been identified as a problem. With the creation of training requirements for faculty to teach DE courses, Pierce College can mandate faculty participation in training programs for effective teaching practices and accessibility compliance. This should increase the demand for and attendance at workshops. It is significant that the standards for faculty to teach online and the requirements for courses to be approved to be taught online are developed by faculty-led committees. This will ensure broad institutional support for the standards which are supported by the college administration.

Evidence

- 3.1 List of courses approved for distance education
- 3.2 Course plan for online associate degree
- 3.3 Sample academic development grant agreement
- 3.4 Online course development funded through ADGs
- 3.5 Professional development survey results
- 3.6 2009-2010 PierceOnline workshop schedule
- 3.7 Handbook for providing quality distance education
- 3.8 Distance education approval curriculum form
- 3.9 Faculty qualifications for teaching online (p. 9 of the handbook for providing quality distance education)
- 3.10 Memorandum to faculty announcing Moodle shell creation

Recommendation 4: SLOs need to be developed and assessed for all courses and programs on a regular basis and the results used to improve institutional effectiveness. (IIA.2.b, IIA.2.e, IIA.2.f)

Response

The college's drive to make SLO assessment a universal practice is beginning to take root. The college is mandating broad changes in practice and providing a support structure to facilitate the change. The new structure of the SLO team (Evidence 4.1) and the institutional commitment to SLOs have fostered more one-on-one time between department representatives and SLO coaches and have also facilitated small group discussions. The result is less resistance to SLOs and increased progress in developing SLO definitions as well as broader assessment efforts across departments. However, at the current time, the regular involvement of the SLO team is still critical to ensure progress is made. Therefore, the need for regularly scheduled meetings and opportunities for discussion is still strong. During the Summer of 2009, one of the deans held weekly "summer salons" to help chairs with SLO and course outline development. Meetings between individual departments and the SLO team continue throughout the year. Plans are being made for an "SLO Friday" to work with the small number of departments that have made little progress in the SLO cycle.

Currently, 50% of our courses have SLOs identified, but 79% of Fall, 2009 enrollments were in courses with SLOs identified, as the result of a strategy to initially focus SLO development efforts on courses that serve the largest numbers of students. However, only 20% have identified assessment methods, and 11% conduct regular assessments (Evidence 4.2). While the information about SLO assessment is intended to be reported to the SLO coach for "official" recognition, there is some concern that this reporting process is not occurring in a timely fashion. Continued contact between the coaches and the departments should increase the information exchange. This effort is helped by the existence of an appointed liaison for each department and ongoing improvements to the SLO website. All student services programs have SLOs and/or service area outcomes identified, as well as assessment strategies in place.

More than half of the academic programs have identified some type of student learning outcomes at the program level. However, program-level assessment efforts in the academic areas are hampered by the small number of students receiving degrees and certificates in many areas and the lack of capstone courses in most programs. It is challenging to assess learning in meaningful ways in those areas in which the number of certificates awarded each year total less than five. Similarly, many of the degree and certificate programs are not purely sequential in their course offerings, meaning that there is not an appropriate "capstone" course in which to assess student learning at the end of a program. Because of these limitations, the current focus is on mapping the program-level outcomes to course-level outcomes in order to assess program-level outcomes through the classes.

Areas that have assessed outcomes, including such large departments as math, computer applications and office technology, nursing, life sciences, chemistry, and economics, have largely found that the expectations for student learning have been met (Evidence 4.3). However, a number of them have discovered that assessments testing students' ability to think critically, which is an important institutional learning outcome of the college, have revealed shortcomings in this area. They are working to strengthen this aspect of the curriculum.

Evaluation

Pierce College has made progress in identifying course-level SLOs and, to a lesser extent, assessing these outcomes. However the college needs to significantly increase the number of courses in which regular assessment is being conducted and utilized. The college also needs to focus on the development of meaningful methods of program assessment that take into account the enrollment patterns and achievements of our students. The SLO team, as part of its work with the departments, should ensure that reporting processes are accessible and easy to follow in order to improve the accuracy of progress records that are maintained by the coordinator and dean. Finally, the student services areas should continue their efforts to assess and utilize the findings related to their student learning outcomes and student area outcomes.

Evidence

- 4.1 SLO coaching assignments
- 4.2 SLO tracking sheet
- 4.3 Math department SLO outcomes report

Recommendation 5: The District should provide leadership in supporting the progress toward Reincorporating and achieving stated SLOs as a component of faculty evaluation. (III.A.1.c)

Response

The incorporation of SLOs into faculty evaluations was addressed during negotiations for the 2008-2011 collective bargaining agreement. On the evaluation form (Appendix C) (Evidence 5.1), the following criterion was added under professional responsibilities:

(For all faculty) participates in the student learning outcomes assessment cycle (for classroom faculty, includes approved SLOs on class syllabi)

In order to more fully clarify the responsibilities of faculty in regard to this item, a contract interpretation was agreed to by the district and the union in Spring, 2009 (5.2). It spells out the following duties and clarifies the responsible parties:

1. Writing SLOs and establishing assessment tools/rubrics [disciplines or departments]
2. Including the officially approved course SLOs on course syllabi [all faculty]
3. Incorporating approved SLOs in teaching [all faculty]
4. Providing the instructor with a copy (electronic or hard copy) of the course outline and any officially approved SLOs [department chairs]
5. Determining a process for officially approving SLOs [determined by college, usually jointly agreed to by the faculty in a discipline or department and the college's academic senate]
6. Conducting SLO assessments in assigned classes and using the results to make appropriate changes in instruction to improve student learning [all faculty]

The contract interpretation further explains that adjunct faculty may participate in discipline or department activities to create SLOs and establish assessments but are not required to do so. It states that adjuncts may request compensation in advance under provisions in the contract for payment for ancillary activities.

To provide guidance on specific ways for individual colleges to address the standard, the district established a joint Faculty Evaluation Taskforce in Spring, 2006 comprised of members of the District Academic Senate (DAS) and the AFT College Faculty Guild. The report issued by the taskforce offered several recommendations for colleges to follow, involving a model for incorporating SLOs into faculty evaluations by linking them to the long-term professional development goals of individual faculty. In the proposed model, the comprehensive faculty evaluation process included a self-assessment of the faculty member's professional development activities, an assessment of contributions to campus-wide and departmental SLO assessment and improvement, and a statement of goals and action plans. These goals would support overarching college goals and objectives (5.3).

The suggestions are best practices that may be adopted by colleges at the local level. Faculty at each college have been encouraged to discuss ways to institute these recommendations by working with the colleges' academic senates in consultation with their faculty guild chapters.

Evidence

- 5.1 LACCD-AFT College Faculty Guild Collective Bargaining Agreement, 2008-11
- 5.2 Contract Interpretation on SLOs in Faculty Evaluation
- 5.3 LACCD Faculty Evaluation Taskforce report

Recommendation 6: The College, in concert with the District, should develop a comprehensive long-term plan for addressing the backlog of deferred maintenance projects, which, if left unattended, may compromise the quality of the student learning environment. (III.B.1a, III.B.1b)

Response

The plant facilities department at Pierce College maintains a master listing via a 5-year plan of all scheduled maintenance project (SMP) type work (Evidence 6.1). The 5-year plan is a living document that is updated once a year and throughout the year. The plant facilities department continuously evaluates the condition of the campus resulting in new SMP projects added to the 5-year plan. The district office of facilities planning and development has the responsibility to verify that all submitted projects from the college meet state guidelines for an SMP project. Should any of the projects not meet the guidelines, the district office of facilities planning and development works with plant facilities to revise or remove the project from the five-year SMP plan. SMP projects should not be confused with capital outlay projects. Both types of projects are funded by the state but the dollar value of an SMP project may not exceed \$400,000. An example of a capital outlay project is the current request for state funding to build new horticulture facilities. With the passage of Measure J, a local bond measure approved in 2008, the decision was made to cancel the request for state funding and use the Measure J funds to build the horticulture project as a “Design-Build Project.”

Over the past two years, the college has received funding for, undertaken, and completed numerous SMP projects (Evidence 6.2):

- Repair of Hazardous Walkways: (Trip Hazardous & ADA Compliance)
- Backflow Device Replacement: (Code compliance)
- Campus Clock-System Replacement: (Replacement of old non-functioning clock system.)
- Renovations of 30 Classrooms: (Construction period was one month)
- Greenhouse Glass Replacement: (Replacement of all broken glass panels)
- Roof Replacements for Geography and Anthropology Buildings
- Electrical Service Campus Switchgear – maintenance & repair
- New Roll Up Doors at Auto Tech Building
- Transite Pipe Replacement under new mall [PROJECT 50% COMPLETED]

The State of California provides SMP funding in the form of a block grant to the district. The state funding is not made available to the district until the legislature passes a budget and the governor signs it. Once the district has received notification of the amount of the block grant, the executive director of facilities planning and development recommends an allocation to the Board of Trustees using a formula based on the assignable square feet (ASF) and the full time equivalent students (FTES) of each college. After the Board of Trustees has accepted and approved the recommendation, the executive director of facilities planning and development will

notify each college about how much funding is available for its SMP projects for the current fiscal year (Evidence 6.3). Each college in the district is allocated its fair share of the funds based on a formula to ensure that no college in the district has a greater backlog of projects than any other college.

The plant facilities department prepares the annual 5-year SMP plan every December. The 5-year SMP plan breaks the projects into five categories: roof, utilities, mechanical, exterior, and other. This is a process that continues despite the fact that in fiscal year 2009-2010 the state did not allocate any SMP funding. Even though this funding was not available, the districtwide 5-year plan was prepared and submitted for fiscal year 2010-2011, thereby demonstrating to the state the ongoing need for this type of funding. This process has been modified by the district office of facilities planning and development in the past year to allow each college much greater latitude in deciding which SMP project will be done with the available funds. Upon notification by the district executive director of facilities planning and development, the director of college facilities will submit a recommendation to the president, senior staff, and the Pierce College Council's (the collegewide governance committee that reviews budget and planning) about the project funding that is available for the upcoming fiscal year. Once there is consensus among these groups and the director of college facilities about which project(s) should be undertaken with the available funding, notification is sent to the district office of facilities planning and development about which project(s) will go into production. The district office of facilities planning and development takes this information and enters it into Fusion (state chancellor's web based facility database), thereby notifying the state about which project(s) the college will undertake.

In December of 2009 the Los Angeles Community College District arranged for the State Community College Foundation to assist in the college's efforts to assess facilities conditions. They conducted a very comprehensive assessment of the condition of the college's facilities across the entire campus. The results of their work will be uploaded into Fusion. This will provide a very good source of information on the condition of the facilities, and will be especially helpful in tracking the useful lives of an entire facility.

The college can directly manage any SMP project with a budget up to \$130,000; a district project manager must manage SMP projects that exceed \$130,000. In the past the district office of facilities planning and development had project managers on staff who were assigned the project work. In the current environment outside firms manage all of the Proposition A/AA bond-funded construction projects at each campus. Pierce College has retained Swinerton Management and Consulting as our college project manager (CPM). The CPM is required by the district to act as the district project manager for any SMP project exceeding \$130,000.

The college and the district rely on the state to subsidize SMP projects. Most of this funding is at 50% of the estimated budget. The college is required to match the 50% funding level from the state, although the state awarded a one-time block grant for 2006-2007 that did not require any

matching funds from the college regardless of the type of SMP project. In recent years Pierce College has used bond funds for the match. In 2005, when construction costs increased dramatically, the college used unrestricted college funds for its matching contribution. The state does not require any matching funds from the college for hazardous substance removal projects.

As a strategy to deal with the diminishing operating budgets in FY2009-2010 and the passage of Measure J, a third bond measure approved in 2008, the college changed its funding strategy to once again have the local contribution come from bond funds. Two existing projects (the replace transite pipe project and replace campus irrigation project) had the match changed to bond funding, resulting in a return of funds to the college operating budget.

Because of the limited resources of the college and district, many projects do not receive funding in the fiscal year requested. These projects are reevaluated, re-estimated, reprioritized, and resubmitted in the next 5-year SMP plan. If there is a pressing need to pursue an SMP project in a fiscal year for which no funding is currently available from the state, the director of college facilities will make a recommendation for college funding. Such a request will be submitted to senior staff, the college budget committee, and its parent committee, the Pierce College Council, which ultimately makes a recommendation to the president.

The college has begun an effort to mitigate all possible deficiencies with campus infrastructure without the benefit of the state SMP funding. The college has commissioned a project utilizing Measure J funding to examine the complete campus utilities infrastructure, identify all deficiencies, identify the deficiencies that exist within the project sites for Measure J projects, and incorporate the mitigation of the deficiencies as part of the each specific Measure J project.

Evaluation

The Los Angeles Community College District uses the planning process described here to prioritize and fund deferred maintenance projects systematically as state funding becomes available. While state funding is not granted in guaranteed amounts on an annual basis, the prioritization system follows a governance process that represents all constituencies on campus and ensures that the most critical projects do not deteriorate over a period of years.

By facilitating the development of an inventory of the maintenance status of the entire college, the district ensured that it can work with the college to predict and prioritize the scheduled maintenance needs of the college facilities on a long-term schedule. In essence, the college and district gather data to plan proactively for the long term rather than react to problems after they emerge.

It is clear that there are times when dedicated state funding is not sufficient. The college and district have shown that they will act creatively to protect college facilities and learning environments from deterioration. The college has used general funds when needed but that is, of course, not a sustainable approach. The district has successfully advocated for three bond

measures in the past decade that, at Pierce College, will provide major renovations to almost every building. While this is not a strategy that can be repeated frequently, it has positioned the college well for many years into the future, minimizing the need for, and therefore the dependence on, unpredictable state scheduled maintenance funding.

Currently, there is no significant backlog of deferred maintenance projects at Pierce College. After the completion of the facilities master plan, state funded scheduled maintenance should be sufficient if the college continues to use the current system of long-term maintenance planning.

Evidence

- 6.1 Five-year master plan of scheduled maintenance projects
- 6.2 Completed and cancelled scheduled maintenance projects
- 6.3 Current scheduled maintenance projects

Recommendation 7: The College should build on the current technology proposal with input from all constituencies to develop a technology plan to articulate institutional priorities in addressing technology needs. A primary focus should be expanding the distance education (DE) program, improving student learning outcomes, and providing technical support for faculty and students. (III.C.1.a)

Response

Pierce College has developed a technology plan (Evidence 7.1) to guide the implementation of the college's strategic plan imperative to support instructional technology and expand distance education (Evidence 7.2). This plan consists of two major components. The first part details the plan for the physical and human resources needed to maintain the functionality of the campus' technological needs. The second part describes the plan for the curriculum development, faculty and student training, and student support services required to create a robust distance education program. The Pierce College Council, the college's shared governance body, will review the plan for campuswide dissemination in 2010.

The development and monitoring of the technology plan is being coordinated by three related entities: the Educational Technology Committee (ETC), an Academic Senate subcommittee that directs the academic and instructional technology development of the distance education program (Evidence 7.3); the Technology Committee, which is responsible for ensuring that the college's hardware, software, and networking capabilities are adequate to support instructional needs (Evidence 7.4); and the distance education department, which provides training and support for curriculum development and pedagogical preparation to faculty under the guidance of the ETC, as well as technical support for instructional media development for online classes.

Technical Elements

The plan begins by laying out the goals, strategies and milestones for progress toward full and effective support of educational and instructional support services, both traditional/on-ground and online.

The first goal identified by the Technology Committee is to modernize the information technology/network infrastructure based on the projected operational needs of the college. The college hired a networking consultant to assess the computer server systems and the inter- and intra-building connectivity. Based on the consultant's report that the college's networking equipment was at the end of its useful life and was no longer supported by the vendor (Evidence 7.5), the manager of the college's information technology department recommended the replacement of this equipment to maintain the integrity of the college's technology infrastructure. The technology plan details the order of infrastructure upgrades to support network traffic and to provide backup systems that will avoid communication chokepoints. The Technology Committee is responsible for monitoring progress toward this goal. The second goal

presented in the technology plan is to "meet the need of students, faculty, and staff." Fulfillment of this goal requires greater wireless access, adequate computer labs and faculty computers, and technology in the classroom. With bond funding the college will remodel classrooms in the arts, humanities, social science, and behavioral science buildings to include smart classroom technology that will be consistent with the instructional technology being installed in new facilities. Faculty will, for example, be able to access relevant internet sites in all classrooms.

A number of new buildings and facilities undergoing major remodeling will open or reopen around campus in the next five years as the culmination of a fifteen-year capital development plan. In each building the communications infrastructure and teaching support technology will fully satisfy faculty and student technology needs. The following projects and projected completion dates illustrate the comprehensive plan to update facilities to meet technology needs:

- the new student services building, a 50,000 square foot facility housing all student service programs including admissions and records, the heaviest technology-dependent program (opened October, 2009);
- remodel of the business education building (June, 2010);
- the new center for the sciences, a 100,000 square foot building (July, 2010);
- renovations to the core classroom buildings housing language arts, mathematics, and social and behavioral sciences are scheduled to begin in Fall, 2010 and will be completed in phases over the following two years. (2010-2012)
- remodel of the administration building (June, 2011);
- the new library/learning crossroads building, an 80,000 square foot facility including instructional support services for faculty and students and a large open access computer laboratory (Fall, 2012);
- remodel and expansion of the horticulture complex, including classrooms and a computer laboratory (Summer, 2012);
- remodel and expansion of the automotive technology building, including modernized classrooms and network intensive workshops (summer 2013);
- the new green technology building with network intensive classrooms and laboratories (2014);
- the new digital arts and media complex with media/network intensive classrooms and laboratories (2015).

In addition to these instruction-related projects, the bond funding supports moving the information technology department to a remodeled campus center in 2012 where major upgrades are already in process.

These projects are all fully funded by local bonds passed in Los Angeles, with Pierce College receiving more than \$600 million dedicated to facilities and infrastructure: Measure A, 2002; Measure AA, 2004; Measure J, 2008. While the college's needs are substantial, the facilities master plan goes a long way toward upgrading the technology infrastructure and instructional equipment to support the next generation of faculty and students. The campus infrastructure elements of this facilities master plan also respond to the needs of the inter- and intra-building network connectivity.

While the college's technology infrastructure element is heavily dependent on upcoming construction projects, the college has already made significant progress in building the physical aspects of the technology plan. Wireless accessibility now covers high-traffic student areas and two academic departments, and will be expanded to other student areas and academic departments in the future.

The staff of the information technology department is contributing significantly toward institutionalizing the plan. By supporting the current outmoded systems while simultaneously planning and implementing upgrades, the IT staff is enabling the instructional enterprise to continue to develop. The college's staff is already implementing a program called "Technology Refresh," which has replaced more than 90% of old computers for faculty. Over the next two years, the staff will redesign and upgrade the network server systems that underlie student computer labs (Evidence 7.6).

General Instructional Support Elements

Pierce College has introduced a number of educational technologies over the years. Initially the college offered technical training and computational skills to supplement classroom instruction. More recently educational planning has tended toward educational support technologies such as library databases that can be accessed from off-campus and learning support programs like Kurzweil and Reading Plus. Kurzweil allows instructors to embed written and voice notes into textbooks. Instructors can link text material to lectures notes, point out particular concepts that students might have difficulty understanding, and help students read the text more efficiently. The Reading Plus program documents patterns of skipping words and lines as a particular student reads and retrains the students to avoid these behaviors, thereby helping to increase comprehension. The Center for Academic Success has recently adopted these programs.

The two learning support examples described above reflect the developments that the college is making toward technology support in the classroom and beyond. These instructional support

technologies integrate technology planning with the strategic plan's student success/basics skills goal (Evidence 7.2).

Technological training and support for faculty who are not teaching DE classes is offered with a dual aim: to enable faculty to enrich their on-ground courses with technology and to induce some of them to consider online teaching. PierceOnline project staff, who are responsible for distance education program maintenance, have developed a Moodle website for all Winter and Spring 2010 sessions. They provide all instructors with a course shell for each of their Spring class sections that they can use to post syllabi and provide supplemental resources for their students. To encourage more faculty to use a webpage, the college developed an easy-to-use template called P-Web and offers workshops and one-on-one assistance on developing webpages (Evidence 7.7). Faculty members also offer workshops on the use of clickers and YouTube in the classroom. This type of training supports the general user, and has served to educate faculty and staff about the robust online resources available to them and their students. As faculty become more comfortable with supplemental online delivery as a way to enhance the student learning experience, the college expects to see a natural expansion of its distance education program.

Distance Education Elements

Distance Education is a critical component of the technology plan to which the college, and the Educational Technology Committee in particular, is giving focused attention.

Currently, the college's implementation of a distance education program is supported primarily by a Title V grant. To date, 74 courses have received separate approval from the Curriculum Committee for distance education delivery. Most of these courses are offered as hybrid classes requiring a majority of instruction to be offered in class. At least 15 of these 74 are offered regularly as a fully online course, and 7 more courses are scheduled to be developed for online delivery in the near future (Evidence 7.8). As part of this development process, the college is purposefully selecting targeted classes for online delivery that articulate with 4-year colleges and universities and will satisfy general education and Associate of Arts requirements. The online program is expected to soon approach the threshold of unique offerings that would satisfy 50% of the Associate of Arts Degree. Therefore, the college will finalize its substantive change proposal in the coming months to request approval to proceed with a fully online AA degree (Evidence 7.9).

Training for faculty in distance education and educational technology is part of the technology plan. The DE program has an annual academic program plan (AAPP) that spells out goals for training (Evidence 7.10). All faculty developing online instructional classes are required to attend at least two of the many workshops offered. In addition to the workshops described in the response to Recommendation 3, Pierce College has introduced a new course into the curriculum entitled "How to Teach an Online Course," which was offered for the first time in Summer,

2009. The number of faculty trained in new or alternative teaching techniques increased from 0 to 226 since the receipt of the Title V grant two years ago. The number of faculty participating in developmental activities (seminars, workshops, and so forth) increased from 118 to 361.

The college is committed to ensuring that students enrolled in DE courses are able to achieve the same levels of success and demonstrate the same learning outcomes as the students enrolled in the same courses on campus. To that end, the ETC has developed the Handbook for Providing Quality Distance Education (Evidence 7.11), improving the approval forms for new DE courses, and developing a form for evaluating existing DE courses. In addition, the college has created a new course for students on “How to Succeed in an Online Course.” To support the students, the counseling department recently introduced a limited form of online counseling that gives current and prospective students the opportunity to ask general questions that pertain to reaching their educational goals at Pierce College. Online counselors offer the following services and information: clarification of college procedures and policies; certificate, degree, and transfer requirements; course prerequisite information; available course offerings and majors; and referrals to other programs and services. The site guarantees answer to questions within three working days. For personal educational and career planning, students are encouraged to make an appointment with a counselor.

New building and renovations will also facilitate student success in the DE program. Pierce College recently approved the design of the new library/learning crossroads building. This new building, scheduled to open in Fall, 2012, will include an expanded educational technology support center, consisting of seven offices and work rooms, and a flexible computer lab (24 computers) for faculty and staff training.

The above examples illustrate a multifaceted development of technological support for instructional delivery, instructional support and online accessible student support services.

Evaluation

The college has developed a technology plan with the input of administrators, information technology staff, and instructional and student services faculty represented on the ETC and Technology Committees. The Technology Committee and ETC have the responsibility to oversee the implementation of the plan to satisfy user needs.

The plan is comprehensive. It provides for technology (equipment and networking) and the educational elements: instructional support and distance education. These elements are identified as institutional priorities on both the college strategic plan and the college’s March 2007 accreditation self-study action plan (included in this report.)

The plan folds the infrastructure elements into bond-funded construction projects that span the entire college so there is assured funding for a collegewide upgrade that will be completed over the next five years (7.12). This element of the plan will deliver the equipment and software that students use in class and faculty and staff use in their offices, as well as the networking infrastructure and server equipment that will provide the necessary connectivity and bandwidth for a modern, technology rich environment. The infrastructure component of the technology plan draws a roadmap to provide the functionality that will be needed for the college to function and to accommodate future expansion in bandwidth needs for online instruction as well as for educational technology needs in a college that is growing in enrollment and in facilities.

While the technology plan accounts for the technology needs and the facilities planning process provides for its implementation, it is not clear that the staffing needed to support expanding facilities – instructional assistants for new labs and technicians to support a larger infrastructure – has been clearly identified. There is an ongoing dialogue about those staffing needs reflected in the technology plan that should be prioritized by the two committees that oversee the plan.

The educational elements of the plan, especially for distance education, are well developed in the technology plan. There is an active effort to expand technology literacy among the general faculty. Most notably, a well-organized distance education development effort has been structured through the creation of educational standards by faculty committees, the development of policies that are compatible with the college’s mission and vision, and the establishment of a specialized distance education department that trains and supports faculty in developing and delivering online classes.

The college has a detailed plan to develop online instruction with the specific goal of delivering a fully online associate degree. Toward that end the college is developing numerous technology-driven instructional support services and online student support services. These services will increase the quality of student learning for all students, whether online or on campus, by giving them ready access to a broader range of sophisticated support services.

As the college proceeds with the development of an online degree, it will need to get approval for a substantive change proposal. Developing this proposal will further ensure that all appropriate resources and student supports are in place for online students. The elements of this proposal should then become part of the technology plan itself.

Evidence

- 7.1 Pierce College technology plan
- 7.2 Pierce College strategic plan
- 7.3 Educational technology committee charter
- 7.4 Technology committee charter

- 7.5 Technology consultant's report
- 7.6 Technology refresh plan
- 7.7 Technology-related professional development workshop schedule
- 7.8 List of courses approved for distance education
- 7.9 Course plan for online associate degree
- 7.10 Distance education annual academic program plan
- 7.11 Handbook for providing quality distance education
- 7.12 Bond construction timeline chart

Recommendation 8: The College should closely monitor in future years the success of the District's plan for addressing retiree health benefit liability to assure that out-year obligations are met without significant impact on the financial health of the institution. (III.D.1c)

Response

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in Fall 2006 by negotiating an agreement, approved by the District's six unions and its Board of Trustees, to begin pre-funding a portion of its unfunded obligation. The District annually directs 1.92% of the previous fiscal year's fulltime employee payroll into an irrevocable trust, managed through CalPERS. In addition, an amount equivalent to the District's annual Medicare D refund is also diverted from the District's operating budget into the trust. In 2007, Governor Schwarzenegger's Commission on Public Employee Post-Employment Benefits issued a report in which the LACCD's prefunding plan was cited as a best practice (8.1).

As of December 31, 2009, the balance in the trust was \$17,728,778.09 (8.2).

In 2009, facing a state budget crisis and enormous increases in health benefit costs, the District's Joint Labor-Management Benefits Committee (JLMBC) took action to reduce the cost of health care coverage for both active and retired employees. After a great deal of research and discussion, the JLMBC voted and the Board approved the move to health care plans administered by CalPERS, to take effect January 1, 2010 (8.3). Because of the significantly lower retiree benefit costs under CalPERS, the district expects to reduce its GASB obligation by roughly \$100 million or more. A new actuarial study is currently being undertaken by the District. When the results of this study are finalized in spring 2010, the exact amount of the reduction in District liability will be known.

The decision to move the district's health care plans to CalPERS was an important step to help to control spiraling health care costs and reduce the district's post-retirement obligation. Reducing the District's post-retirement healthcare liability by approximately \$100 million demonstrates the LACCD's clear commitment to monitoring this issue. When the results of the new actuarial study are reported later this spring, the District will again reassess the adequacy of its annual contribution.

Evidence

8.1 Funding Pensions & Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission (see p. 169-173)

8.2 California Employer's Retirement Benefit Trust Quarterly Statement, December 31, 2009

8.3 http://www.laccd.edu/board_of_trustees/board_minutes/documents/7-15-09minutes.pdf
(pages 8-10)

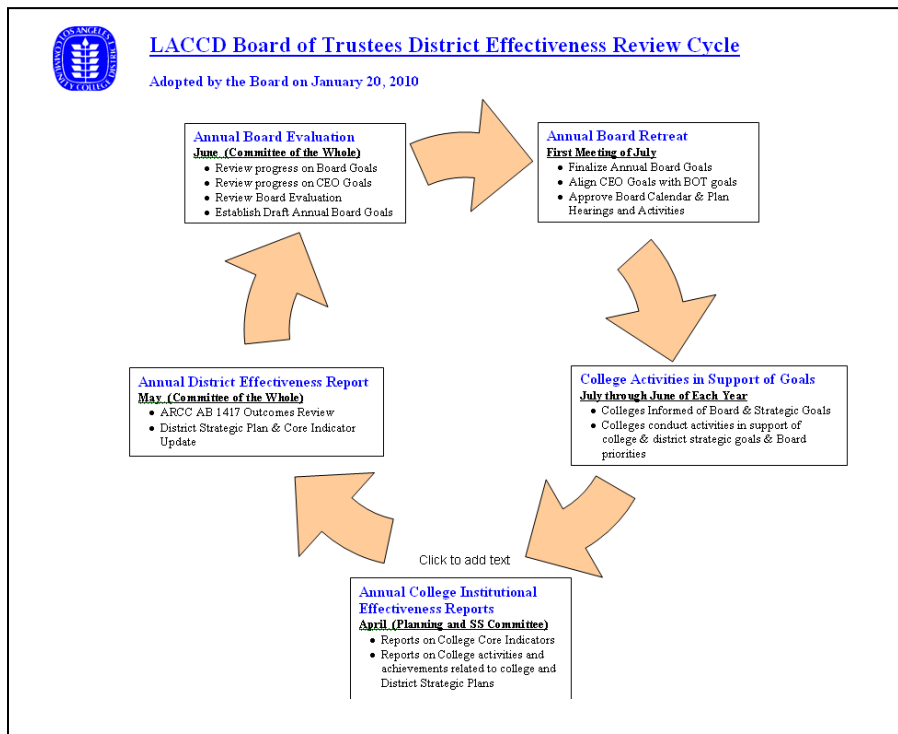
Recommendation 9: The Board of Trustees should complete the self-evaluation process by discussing and developing a set of Board goals to respond to any issues identified in its self-evaluation. The Board should institutionalize goal-setting and measuring of accomplishments as part of the self-evaluation process. (IV.B.1.g)

Response

To respond to this recommendation, the Board of Trustees adopted a board rule on October 17, 2007 that established the setting of board goals as part of its annual process of self-evaluation (9.1). As it has done every year before the Spring semester, the board conducts a self evaluation on 20 general areas and scores its performance (9.2). At the same time, it establishes new goals for the following year (9.3).

In response to the need to increase both follow-through and accountability at the district level, at its annual retreat on January 20, 2010, the LACCD Board of Trustees adopted a newly-devised District Effectiveness Review Cycle (9.4). This five-stage annual district planning and accountability cycle was designed to achieve the following:

- Assure that District-level strategic goals are implemented and monitored;
- Synchronize the Board’s annual goal setting process with the traditional academic calendar;
- Align annual Board goals with those of the Chancellor, college presidents, and District Senior Staff; and
- Establish a regular process for college Institutional Effectiveness reporting that aligns with the Board’s District Strategic Plan reports, the Board’s annual ARCC AB 1417 review, and its annual self assessment process.



The cycle will begin with the publication of new Board goals following the Board's annual goal-setting retreat on July 14, 2010 (9.5). It is expected that this effectiveness cycle will increase the Board's ability to monitor district-wide progress on all district-level strategic goals and Board priorities and that this new accountability process will help guide district-level decision making.

Evidence

- 9.1 Board Rule 2301.10
- 9.2 Board Self-Assessments 2009, 2010
- 9.3 Board goals for 2009
- 9.4 District Effectiveness Review Cycle
- 9.5 Board Effectiveness Review Calendar

Recommendation 10: Although in practice the evaluation of the college presidents and district chancellor occurs on a regular basis and is an inclusive process, the team recommends that the District develop a written policy that clearly defines the evaluation process. (IV.V.1.j)

Response

To address this recommendation regarding the evaluation of college presidents, the district HR division drafted a formal written policy, the Performance Evaluation Process for College Presidents (10.1), which clearly spells out the evaluation process that has been and continues to be followed. The description is now included in the packet with the evaluation forms that are used (10.2).

To address this recommendation regarding the chancellor's evaluation process, the Chancellor's Office issued a directive that spells out the procedure that has been and continues to be followed (10.3). The board, using the General Counsel as staff, conducts the evaluation of the chancellor, whose contract includes a provision for an annual evaluation. Each year, the board reviews its previous evaluation and directs the General Counsel regarding the process for the current year. In most years, the board solicits input from various constituencies, typically including the college presidents, district senior staff, the academic senate presidents, and union representatives. To achieve this, the General Counsel's Office sends out a data collection form (10.4) to evaluate the chancellor's performance on a number of criteria and elicit comments, which are submitted anonymously. Postcards are sent to confirm that these forms have been received. All of this material is provided to the trustees.

The chancellor typically prepares a written self-evaluation based upon his stated goals, which is given to the board.

The trustees submit their own appraisals on an evaluation form (10.5). These are collected and sent to a designated trustee to be summarized or to the General Counsel for consolidation. The trustees then discuss the matter in closed session, and a designated trustee prepares a final draft for the full board's review. The trustees then meet with the chancellor and provide the final written document. Beginning in July 2010, the evaluation processes for the Chancellor and the college presidents will be integrated with the Board's newly adopted District Effectiveness Review Cycle.

Evidence

- 10.1 Performance Evaluation Process for College Presidents
- 10.2 Presidential Evaluation Packet
- 10.3 Chancellor's Directive #122 on chancellor evaluation
- 10.4 Chancellor Evaluation Data Collection
- 10.5 Chancellor Evaluation form

Pierce College Update on Planning Agenda Items

PLANNING AGENDA	PROGRESS MADE	RESPONSIBLE GROUP	TIMELINE	DOCUMENTATION
I.1 Clarify and disseminate the organizational structure and decision making processes. [PCC]	<p>The Academic Senate is working on Charters for all committees and Flow Charts – for the Planning Handbook</p> <p>PCC is presently examining the charters of its standing committees and examining how Career and Technical Education fits the structure</p>	Pierce College Council, Academic Senate, Educational Planning Committee	Spring, 2010	Charters and Decision Process Maps
I.2 Develop an annual program planning process to complement the multi-annual program reviews and support data collection for college-wide planning and decision-making.	Three years of annual planning reports have been completed by academic program and student services. Faculty task forces have been formed to provide peer review feedback to department leadership.	EPC, Senate Educational Planning Committee, Academic Senate	2009: program reviews completed collegewide 2010: Peer Groups evaluate AAPPs and PRs 2011: Second Cycle PR	AAPPs and Program Review
I.3 Develop a measurement methodology for evaluating institutional effectiveness. Develop an institutional effectiveness report.	The college's annual fact book and web site include a variety of institutional effectiveness measures, as does the district's Core Indicators of Institutional Effectiveness report. Pierce reviews and responds to the State Chancellor's ARCC report	PCC, Senate, Research Office, EPC, District Institutional Effectiveness Office, IR Office	Done, updated regularly	College Effectiveness Reports; LACCD College Self-Inventory; LACCD Core Indicators of Institutional Effectiveness, Annual Fact Book, LACCD College Self-Inventory
II.1 Develop SLO definition and assessment for all active courses, programs, certificates, and degrees	SLOs are required on all new and updated Course Outlines of Record; the college has allocated 1.0 faculty reassigned time for an SLO coordinator and two coaches to guide the SLO development and assessment process; each department has appointed an SLO liaison to work with the coaches; the	Senate, Departmental Council SLO Committee, Academic Senate	Definition: Spring, 2011; Assessment/Improvement: Spring, 2012	SLOs reports; Catalog

	College approved institutional learning outcomes in 2005; at the current time, approximately 46% of courses have SLOs identified and 10% of courses undergo regular assessment			
II.2 Develop and institutionalize instructional support services for technologically enhanced learning environments.	An increasing number of courses utilize Moodle, and shells are being developed for all courses. Faculty are using p-web to develop webpages for courses. Pierce is piloting on-line tutoring services for distance ed courses. Pierce purchased a proxy server to make library databases accessible to off-campus students and developed an enhanced online student portal. Faculty and staff participated in Tech Fair's 45 training workshops.	Academic Affairs, Professional Development, Technology Committee, ETC	2012	Workshops Faculty Websites Completion of on-line courses and enhancements On-line student portal Opening of new Library Learning Crossroads building (LXB)
II.3 Promote access to the institution and expand learning opportunities that develop personal and civic responsibility.	Academic Outreach, High School Outreach, Summer Bridge Programs a thriving service learning program, regularly scheduled lecture and film series, clubs and organizations	Admissions and Records, Academic Outreach Coordinator, Student Success Committee, various departments Service Learning Director, ASO, Curriculum Committee, Diversity Committee	Ongoing	Visits to high schools, courses scheduled at high schools, lecture series, film series, extracurricular activities, service learning projects
II.4 Increase understanding and appreciation of diversity	Student clubs, international dance, lecture, and film series; extracurricular multicultural activities are oversubscribed and attended by a diverse group of students, faculty, and staff. The 2009 Film Festival recently held featured screenings of documentaries which	Student Success Committee, Administration, Senate, Diversity Committee, ASO, Curriculum Committee	Ongoing	attendance at events; enrollment in related classes; evolving student perceptions, behaviors, and interactions

	explored change we need in our social, financial, political and environment settings. ,			
II.5 Expand and enhance the development of student information competencies.	The college's Library Research course that addresses information competency has been enhanced so that it is now offered as a fully-online class as of the Fall 2009 semester. Also, with access to a 35-station computer lab in the library, there has been an increase in the number of workshops and orientations conducted each year. New library design takes into account information competency as a priority. Information competencies addressed in CORs	Library, Curriculum Center for Academic Success Center for Academic Success	2012	Surveys, Workshop attendance, enrollment in Library Science course, development of Library Learning Crossroads Building
II.6 Enhance instructional support services to students. This includes a focus on basic skills development and the use of proven information technologies to complement instructional programs. Develop strategies to increase the use of technology to support student learning in the library and The Learning Center.	Learning Center reading technology has been featured at professional development events (textbook annotation technology and Reading Plus). Approved reading specialist position starting Summer, 2010. Moodle workshops available for students and faculty, Reading Apprenticeship Program: Leadership Institution - SU 10. All tutors in CAS will receive training in these methods to be applied to student tutoring sessions.	Library, Learning Center, Senate, PCC, Student Success Committee Center for Academic Success	Ongoing (math specialist position on hold; student success center ad learning communities open in library learning crossroads building in 2012	Student Surveys; Pre- and Post assessments built into the management system of the RP software
III.1 Review and update the Faculty Handbook.	In progress. The year-long faculty orientation program that is being conducted for new full-time faculty is being used to modernize the faculty handbook.	Professional Development Committee	Draft: Done Final Revisions: Spring 2010	Faculty Handbook

<p>III.2 Integrate planning and data-driven decision making, including resource allocation, throughout the college. Develop and use a strategic plan, driven by the Educational Master Plan and other plans, to address critical needs for enrollment, human resources, facilities, equipment, technology, and other resources.</p>	<p>AAPPs have been completed for three years and are being used as the basis for Program Reviews. Peer Review groups will evaluate the AAPPs and Program Reviews. The Program Reviews will feed into the updated Educational Master Plan, which in turn will drive revisions of the Strategic Plan. In 2011, a new round of Program Reviews will take place.</p>	<p>EPC, PCC</p>	<p>Review of Program Reviews: Spring, 2010 development of EMP: Summer, 2010 Strategic Plan Revision: Fall, 2010.</p>	<p>Drafts of documents</p>
<p>III.3 Implement an Information Technology department staffing plan and the Technology Plan to improve student support and college service.</p>	<p>Technology Plan has been completed. instructional assistant hired to help in CSIT/Fine Arts; Service Level Agreement developed to standardize response time for IT work requests; timeline established for IT staffing plan; re-worked job descriptions being vetted that better addresses needs of the college.</p>	<p>EPC, PCC</p>	<p>Ongoing throughout major planned construction through 2015</p>	<p>Technology Plan</p>
<p>III.4 Develop a plan and approach to distance education. Implement a distance education program.</p>	<p>Substantive Change Proposal drafted – needs to be updated and resubmitted; Educational Technology Committee Title V activities focused on strategic development of distance education program, Moodle utilization, P-Web development, online student portal pilots: on-line tutoring services; online orientation; library databases accessible to off-campus students; enhanced online student portal</p>	<p>Educational Technology Committee, Title 5 staff; Curriculum Committee</p>	<p>Substantive Change Proposal for Distance Education to be resubmitted in Spring 2010</p>	<p>Technology Plan, specifically the Distance Ed AAPP and Master Plan; substantive change proposal</p>

III.5 Develop and fund campus-wide training and development opportunities for faculty, staff, and administrators.	Moodle Workshops, P-Web, e-portfolio workshops workshops, new FSRC, DE office	Professional Development, ETC	Accomplished and continuing	Evidence of workshops, Professional Development AAPP, Technology Plan
IV.1 Work with the District Office to clarify decentralization issues and the new District Office Service Outcomes.	In process at District	DAS, DBC, DPC, PCC, Senate	In process	

Accreditation Midterm Report

Submitted by Los Angeles Pierce College

Approved by the Los Angeles Community College District

Board of Trustees on February 24, 2010

Mona Field, President

Date