Decision-Making and Planning Handbook

Contents

Introduction

The **Pierce College Decision-Making and Planning Handbook** describes the structure of, and relations among, the college's decision-making processes. More specifically, the handbook defines and explains key campus bodies and their relations to each other. As such, the document provides the members of the college community with crucial information on how to participate in college decision-making and planning, and where to access information about such.

At the heart of this handbook are commitments to public dialogue, the free exchange of ideas, and a transparent system of decision-making and planning. To this collective end, the Pierce College Decision-Making and Planning Handbook describes individual involvement in the processes that yield decisions, identifies and describes the structures from which authority, responsibility, and accountability for decision-making are derived, and analyzes best practices that drive the Pierce College culture.

All of the processes and structures identified, described, explained, and analyzed in this handbook are initiated and set in motion by individuals in the college community. These individuals, be they faculty, administrators, classified staff, or students adhere to the laws and regulations set out by governing authorities and also the District, and continually-review best practices of the college. These best practices, in turn, are the collective result of the interactions among disciplines, departments, offices, organizations, committees, and councils. The success of the college is largely dependent upon community members recognizing and acting upon both external and internal authorities.

The individuals who participate in the network of departments, offices, organizations, councils, and committees are involved in an ongoing open dialogue aimed not only at balancing the elements of day-to-day college operations, but also at responding to opportunities and challenges, solving problems, and continually developing and implementing strategies for institutional improvement and student success. The college structures this dialogue according to the functions of the various departments, offices, committees, and so forth. The overarching governance of the college means that each member has both a say in, and a responsibility to seeing that the college's mission is articulated through the Educational Master Plan and implemented through the college's Strategic Plan.

Why We Plan

The college is an academic institution responsible for the pursuit of academic excellence in the disciplines offered for study, and for anticipating and adapting to changing conditions that affect the educational programs and support services offered to its students. Consequently, planning is an essential component of yielding decisions that shape the college in the near and distant future — the present of tomorrow.

The college identifies resources — including curriculum, financial, human, and physical resources — from which to develop its major priorities. This is the focus of all of the college's

internal planning. External resources — everything from federal, state, and District assets and requirements — are also mined for alignment with the college's prioritization process.

In order to actualize its priorities, and in so doing realize its various responsibilities, the college must plan. In order to plan, the institutional structures and decision-making bodies must be clearly articulated and its members must understand how their input impacts the decision-making process.

Planning is the process the college uses to set priorities for a given year or cycle and then begin to transform these priorities into measurable outcomes. Knowing where we intend to go, and how we intend to get there, is essential to achieving our goals. Planning allows us to anticipate challenges, obstacles, and opportunities, thereby preventing, if not precluding, surprises that might otherwise derail the process. Working together in the planning process, campus stakeholders can take advantage of each other's strengths and areas of expertise, identify resources and deficits, and organize multiple goals into a coherent whole.

Purpose of this Document

This document identifies, describes, explains, and analyzes the structures and processes whereby decisions are made and resources are allocated to implement and support those decisions. These structures and processes provide the institutional framework for determining college-wide priorities that dictate such allocations.

The college's decision-making and planning handbook is a foundational document that provides both overarching and fairly detailed accounts of the planning process. Such a document is itself an indispensable resource for every member of the college community who wishes to be fully informed about participating in this process.

Brief Synopsis of Contents

Pierce College planning is represented in written form by the following documents:

- Mission and Values
- Planning Principles
- Organizational and Decision-Making Bodies
- Divisional Annual Plans and Program Reviews
- Educational Master Plan
- Strategic Plan
- Budget Plan
- Technology Plan
- Facilities Plan
- Student Equity Plan
- Matriculation Plan
- Enrollment Management
- LACCD Mission, Philosophy, and Strategic Plan

Planning Guidebook Assembly

This guidebook was assembled indirectly by each member of the college, who contributed to the crafting of various charters and official college documents, and directly by the Accreditation Steering Committee's Executive body.

Revision Process

Because the Pierce College Decision-Making and Planning Handbook is a 'living' document, it is revised as needed. The College Planning Committee is responsible for evaluating and updating this document, and assessing the effectiveness of planning at Pierce College.
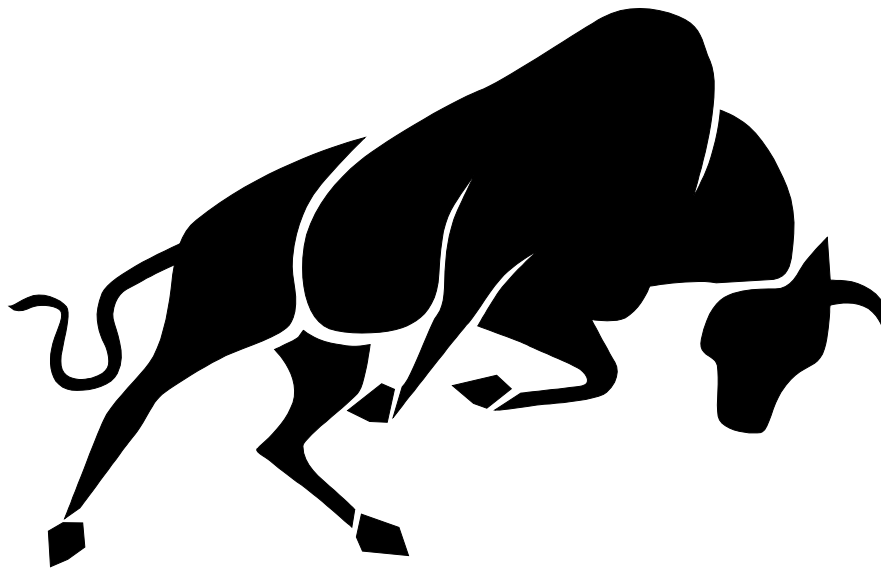
College Planning

All Pierce College planning assumes that the mission, values, and philosophy of the college drive institutional priorities. Through the structure of the institution's organizational and decision-making bodies, priorities can be determined, adjusted as needed, implemented, and evaluated. The college uses this feedback loop as a method of evaluating and improving institutional effectiveness.

The dynamic and participatory nature of the planning process is such that Pierce College faculty, staff, and administration recognize and embrace a shared responsibility for the realization of the college's mission. Collaboration across disciplines, departments, offices, committees, and organizations allows the college to take advantage of individual expertise and yield both proactive and responsive decisions about the needs and responsibilities of the institution and its members.

College Mission and Values

Student learning is the core of Pierce College's faculty, administrative, and staff efforts. This core is unalterable, and the college constituency works to ensure that its educational and support services are nimble enough to meet and respond to the demands of a rapidly changing world.

Mission

Pierce College is a learning institution that offers excellent opportunities for student access and success in a diverse college community. The college dedicates all of its resources to ensure that students achieve their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical education proficiency, develop basic skills, and prepare for lifelong learning. We also serve our community through economic and workforce development.

Values

Pierce College is committed to:

- Student success and engagement
- An environment conducive to learning
- Access and opportunity
- Service to our communities
- Commitment to excellence
- Enrichment through diversity
- Freedom to think, dialogue, and collaborate

College Planning Vision

At the heart of pierce college's planning vision is a commitment to developing programs that meet the highest academic standards and current industry needs while anticipating changes for the future. As the world changes around us, Pierce College planning and decision-making structures must be nimble enough to adjust accordingly, but also mindful that adjustments are made within the context of physical and financial resources, and a commitment to the value of a comprehensive curriculum.

Pierce College's planning vision is connected to realizing its mission, living out its values, effectively utilizing its current physical and personnel resources, and building upon its historic value.

Pierce College is a flourishing two-year public institution in Southern California providing opportunities for students to pursue a variety of educational goals, such as occupational training, transfer preparation and life-long learning.

Pierce College is setting the pace in community college education, preparing students to enter or to retrain in industries at the forefront of technological advances.

Each year, more than one thousand Pierce College students transfer to the University of California system, the California State University system, and private universities to earn bachelor's degrees.

Pierce combines academic excellence with a friendly and helpful faculty and staff. It has a solid reputation for being a student-friendly institution, offering students a high-quality and challenging education that will prepare them for university studies or career and technical professions. Pierce College is proud to be recognized as one of the most respected community colleges and transfer institutions in California.

Planning Principles

The basic principles of planning at Pierce College are embedded in our mission, vision, and philosophy statements:

- Serving student needs is at the heart of all Pierce College planning.
- Public discourse and campus-wide participation in planning processes yield quality institutional outcomes.
- Institutional excellence requires the commitment of the entire campus to ongoing professional development.
- Campus-wide participation in planning processes requires collegiality, collaboration, and individual responsibility.

At Pierce College, planning provides the framework for decision-making and resource allocation. On an annual basis, instructional programs, student services programs, and administrative units submit a plan that includes an assessment of past goals, short-term and long-term future goals, activity updates, student learning outcomes and service area outcomes assessment data, and resource requests (staffing, equipment, software, supply budgets, and facilities). Each unit utilizes relevant data (including enrollments, class size, success rates, degrees and certificates, and full-time/part-time ratios for instructional programs and other specific metrics for the student services and administrative units) in completing and justifying its plan. Unit goals support the college's strategic goals and learning outcomes are linked to the college mission and institutional learning outcomes. Annual program plans are integral to set hiring priorities and the allocation of resources.

The information provided in the annual plans serves as the foundation for periodic program reviews, which are completed at two-year (for career and technical programs) and five-year intervals (for all other programs and areas). The focus of program review is to identify long-term goals and directions for the program based on internal and external scans and analyses.

The college's program reviews are synthesized to create the educational master plan. The development of each educational master plan drives the updating of other college-wide master plans: the strategic plan, the facilities master plan, the technology plan and the enrollment management plan.

Mission

Strategic Plan

Annual Plans

Program Review

Educational Master Plan

As the chart above indicates, the strategic plan is regularly reviewed and assessed. As we initiate actions intended to realize institutional priorities, college planners observe, review, and adjust as needed. Ongoing reflection in collaborative settings also provides assessment of

progress made toward our goals. This is reflected in the aforementioned planning documents. Each program or unit's Annual Plan and Program Review, as well as the Educational Master Plan, incorporates a continual college-wide cycle of reviewing and assessing. The Strategic Plan becomes the document that guides the college through the process of implementing the Educational Master Plan.

In developing this planning process for the college, we have taken into account the planning processes of the Los Angeles Community College District office and the Chancellor's Office of the California Community Colleges because the college is the local extension of the district and the larger state system. The relationship between Pierce's strategic goals and those of the district and state are presented in the table below.

College Goals	LACCD Goals	State Goals
1. Excellent programs	3. Excellence	D. System effectiveness
2. Student readiness/success	1. Access 2. Student success	A. College awareness and access B. Student success and readiness
3. Cultural and pedagogical diversity	1. Access	A. College awareness and access
4. Effective use of technology	1. Access 2. Student success 3. Excellence	B. Student success and readiness C. System effectiveness
5. Enhance community relations	5. Collaboration	B. Partnerships for economic and workforce development
6. Fiscal stability	5. Collaboration	E. Resource development
7. Campus facilities master plan	2. Student success	B. Student success and readiness
8. Effective governance	3. Excellence	D. System effectiveness

Pierce College Strategic Plan; LACCD Strategic Plan; State Strategic Plan: www.strategicplan.cccco.edu

State, District, and Campus Organizational Structures

Integration of Pierce College's decisions with its organizational structures provides a coherent framework for both the day-to-day management of the institution and long-term planning. The college's size and environment, status as a member of the Los Angeles Community College District, and commitment to participatory governance, are all reflected in its organizational structure.

California Educational Code

The college plans within the parameters set out by existing state and federal law. California Educational Code sets out requirements for all facets of higher education – its organization, governance, and operation.

Los Angeles Community College District Board of Trustees

The Los Angeles Community College District is governed by a popularly elected seven-member Board.

Board members are elected at large for terms of four years. Elections are held every two years, with three members being chosen at one election and four members at the other. The President and Vice President of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting in July. A student member is elected annually--the term is June 1 through May 31 of each year.

The Board generally meets twice a month on Wednesday with the closed session commencing at 12:30 p.m. and the public session commencing at 3:30 p.m. However, special meetings of the Board are sometimes called to handle business that cannot be dealt with completely at a regular meeting.

District Chancellor

The Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing policy recommendations to the Board. In accordance with Board Rules, the Board bears primary responsibility for selecting the District Chancellor and evaluating his/her performance annually.

In keeping with the provisions of the Education Code and accrediting standards, the Board delegates its authority to the Chancellor, gives the Chancellor the autonomy to make decisions without interference, and holds the Chancellor accountable for those decisions. In addition, the Board shares responsibility with the Chancellor for hiring and evaluating the performance of District vice chancellors, college presidents, and the General Counsel. The Chancellor and the college presidents, through this delegation of authority, consult collegially with the faculty

academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The Chancellor and the college president provides effective leadership for and support of faculty and staff in the planning, implementation and monitoring of District and college activities while maintaining compliance with state regulations, laws and District policies.

Pierce College Administration and Shared Governance

Pierce College is managed by a college president, three vice presidents, seven deans, and two associate deans. The collective effort of administrators is to establish vision, provide leadership and support of the college's planning and allocation of resources. Pierce College's administration is commitment to the principles of shared governance. This committed to shared governance is demonstrated through a continual process of soliciting feedback and considering input in decision-making.

Pierce College administrators are responsible for:

- Providing effective leadership and support in planning;
- Supporting, implementing and evaluating district and college philosophies, goals, policies, and objectives related to their area;
- Being guided by the principles and policies established by the district board of trustees;
- Taking responsibility for the creation and maintenance of a supportive and stimulating working environment that promotes learning;
- Overseeing the effective use of institutional resources;
- Making recommendations concerning the hiring of personnel;
- Contributing to the development and improvement of all college functions;
- Adhering to legal requirements;
- Receiving and acting on recommendations from college teams, staff meetings, task forces and work units.
- Implementing best practices and courses of action;
- Evaluating the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness;
- Being a visible, accessible and collaborative educator who encourages and acknowledges the contributions of others, who is willing to be a risk-taker and create an environment that is open to new ideas;
- Being a supporter of consistent and ongoing professional development initiatives, in pursuit of the college's strategic goals;
- Being a capable planner who can systematically allocate resources to further institutional goals, evaluate the results of the allocations, and develop strategies for continued development;
- Being a fair-minded, ethical, and honest leader with excellent interpersonal and communication skills and the courage and integrity to lead and accept responsibility;

President

The college president is responsible for the operations of the college and its long term plans, in accordance with District policy.

Vice Presidents

Pierce College vice presidents oversee the major divisions of the college – academic affairs, student services, and administrative services – in its daily operations and long term plans. Each vice president reports directly to the college president.

Deans

Deans of academic affairs and student services act as the liaison between their respective vice president and the school or areas, which they oversee. The deans and associate deans are responsible for monitoring the outcomes of their assigned areas, ensuring that college and district policies are implemented, and serving as an avenue of appeal for students and faculty in their areas.

Here is a snapshot of the reporting hierarchy:

College President

Vice Presidents

Associate Vice Presidents

Deans and Managers
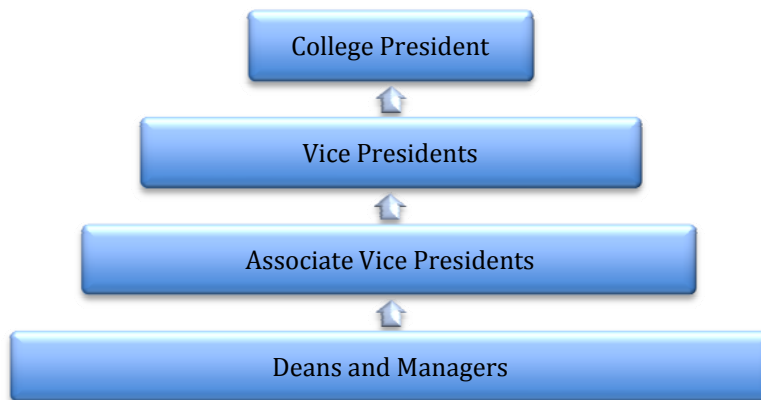
Pierce College Organizations and Committees

Pierce College is committed to participatory governance, and so its internal organizational structure includes a number of councils, committees,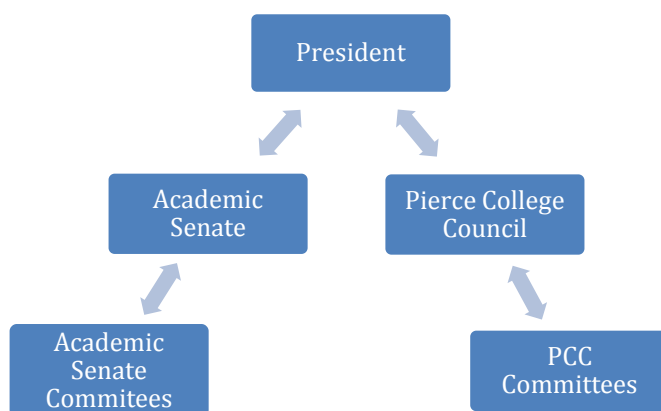 and an Academic Senate. The Pierce College Council and Academic Senate make recommendations to the senior staff. As such, they are involved in the most important college planning and decisions.

Here is a snapshot of the process whereby the Academic Senate, the Pierce College Council, and the College President Engage in Decision-Making:

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                        President

        Academic                 Pierce College
        Senate                   Council

   Academic                            PCC
   Senate                           Committees
   Commitees
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Campus Decision-Making Bodies

Each of the organizations and constituencies at Pierce College contributes to the ongoing development and fulfillment of the college's multi-part mission. These organizations primarily contribute through the appointment of representatives who participate on college committees and taskforces. The committees and taskforces of Pierce College provide the foundation of communication, collaboration, and the development of institutional planning and resource allocation.

Definitions of Committees and Taskforces

Committees at Pierce College are founded in part on the commitment to participatory governance. Each committee is charged with specific responsibilities, which can include recommending resource allocations, policies and procedures, or developing institutional plans and priorities. As such, each committee is responsible for contributing to the priorities that drive institutional decision-making and planning at Pierce.

Task forces are temporary bodies, which come together for the purpose of addressing a single issue or need. A task force is designated by a committee or administrator and should develop a purpose statement and a defined timeline for completion of assigned task.

Committee and Taskforce Structures

Each Pierce College committee has a charter which includes its scope of responsibility, reporting structure, and membership. Members of a committee are responsible for:

- Reporting committee activities to their appropriate constituency
- Attending all regularly scheduled meetings
- Effectively participating as a representative of both their constituency and as a member of the college community

Committee and Taskforce Meeting Protocol

Pierce College committees generally follow Roberts Rules of Order; however, each committee establishes an agreed upon protocol for regular committee meetings.

Committee and Taskforce Operations

Each Pierce College committee established goals annually which are derived from the Pierce College strategic plan. Committees work toward measurable outcomes and report their work in the form of an annual reflection and self evaluation, which is completed each spring.

Committee and Taskforce Communication

Each Pierce College committee develops an agenda (see Appendix 2, Agenda Template) which is available to both members and the campus community at large. Minutes are taken at all regular meetings to document the discussion and action items of each meeting. Minutes are made available in an electronic version (via email or online) and follow a consistent format (see Appendix 3 Minute Template). Minutes are generally published within one week of each regular meeting.

Chart of the Committee Types/Structure at Pierce College

Senior Staff/ Administration	Pierce College Council	Academic Senate	Collective Bargaining Units
Academic Affairs Deans' Council	PCC Executive Committee	Academic Senate Executive Committee	Calendar Committee (as needed)
Administrative Services Managers' Committee	Accreditation Steering Committee	Academic Policy Committee	Intercession Committees (as needed)
Associated Students Organization	Budget Committee	Curriculum Committee	Work Environment Committee*
Bond Oversight Committee	College Planning Committee	Tech Review Committee	
Career and Technical Education Committee	Diversity Committee	Educational Planning Committee	
Department Council	Enrollment Management Committee	Grants Committee	
Resource Advisement Committee	Facilities Advisory Committee	Events and Recognition Committee	
Student Services Managers' Committee	Technology Committee	Faculty Position Priority Committee	
Student Services Deans' Council		Educational Technology Committee	
Work Environment Committee*		Professional Development Committee	
		New Faculty Success Committee	
		Professional Ethics Committee	
		Scheduling Advisement Committee	
		Student Success Committee	

* This committee is listed in two columns to recognize that it reports/recommends to the president and is defined in the AFT Faculty Guild agreement.

Committee Oversight

Senior Staff/Administration

Some committees report directly to the college's president or a designated administrator. These committees are primarily responsible for implementation of the college's goals. Administrative committees fulfill a variety of functions including acting as communication liaisons, assessing and developing solutions for short term challenges, and the development of policy or procedural recommendations which are presented to the college president or vice presidents for consideration and implementation.

Senior Staff/Administrative Committees

Academic Affairs Deans' Council

Under the leadership of the academic vice president, the Pierce College Deans' Council works to implement college activities to achieve annual goals and priorities. The council also ensures that academic and policy issues are addressed.

The Deans' Council meets weekly on Tuesdays from 3:00 – 5:00.

Associated Students Organization

The students of Pierce College govern their own affairs through the organization known as the Associated Students Organization (ASO). Each student who enrolls at the college may become a member. The ASO provides a framework for many student activities. Through active participation in student government and clubs, the students render service, increase social and cultural awareness, improve leadership abilities, and create a close association with other students. Students are encouraged to serve on campus and ASO committees. The ASO appoints 2 student representatives to the Pierce College Council, and these are voting members. In this way, students participate in the governance structure of the college. The ASO also sends representatives to college committees, such as the Academic Senate, to inform the college about their activities. For more information, visit the Student Activities Office in the Student Community Center.

Students may also participate in governance at the district level:

In accordance with Title 5, Section 51023.7, and as established within the Board Rules (Chapter IX, Article II, 18200), the students served by the Los Angeles Community College District are provided the opportunity to participate in the formulation and development of District and college policies and procedures that have or will have a "significant effect on students." This right includes the opportunity to participate in processes for jointly developing recommendations to the Board. As further prescribed within the Board Rules (Chapter IX, Article I, 9100 and 9100.1 and Chapter XVIII, Article II, 18202), the Board recognizes the Associated Students Organization (ASO) as the representative body of the students to fulfill this

role in consultation at both the District and college level. Selection of student representatives for District and college committees, task forces, or other governance groups are made by the ASO in consultation with the Chancellor and other designated parties. In addition, the Board includes a non-voting Student Trustee within its membership to represent the students at large and advise the Board on student-related policies and procedures (Board Rule Chapter II, Article X, 21000). The Student Trustee is elected for a one-year term of office through a general election which is held by April 30 every spring at the nine LACCD colleges (Board Rule Chapter II, Article X, 21005).

In compliance with the Board Rules (Chapter XVIII, Article II, 18203), the District and college policies and procedures that are considered to have a significant effect on students include the following:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

Except in unforeseeable situations, the Board shall not act on any matter that has a significant effect on students until it has provided students with the opportunity to participate.

Consultation on the above-mentioned matters is carried out through the following means:

1. Through the Board's Student Affairs Committee (see p. 28)
2. Through participation of the Student Trustee during bi-monthly Board meetings
3. Through college-level consultation between college ASO leaders and college administrations
4. Through ASO participation on District and college governance committees

Departmental Council

The Pierce College Departmental Council consists of academic department chairs, deans, and college administrators. The task of the DC is to address issues facing academic departments and the impact of institutional decision-making on academic disciplines.

The Departmental Council meets the second Tuesday of each month from 1:30 – 3:00 in the College Services Building conference room.

Resource Advisement Committee

Utilizing a systematic process, the Resource Advisement Committee (RAC) is responsible to review and consider the college's resource priorities and annual resource availability for the four main areas of the college: Academic Affairs, Student Services, Administrative Services, and the Office of the President. The RAC prioritizes college resource requests and makes recommendations (each spring semester) to the college president.

Each stage of the process is marked by a clear set of review criteria. departments and areas prioritize their needs in their annual program plans. Each department can fund some of its needs out of its own budget, but many requests exceed what a department can afford from their own funds. Funding requests must be documented in this plan, as this is considered by the relevant committee for prioritization according to college-wide short and long-term considerations. Among the long-term considerations is whether or not the college is able to provide continuous support a given project.

A request can be funded from different sources, depending on what the RAC recommends as the most appropriate. Among the sources are the General Fund (10-100/unrestricted general fund), VTEA, STEAM, and Bond Project. (The Budget Committee deals only with the General Fund.)

The role of the committee shall be the following:

1. Establish a process and criteria to prioritize resource requests.
2. Review annual resource availability provided by college budget committee
3. Review priorities submitted by the 4 areas of the college (Vice Presidents (3) and College President)
4. Make recommendations for funding to the PCC.

Student Services Managers

Student services managers are responsible for overseeing the operations of student services departments and units, including admissions and records, student aid, graduation, and counseling. Managers work under the direction of the Vice President of Student Services, who establishes policies and goals.

The Student Services managers meet on the third Wednesday of every month from 10:00 – 12:00 in the Students Services Building conference room.

Pierce College Council

The Pierce College Council (PCC) is composed of representatives of all college constituencies with the intention that faculty, staff and students have the right to participate effectively in decision-making and have a clearly defined role in college governance. It is in this spirit of collegial governance that the PCC has been formed to serve as the body, which makes planning, budget and policy recommendations to the college president. As such, PCC is the forum through which all members of the college can:

1. find the time to discuss pertinent college issues,
2. provide critical input that develops consensus on college issues,
3. encourage productive discourse leading to improved campus communication and understanding, and
4. participate in committees that meet and influence the college's planning and budget agendas.

Shared governance has at its core the ideals of inquiry, discourse, equity, authenticity, and service. Shared governance is not something that is achieved but a quality that a community college strives for daily. This demands that the members of the Pierce College Council (PCC) are responsible and informed regarding the college's budget and planning, able to discuss issues with members of the committee with unbiased openness and honesty, and able to articulate this information to their constituents and return to the PCC a clear, accurate, and relevant position.

Collegial governance is defined as the collaborative participation of representative members of the college in planning for the future and in developing policies, procedures, and recommendations under which the college is governed and administered.

All constituent groups of the PCC share the responsibility of acting jointly in recommending policies and procedures that will guide the college toward its goals, ensuring that the college can effectively fulfill its mission.

All meetings are held in the College Services Building Conference Room on the 4th Thursday of every month, from 2-4 PM. Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Pierce College Council Committees

Accreditation Steering Committee

Objectives

The Accreditation Steering committee is a standing committee of the Pierce College Council. The committee provides overall leadership and management of the college's accreditation and

ACCJC related matters including internal and external reporting on accreditation activities and status.

Budget Committee

The Budget Committee is a standing committee of the Pierce College Council (PCC). The mission of the Budget Committee is to strive continually to improve the College financial and budgeting processes and outcomes. To that end, the Budget Committee 1) is the state, District, and college budgetary repository; and 2) is the body that approves transactions.

The objectives of the Budget Committee include, among others that may be designated by the PCC:

- To gain a general understanding of relevant State, District and College finances, especially concerning the unrestricted funds of the College.
- To promote discussions among Budget Committee members, PCC members, faculty and staff regarding financial matters.
- To promote transparency and broad understanding of financial issues.
- To review budget-related processes and recommend improvements, as needed.
- To review major budget requests, and make recommendations and observations to the PCC regarding budget strategies and priorities.
- To participate in and/or recommend related special studies, task forces or projects, as needed.

The Pierce College Budget Committee links strategic planning with the educational master plan, and as such is oriented toward the college's long-term financial health. To that end, the Budget Committee adopted a zero-based budget beginning with the 2011-2012 academic year. The purpose of a zero-based budget is to make resource allocation more equitable. Rather than rolling over departmental funding from year to year, zero-based funding allows departments to reduce or expand their budgets as their needs require. Monies are distributed out of the college's unallocated funds, and requests for such must appear in a department's AAPP.

Meetings are held the first Tuesday of each month from 1:30-3:30 PM. Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

College Planning Committee

Responsibilities

The College Planning Committee (CPC) is responsible for the development and implementation of the college's overall planning efforts. The CPC develops the college's strategic plan, updates and publishes all timelines for college planning, reviews all college plans for alignment with the college's strategic plan, and provides regular reports to the PCC on progress and planning developments.

The role of the committee shall be the following:

1. Develop the college's strategic plan (three-year cycle).

2. Update and publish an annual college planning calendar to include annual planning timelines for the Annual Program Plans, Program Review, Faculty Priority Position Committee, and budget cycle planning.

3. Publish a college planning timeline (ten-year cycle) to include the following:
   - Accreditation Cycle
   - Strategic Planning Cycle
   - Educational Master Planning Cycle
   - Basic Skills Planning Cycle
   - Enrollment Management Planning Cycle
   - Student Equity Planning Cycle
   - Matriculation Planning Cycle
   - Technology Planning Cycle
   - VTEA Planning Cycle
   - Facilities Master Plan Cycle

4. Review all college plans for alignment with educational master and strategic plans and make recommendations to the PCC for approval of college plans.

Diversity Committee

Established in 2007 by the Office of College Compliance, the PDC is composed of a diverse membership consisting of administrators, faculty, staff, and student members.

The committee's mission is to promote awareness, understanding and appreciation of equity and diversity throughout our college community. The committee seeks to accomplish its mission by recommending, developing, planning, and implementing programs, services, and activities that expose our college community to diverse cultures and ethnicities, lifestyles, backgrounds, genders and ages, and political, religious and intellectual points of view.

The Pierce Diversity Committee (PDC) seeks to accomplish its mission by recommending, developing, planning, and implementing programs, services, and activities that expose and strengthen sensitivity of our college community to diverse races, cultures and ethnicities, lifestyles, abilities, backgrounds, genders and ages, and political, religious and intellectual points of view.

The PDC will serve in an advisory role to various groups and units on campus regarding equity and diversity issues in such areas as equal employment opportunity, including diversity in hiring issues, student success, and other programs and services.

Facilities Advisory Committee

Responsibilities

The Facilities Advisory Committee (FAC) is responsible for the development and implementation of the college's overall bond program planning efforts. The FAC reviews all proposed bond-funded projects to ensure that they meet the requirements of the college's Educational Master Plan and Facilities Master Plan long-term goals. The FAC develops and recommends to the Pierce College Council campus-wide standards for the building program including such items as classroom size, The FAC reviews proposed program and provides regular reports to the PCC on progress and planning developments.

The role of the committee shall be the following:

1. Reviews all college facilities program plans for alignment with Educational Master Plan (EMP) and Facilities Master Plan (FMP) and makes recommendations to the PCC for approval of facilities program plans.

2. Develops campus-wide standards for classroom size, office size and appropriate support spaces based on state-wide and local standards for these types of space. These standards should take into consideration enrollment planning goals and health and safety.

Technology Committee

The technology committee is a Pierce College Council operational committee which provides guidance and policy development in all aspects of technology including telecommunications, network hardware and software, end-user computer hardware and software, standards for safe and efficient deployment and use of technology, and policies to ensure that the highest level of service possible is provided to students, faculty, staff, and administration of the college and reports directly to the college president.

The TC coordinates with the ETC and the Budget Committee in making recommendations about the college's technology infrastructure. Hardware and software to support educational programs and administrative services require both short and long term support, which means careful planning and decision-making that impact the entire college community.

The TC is distinguished from the Educational Technology Committee (ETC), not only by the body to which it reports (Pierce College Council for TC, and Academic Senate for ETC), but also in terms of its purview and mode of operation. The differentiating task of the TC is to determine whether or not, or how a given technology need can be implemented and supported.

Academic Senate

Pierce College's Academic Senate is the official voice of the faculty in academic and professional items of campus-wide concern. This status is mandated by the California Educational Code:

> *The Board of Governors of the California Community Colleges shall establish "minimum standards," and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure the following:*

- Faculty, staff and students have the right to participate effectively in district and college governance; and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards is mandated. (Ed. Code Sections 70901, 70902)

Section 53200 — Ten Plus One — of Title V of the California Constitution empowers the Academic Senate in the following areas of policy development and implementation:

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

Academic Senate of Los Angeles Pierce College adopted a Constitution on November 28 and 29, 2000, by vote of the faculty. The LAPC Academic Senate derives its authority from the California Education Code, and functions in accordance with Title 5, Sections 53200-53206 of the California Code of Regulations (and any other State legislation that modifies the responsibilities of the Academic Senates in the California community college system).

The purpose of the organization is to provide the faculty with a formal and effective organization through which it can participate in the formation of policies concerning academic and professional matters. In addition, the Academic Senate carries out effectively all professional responsibilities delegated to the Academic Senate by State and Board of Trustees regulations.

Membership in the Academic Senate of Los Angeles Pierce College is limited to those probationary, tenured, and temporary faculty who are not in supervisory or management positions.

The Academic Senate meets on the 2nd and 4th Tuesday of every month, from 2:15-3:45 pm. Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Academic Senate Committees

Academic Policy Committee

The department chairs of all campus departments meet together once a month as the Academic Policy Committee, a standing committee of the Pierce College Academic Senate. The chair of the Academic Policy Committee is a department chair elected by the faculty as a Vice-President of the Academic Senate.

Meetings are on the 4th Tuesday of the month at 1:30 in the College Services Conference Room. Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Curriculum Committee

The Pierce College Curriculum Committee is a standing committee of the Pierce College Academic Senate. The duties of the committee are to:

- Review proposed new courses.
- Review proposed new academic programs.
- Periodically update and review course outlines.
- Periodically update and review the General Education plan for the Associate in Arts and the Associate in Science degrees.
- The committee shall form appropriate subcommittees to meet its objectives.
- Set and assess goals for the committee on an annual basis.

Educational Planning Committee

The Educational Planning Committee is a standing committee of the Pierce College Academic Senate.

The duties of the Educational Planning Committee are as follows:

- Develop an Educational Master Plan
- Monitor the Educational Master Plan
- Integrate the results of program review into the Educational Master Plan
- Oversee viability review of educational programs

- Recommend criteria for the allocation of instructional resources
- Oversee the college response to any educationally related accreditation recommendations
- Set and assess goals for the committee on an annual basis.

Educational Technology Committee

The Educational Technology Committee (ETC) is a standing committee of the Pierce College Academic Senate. This committee is the D/DL (distributed and distance learning) committee as provisioned under Article 40 of the AFT/LACCD contract. In addition to Distance Education (DE), the committee deals with the use of technology in all aspects of the delivery of learning (classroom, distance, or otherwise). Committee members also work together with the campus Technology Committee to create perpetual improvements in delivering technologically assisted, engaging learning opportunities for our students.

The ETC is dedicated to helping Pierce and its faculty deliver great learning opportunities by having its students and faculty be fully engaged as the result of the effective use of technology.

Each academic department prioritizes its educational technology needs in its Annual Academic Program Plan (AAPP). Deans confer with department chairs to ensure that requests are clearly understood and stated for the purpose of review. Those plans are then reviewed by the ETC, which prioritizes educational technology needs across departments. This prioritization utilizes criteria such as whether or not the college can support reasonable licensing needs over the long term. This process involves coordinating with the Technology Committee, and the college's IT department, so that no one is left out of the planning and decision-making loop. Relevant recommendations are then forwarded to the Budget Committee or the Academic Senate.

The ETC is distinguished from the Technology Committee (TC), not only by the body to which it reports (Academic Senate for ETC, and Pierce College Council for TC), but also in terms of its purview and mode of operation. The ETC covers technology for educational purposes. For example, ETC is not concerned with deciding an issue involving a faculty member's office computer needs, but it does have oversight of a faculty member's software needs for the classroom. In addition, ETC focuses on the why or justification of a given educational technology need, whereas the TC focuses on how that need can be implemented supported. Responsibilities:

The duties of the Educational Technology Committee (ETC) shall be to:

- To advise the college on issues related to distance education and making effective use of educational technology in the delivery of all instruction and related activities offered by the college.
- In coordination with the Technology Committee, the committee shall search information from various sources on new instructional technologies.

- The committee will make its recommendations on new equipment, software, services, and/or personnel in Distance Education Annual Academic Program Plan as well the College's Strategic Plan.
- The committee shall recommend guidelines associated with technical and instructional support and design including personnel, services, software, training, and equipment to assure the successful use of educational technology and to improve the quality of the Distance Education Program.
- The committee shall form appropriate subcommittees and/or task force(s) to meet its objectives approved by the committee.
- Set and assess goals for the committee on an annual basis at the beginning of each fall semester and reviewed at the end of spring semester.
- The ETC is the designated Pierce College D/DL Committee specified in Article 40 B 5 of the AFT contract dated July 1, 2008 through June 30, 2011.

Events and Recognition Committee

The Events and Recognition Committee, a standing committee of the Pierce College Academic Senate, is charged with organizing faculty-oriented events, such as the yearly Faculty Gala Graduation Brunch, and with implementing recognition awards and titles, such as the naming of the Rocky Young Park in 2011. Made up of faculty members, the committee meets several times a year to plan and execute events.

The Events and Recognition Committee shall serve as a standing committee of the Academic Senate.

Responsibilities:

 The duties of the Events and Recognition Committee shall be to:

- Plan and carry out Student Graduation.
- Recommend assignment of faculty degrees of academic rank in accordance with the academic rank policies of the District Academic Senate.
- Coordinate the Sunshine Function to provide cards and flowers for our colleagues who are ill, have had a family tragedy, or have a success to celebrate.
- Monitor the three sub-committees of Events and Recognition.
- Perform all other duties assigned to it by the Academic Senate.

Sub-Committees:

The following are sub-committees of the Events and Recognition Committee:

- Scholarships and Awards
- Student Awards Brunch
- Faculty Gala

1. The duties of the Events and Recognition Committee shall be to:
    a. Plan and carry out college events that honor the achievements of students and faculty such as:
        (1) Student Graduation
        (2) Advancement in Academic Rank
        (3) Service to the College
        (4) Retirement;
    b. Coordinate the awarding of Senate scholarships for deserving students.
    c. Coordinate a Sunshine Function to provide cards and flowers for our colleagues who are ill, have had a family tragedy, or have a success to celebrate; and
    d. Perform all other duties assigned to it by the Academic Senate.

Faculty Position Prioritization Committee

The purpose of this standing committee of the Pierce College Academic Senate is to establish a procedure in which a wide range of factors is considered in the establishment of a prioritized list of faculty positions for hiring. The list shall be based on the needs of the students, the department/discipline and the college.

The following process precedes the analysis of applications:

1. The FPPC will be convened no later than the fourth week of the fall semester.
2. The FPPC will assess hiring needs in the following three areas:
    - the college,
    - the students,
    - the discipline
3. The Office of Academic Affairs will provide all of the quantitative data required in the process. This will include:
    - current semester data: total full-time faculty, total FTEF taught, unadjusted and adjusted full-time percentage, predicted full-time percentage with hire(s)
    - historical data: allocated hours, total FTEF, and % full-time FTEF taught for past 4 semesters
    - certificates and degrees awarded for the last three years
4. In assessing the needs related to non-classroom disciplines such as Counseling and Library, program review documents, comparative-staffing data from other colleges and other relevant information will be considered. Similarly, for any discipline, State, Accreditation, or other externally mandated requirements will be considered.
5. The data used in the process for all departments will be made available to the Department Chairs
6. A Pierce Faculty Priority Position Application will be required for each regular faculty member request unless the positions are exactly identical. The applications are due by Monday of the third week of the Fall semester.
7. Once the applications have been submitted, the FPPC will review and prioritize them. The FPPC may require the departments to provide additional information or clarification that could include a presentation. FPPC members from departments that have

applications under consideration will be excluded from advocating and voting on those applications.

8. For new and emerging disciplines the FPPC will require a recommendation from the EPC (Educational Planning Committee).

9. By the first Monday of November, the FPPC's recommendations will be forwarded to the Academic Senate, Department Council, the PCC, and the Vice President of Academic Affairs for review and comment. If any of these considers the recommendations deficient in some way, or thinks that additional information, concepts or priorities need to be taken into account, they will refer the details of their concerns, in writing, to the Academic Senate. By December 1, after due deliberation, the Academic Senate will forward its reconsidered recommendations along with the original written concerns of the other constituents to the College President.

10. At the end of each academic year the FPPC will evaluate the process and recommend any modifications necessary to improve the procedure.

The FPPC will evaluate all applications on the following criteria:

1. STUDENT NEEDS

    a. Student Demand.
       The Office of Academic Affairs will supply relevant information.
    b. Certificate Programs
       • What is the occupational/professional demand in the discipline?
       • Is the discipline required for other majors or programs? If yes, list those majors or programs.
       • Are the skills acquired in this discipline: prerequisites, co-requisites, or recommendations (advisories) for courses in other disciplines?
    c. Associate Degree and Transfer Programs
       • Is the discipline required for other majors or programs? If yes, list which majors or programs.
       • Is this discipline dependent on requirements from other institutions? If yes, explain with specific references.
       • Is it the only discipline that meets specific graduation or transfer requirements? If no, list what other disciplines meet those requirements.
       • Are the skills acquired in this discipline prerequisites, co requisites, or advisories in other disciplines? If yes, list those other disciplines.

2. COLLEGE NEEDS

    a. Indicate which College Goals support your department's request. (Refer to the College Goals printed in the College Catalog.)
    b. Describe how hiring in this discipline is reflected in the college's Educational Master Plan and/or your department's AAPP and Program Review.
    c. If this position is recommended by a viability study, include that data.

3. DEPARTMENT/DISCIPLINE NEEDS

    The chairs will provide the FPPC with any information or justification for the position. Factors that could be discussed are an imbalance between regular and hourly FTE (i.e. deviation from State defined 75:25 goal), current and future changes in the discipline, the possible loss of program accreditation or the dropping of the discipline, the lack of available hourly instructors, and diversity goals.

Professional Development Committee

The Professional Development committee is a standing committee of the Pierce College Academic Senate. As such, it is responsible for overseeing 'activities that enhance professional career growth' at Pierce College. This encompasses formal and informal means of helping faculty, staff, and administrators develop new insights into teaching and learning, improve college practices, and explore new or advanced understandings of content and resources in an effort to improve the pedagogical environment.

Instructional improvement is a faculty contractual obligation. Instructional improvement activities can be, but are not limited to, training programs, group retreats, field experiences and workshops in activities such as course and program development and revision, staff development activities, development of new instructional materials and other instructional-related activities. All classroom faculty shall complete and report an hourly commitment equal to or greater than the number of instructional improvement hours required.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Professional Ethics Committee

A standing committee of the Pierce College Academic Senate, the Professional Ethics Committee is assigned the following responsibilities:

- Review issues and recommend actions, when appropriate, on matters which involve the maintenance and advancement of professional ethics.
- Bring to the Academic Senate all recommendations for action in the area of professional ethics.
- Periodically review and suggest changes in or additions to the Pierce College Faculty Code of Ethics.
- Develop processes for dealing with problems of noncompliance with our code of ethics;
- Facilitate collaboration among campus groups regarding ethics.
- Promote staff development activities related to ethics.
- Perform all other duties assigned to it by the Academic Senate.
- Set and assess goals for the committee on an annual basis.

Student Success Committee

Through the Student Success Committee, which is a standing committee of the Pierce College Academic Senate, the college is responsible for developing opportunities and increasing access to programs and services that improve each student's likelihood of success.

These central responsibilities yield the following objectives:

- Increase student access to college by reaching into communities and providing support and services that encourage awareness of college opportunities, engagement and enrollment in college.
- Facilitate student readiness for successful learning by developing and promoting programs for new students that reduce confusion, and provide tools and information necessary for students to clarify goals and plan for the college experience.
- Develop new approaches for improving students' success in basic skills across the college curriculum.
- Develop and implement student cohorts, learning communities, and activities that facilitate collaboration, engagement, and success.
- Expand and diversify the Learning Center's role as a primary resource for institutional support of student learning and success.
- Provide ongoing orientation and professional development opportunities to new and continuing faculty that focus on student-centered learning and the resources and tools needed to facilitate student access, retention, and success.
- Expand learning opportunities that promote student engagement and that develop personal and civic responsibility.
- Develop programs and services that support diverse groups of students in order to promote student equity.

Academic Senate Sub-Committees, Special Committees, Groups, and Taskforces

Grants Committee

The Special Resources Facilitating Committee is a sub-committee committee of the Educational Planning Committee, a standing committee of the Academic Senate.

Responsibilities

The duties of the Grants Committee (GC) shall be to:

- To advise the college on resource needs of emerging educational programs and services (that require special startup or infusions.)
- Review resource search processes (grants, partnerships, endowments, etc.) ensure they will be focused on master-planned and/or emerging instructional and support programs.

- Assure that educational planning, not resource opportunities, guide program development.
- Identify programs within the educational master plan that require special funding.
- Promote and advise comprehensive and timely evaluation of grant projects, in consultation with principal investigators and in accordance with the evaluation plans provided in SFP (Special Funded Program) award agreements.
- Host informal annual public presentations by SFP principal investigators of evaluation findings and promote dissemination of key findings and accomplishments
- Support and encourage implementation of best practices in grant project operations and replication of successful strategies both at Pierce and other community colleges.
- Form appropriate subcommittees/task forces to meet its objectives.
- Set and assess goals for the committee on an annual basis.

New Faculty Success Committee

The New Faculty Success Committee is a sub-committee of the Professional Development Committee.

Responsibilities:

The duties of the New Faculty Success Committee shall be to:

- Match mentors with newly hired tenure-track faculty.
- Plan and carry out activities that provide support to help integrate these newly hired tenure-track faculty into the college.

Special Program Viability Committees

Special Program Viability Review committees may be formed under Pierce College Senate direction. The process of program viability review is meant to assure that the College's instructional resources are used in response to the College's Mission, its Educational Master Plan, the needs of its students, and the requirements of the community it serves.

Viability review involves a *special* process, one that is only invoked under *unusual* circumstances: it is not part of the regular Program Review process, and it is not a process that should be applied to all departments, disciplines, or programs in a regular fashion.

The term *program* as it relates to this review process includes all degree and vocational state-approved certificate instructional programs, all instructional disciplines, and all departments or other campus units offering instruction.
- Board Rule 6803 requires that each college, in consultation with its Academic Senate, develop procedures for initiating and conducting a viability review of educational programs.
- Board Rule 6803.10, Education Code 78016, and Title 5, §51022(a) require that a viability review be conducted prior to program discontinuance (termination).

- This policy shall supersede the following existing policies:
  1. Department Establishment and Modification Policy, Adopted by the Pierce Academic Senate March 24, 2003 and modified May 5, 2003
  2. Guidelines for Discontinuance of Instructional Programs, Adopted by the Pierce Academic Senate and approved by the College President October, 1998

Viability review committees make recommendations that include but are not limited to the following:

1. *Program Initiation*
   The institution or adoption of a new program, a new discipline, or a new department

2. *Program Discontinuance*
   The discontinuance (termination) of an existing program, discipline, or department

3. *Program Modification and Improvement*
   A plan of action to enhance the performance and effectiveness of an existing program, discipline, or department

4. *Departmental Reorganization*
   The restructuring of an existing program, discipline, or department for greater effectiveness, including the joining of smaller departments into a larger one, or splitting a larger department into smaller ones.

The process of Viability Review is carried out by a special study committee organized by the Educational Planning Committee in all cases of program initiation or program discontinuance. The process may be initiated by a request or motion on the part of any of the following: the Department; the College President; the Vice President of Academic Affairs; the Educational Planning Committee (as the result of Program Review and/or Educational Master Planning); the Academic Senate. In cases of program modification and improvement or departmental reorganization Viability Review is carried out only if there is no consensus within the Educational Planning Committee or when at least a quarter of the Educational Planning Committee calls for such a review.

Decisions made in the course of the Program Viability Process must be based on a broad and thoroughgoing investigation of factors relating to the benefits of a program for students, for the college, and for the community served by Pierce College. They must, therefore, take into consideration information that goes far beyond simple measures of current student demand or weekly student-contact hours. The following general types of information should be gathered as needed and weighed in the process of formulating the Review Committee's recommendations:

1. Relation of the program to the College Mission
2. Relation of the program to the Educational Master Plan
3. Recent Program Review or accrediting agency recommendations

4. Measures of student demand
5. Measures of labor-market demand
6. Measures of demand in the service area
7. Current program effectiveness
8. Outside expert opinion
9. Projected impact on overall educational program, students, faculty, college budget, community

Once a Special Review Committee has been formed, it will meet to elect a chair and establish a specific plan for the study it is about to undertake.

This plan should include data gathering, solicitation of position papers from faculty, staff, and students involved, interviews with faculty in the affected area and in related instructional areas, interviews with students and administrators, consultations with outside experts and faculty and/or administrators from other institutions, administration of surveys, and/or use of focus groups. At least one well-publicized open forum should be held to allow any concerned member of the campus community or of the College's service area the opportunity to voice opinions and express concerns. In addition, the committee shall consult when necessary with District, regional, and State agencies and institutions overseeing specific types of programs, such as certain vocational programs.

Within 90 days of the committee's formation, it will produce a *Program Viability Report* specifying the outcome of its deliberations and making specific recommendations for action, complete with timelines.

This Viability Report must include the following:
1. a summary of the process used by the committee
2. a review of all data consulted
3. a detailed assessment of the recommendations' impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

- Program Discontinuance
  - In general, program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted.
  - Pursuant to Board Rule 6803.10, a viability review is required prior to program discontinuance and must consider the following:
    1. The effects on students and student success if the program is discontinued;
    2. Provisions that can and should be made for students in progress to complete their training;
    3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;

4. How the program's discontinuance would impact the educational and budget-planning process used at the institution;
5. How the program's discontinuance affects the region;
6. The effects of the program's discontinuance on transfer to four-year colleges and universities;
7. The effects of the program's discontinuance on local businesses and industries;
8. The effects of the program's discontinuance on faculty and staff.

- Viability Review Committee recommendations shall be forwarded to the Academic Senate for approval. The Viability Review Committee's recommendations shall be forwarded also to the Educational Planning Committee, the Academic Policy Committee, and the Office of Academic Affairs for review and comment.

- The Senate's decision shall be taken to the College President in consultation with the Academic Senate President and the AFT Chapter President. [Article 17, §A.2 AFT Faculty Guild Collective Bargaining Agreement]

- "The College President and College Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendation shall include a description of the viability review process and the reasons for the recommendation." [Board Rule 6803.10]

Copies of this *Vitality Review of Educational Programs*, signed by the College President and the Academic Senate President, shall be on file the Office of Academic Affairs and the Office of the Academic Senate.

Scheduling Advisement Committee

A sub-committee of the Educational Planning Committee, the Scheduling Advisement Committee is tasked with prioritizing program and course offerings in alignment with both the college's mission and strategic plan for optimal student learning effectiveness, and making recommendations to the Senate based on the needs of the students, departments and disciplines, and the college. Faculty members on this committee work together to ensure the integrity of inter-departmental scheduling allocations in a systematic cycle of evaluation.

The duties of the Scheduling Advisement Committee shall be to:

- Provide a list of recommended enrollment priorities each semester/session to Academic Affairs based on a review of the information contained in the Educational Master Plan, Program Reviews, and Annual Academic Program Plans
- Advise the college on the effective use of educational resources in instruction and related activities offered by the college
- Form appropriate subcommittees/task forces to meet its objectives.
- Maintain checks and balances among the departments.

- Ensure shared governance (the 10 plus 1) prevails in the enrollment management process.
- Set and assess goals for the committee on an annual basis.

Technical Review Committee

General Purpose: Technical Review is a sub-committee of the Curriculum Committee, and is intended to ensure that course outlines of record are properly formatted and clearly communicated. This committee is not charged with judging the content and/or educational validity of the proposed curriculum. That remains the purview of the Curriculum Committee.

Functions:

- Applies education regulations and professional standards recommended by the Academic Senate for the California Community Colleges to the format and structure of course outlines of record (COR) of proposed or updated courses.

- Recommends structural improvements to proposers of CORs and communicates the readiness of CORs for content review or update approval to the Curriculum Committee

- Review will focus on:
  - course numbering, units/hours, repeatability, lecture/lab structure, formatting, readability and completeness of forms.
  - clarity and accuracy of course description, and uniformity of course descriptions based on a college standard.
  - Clarity of course objectives and consistency with course title and description. i.e. 3-10 succinct statements of what students will learn in the class.
  - Consistency of course content with course objectives. Course content is sufficiently generic to serve as a clarifying guide to the course content, not as a mandatory syllabus to be imposed on instructors in contravention to their academic freedom.
  - Consistency of SLOs with course description and objectives.
  - Validation of enrollment limitations and their consistency with education regulations.
  - Appropriateness and availability of resources.
  - Overall completeness of the COR form.
  - Readiness for articulation input to the curriculum committee.

Authority: The Curriculum Technical Review Subcommittee is a subcommittee of the Pierce College Curriculum Committee operating under the principles of participatory governance. Tech Review is co-chaired by the Curriculum Committee chair and the Vice President of Academic Affairs or their designees.

Student Learning Outcomes and Assessment Team

The Outcomes Team is a faculty group charged by the Pierce College Academic Senate with assisting individual faculty and departments in the development, assessment, and reporting of Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) results. The aim of the group is for all of the college's courses and programs to be on a cycle of assessment and evaluation.

Program Review Taskforces

The Educational Planning Committee assembles the program review taskforces. Each taskforce is headed by a dean, who is charged with soliciting and summarizing feedback from taskforce members, and from a peer review meeting between task forces and department chairs. The task of each program review taskforce is to read and review program reviews, and provide feedback for department chairs or program directors.

The purpose of the taskforces is peer review, which encourages collaborative dialogue among taskforce members and department chairs or program directors. Taskforce members come from across the curriculum, which lends itself to increased breadth and depth in the collaborative effort.

There will be five Program Review Peer Committees established. One for each of the following campus schools and one for Student Services:

> School of Arts and Languages
> School of Social and Behavioral Sciences
> School of Mathematics, Science, Business and Nursing
> School of Career and Technical Education (CATE)
> Student Services

Responsibilities:

> To guide the college through the annual academic program review evaluation process, 2 year program review for career and technical areas, 6 years program review for academic areas, and make recommendations to the Educational Planning Committee, Academic Senate, Administration and Individual Departments.

> The role of the committee shall be the following:

> > 1- Establish guidelines and timetable for the Program Review process
> > 2- Review the Annual Academic Program Plans (AAPP).
> > 3- Review the 2 year and 6 year Program Reviews.

The PRPC's shall serve as subcommittees of the Educational Planning Committee (EPC).   PRPC recommendations will be sent to the EPC for review and then on to the Academic Senate for approval.

Collective Bargaining Units: Guilds, Unions, and Union Organizations and Committees

Pierce College works with a variety of collective bargaining units to ensure a safe, productive, and equitable work environment.

AFT Faculty Guild

The AFT Faculty Guild Local 1521 represents fulltime and part-time faculty, including counselors, librarians, nurses, disability specialists, athletic directors, coaches, child development center teachers, department chairs, consulting instructors, and instructors on special assignment

The Los Angeles College Faculty Guild is the exclusive bargaining agent for full-time and adjunct faculty working in the nine community colleges within the Los Angeles Community College District. The Guild has represented the district's faculty since the beginning of collective bargaining in California's community colleges in 1977, and is the largest local union of community college faculty in California.

AFT Staff Guild

The AFT Staff Guild, Local 1521, represents the fulltime and part-time classified clerical/technical administrative staff at Pierce College.

Calendar Committee

A Calendar Committee shall be formed if the college desires to change to a different calendar as per the Agreement between the District and the Faculty Guild.

Intercession Committee

An Intercession Committee shall be established for each intersession (winter and summer) and activated as necessary to serve as an appeals committee to hear and rule upon intercession priority matters. It shall consist of no less than two faculty members as determined by the campus AFT representatives and no less than three administrators determined by the president.

Local 99

The District recognizes that the Union was certified by the Public Employment Relations Board (PERB) as the exclusive representative of regular full-time and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit, as enumerated and listed in Appendix A and modification thereto in accordance with PERB Regulations.

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- The Los Angeles City and County Schools Employees, Local 99, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in Unit 2, Maintenance and Operations.

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

- Through direct consultation during regularly meetings between union representatives and the Chancellor and/or the college presidents
- Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor's designees and/or the college presidents
- Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils
- Through direct representation from the Resource Table during bi-monthly Board meetings.

In addition, the Classified Management Association, a non-official association of unrepresented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.

Supervisory Employees' Local 721 (SEIU)

The District recognizes that the Union was certified by the Public Employment Relations Board (PERB) as the exclusive representative of regular full-time and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit, as enumerated and listed in Appendix A and modification thereto in accordance with PERB Regulations.

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining

process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- The Supervisory Employees' Union, S.E.I.U. Local 721, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit.

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

- Through direct consultation during regularly meetings between union representatives and the Chancellor and/or the college presidents
- Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor's designees and/or the college presidents
- Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils
- Through direct representation from the Resource Table during bi-monthly Board meetings.

In addition, the Classified Management Association, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.

Work Environment Committee

The Pierce College Work Environment Committee is a standing committee of the AFT Faculty Guild composed of faculty members designated by the AFT Chapter President, administrators designated by the college president and other employees as designated by their contracts. It addresses and monitors workplace safety, environmental concerns, smoking and noise abatement concerns, campus parking matters, office space requests and other issues, and recommends policy to the president.

Pierce College Work Environment Committee Mission Statement:

The mission of the Pierce College Work Environment Committee is to develop policy recommendations, which promote a clean, safe, healthful work environment for teaching and learning.

Its mission includes the following:

- to provide faculty representation on fiscal, planning, infrastructure and construction committees in order to ensure that OSHA, fire and other workplace regulations are

met and faculty space needs and other accommodations are given priority in the budgeting process;

- to advocate for employees on work environment issues such as grounds and facilities, parking, classroom conditions, allocation and conditions of faculty office space, air quality, temperature control, day and night lighting, VDT usage, ergonomic standards, sanitation, and safety (including visible presence of sheriffs and adequate response rates to emergency situations);
- to promote access to adequate office space, supplies and computer support for full-time and adjunct faculty.

The Work Environment Committee meets on the third Tuesday of the Month from 1 to 2 pm (normally in the Academic Affairs Conference room).

Teamsters

The District recognizes that the Union was certified by the Public Employment Relations Board (PERB) as the exclusive representative of regular full-time and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit, as enumerated and listed in Appendix A and modification thereto in accordance with PERB Regulations.

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- The California Teamsters Public, Professional and Medical Employees Union, Local 911, representing regular and non-regular deans, associate deans, and assistant deans.

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

- Through direct consultation during regularly meetings between union representatives and the Chancellor and/or the college presidents
- Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor's designees and/or the college presidents
- Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils

- Through direct representation from the Resource Table during bi-monthly Board meetings.

In addition, the Classified Management Association, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.

Annual Planning and Program Review

Implementation and Oversight

In 2009, the Educational Planning Committee (EPC), with the approval of the Academic Senate and the college's shared governance council, instituted a new educational program and student services planning process that links annual program plans to program review and resource allocation, and establishes the program review as the basis of the college's educational master plan. This process was later adopted by the administrative services division of the college.

Purpose and Intended Impact/Outcomes

Each of the college's units and programs writes an annual plan: Annual Academic Program Plan, Student Services Program Plan, and Annual Administrative Unit Plan, from which two- and six-year program review plans are built. These plans include an assessment of past goals, short-term and long-term future goals, activity updates, student learning outcomes and service area outcomes, and resource requests, e.g., staffing, equipment, software, supply budgets, and facilities. Each program utilizes relevant data (including enrollments, class size, success rates, degrees and certificates, and full-time/part-time ratios for instructional programs and other specific metrics for the student services and administrative units) in completing and justifying its plan. These program plans are then reviewed in the context of the college's current strategic and educational master plans. Resource allocation recommendations are also made in part on the basis of these plans.

Annual plans are the basis for resource allocation requests, be they additional faculty, equipment, or other need. The annual plans also build information, which is used to develop the two- or six-year Program Review for each department. Program reviews are developed by a process that links annual plans to a prioritization process and produces actionable information to support long term planning at the program level and contribute standardized data to the college's educational master planning cycle.

Linkage to Strategic Plan

The college uses its six-year Educational Master Plan as the basis for all institutional planning. The three-year strategic plan, which operationalizes the Educational Master Plan, establishes annual priorities, goals, objectives, responsible party for achieving objectives, and timeframes for completion. These goals and objectives inform the annual planning process. In turn, the annual plans report progress made toward the achievement of college goals.

Program Review Process Inputs: External Scan, Internal Scan, Planning Assumptions, Gap Analysis

The program review process involves consulting relevant external and internal data to determine areas in need of improvement or other adjustment. External scanning includes consulting advisory committees, universities for articulation status, labor market data, professional associations input, District discipline committee meetings, input from adjunct faculty, high schools, external agency site reviews, District-wide initiatives, and Federal and state codes. Internal scanning includes student learning outcomes assessment data reviews, faculty evaluation, and evaluation of departmental and program goals and objectives.

Once both external and internal scanning are completed, program review moves on to a gap analysis. The program review section covering trend analysis/outlook, i.e., the relevant non-academic trends that can or should influence the program's goals, allows program reviewers to compare the existing program with these relevant non-academic trends to determine whether or not the program already incorporates them. If not, these then become part of a program's future goals.

Program Goals, Objectives, and Strategies

Program goals, objectives, and strategies are updated annually during the two- and six-year program review process, and in consultation with, or inform the college's strategic plan. Annual program goals are aligned with the college's strategic plan.

The annual plans (program and unit) are prioritized in the following order:
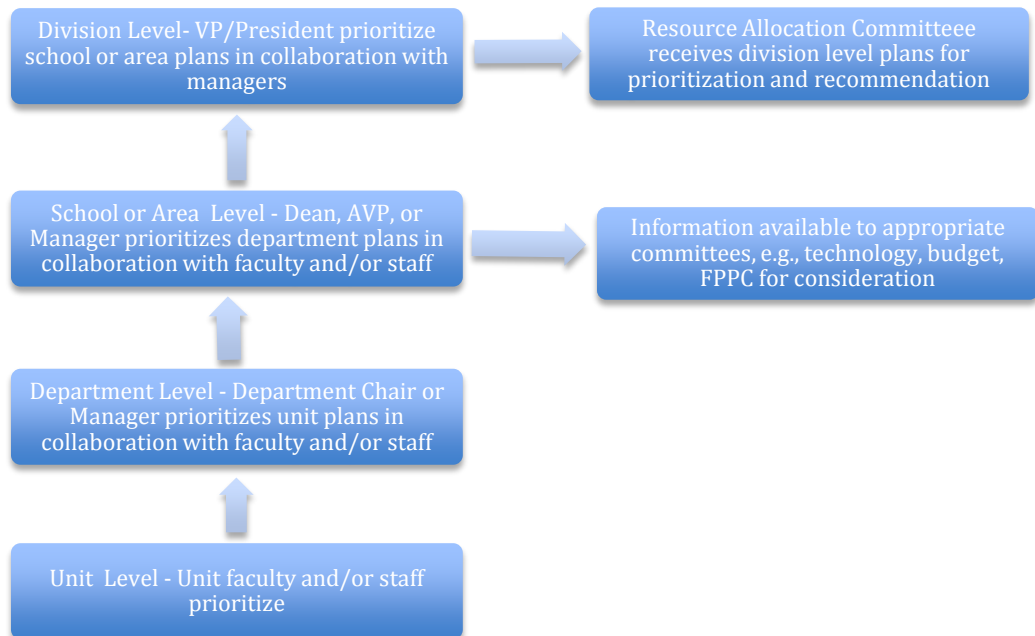
Process for Evaluating the Annual Planning and Program Review Process

The annual program plan and program review templates are reviewed and updated annually by the educational planning committee, student services, and administrative services divisions. Area deans review each annual plan and program review. In addition, during the program review process, departments are provided feedback by taskforces, which include faculty and administrators. This process ensures external review and feedback to ensure linkages to college priorities and goals across the college.

Whereas in the past, the departments completed program review on a staggered cycle, under the current format (developed in 2009) all programs work on program review on a six-year cycle. CTE programs continue to complete program review every two years and general education/transfer programs complete program review every six years.

Each year the EPC reviews the forms for annual planning, discusses the timelines, and solicits input. The information is discussed and modifications are made for the following year.

Institutional Plans

Educational Master Plan

Purpose and Intended Impact/Outcomes

The Educational Master Plan is the college's overarching planning document. The decision to position the Educational Master Plan as the college's overarching planning document emerged from a desire for, and recognition of the need for, student learning programs and services to be at the forefront of all college planning activities.

The Educational Master Plan uses a variety of internal and external forecasts and data to create a framework that identifies themes and articulates strategic directions for educational programs, student services, and administrative services. The plan tells college constituents what the institution wants to accomplish during a six-year cycle and prioritizes student learning programs and services needs.

The Educational Master Plan is developed each six years with the leadership of the Educational Planning Committee. As a committee of the Senate, the EPC solicits and collects information from departments through the annual planning and program review processes, and synthesizes it into a cohesive planning document. The Educational Master Plan is submitted to the Pierce College Council (PCC) for endorsement and is recommended to the president. Once accepted, the Educational Master Plan is used to develop a Strategic Plan by the College Planning Committee.

The Educational Master Plan is operationalized through the Strategic Plan, which is developed by the College Planning Committee, as sub-committee of the Pierce College Council (PCC).

The Pierce College strategic planning process is developed according to a three-year cycle so that there are two Strategic Plans, which makes operational each six-year Educational Master Plan. This operationalization involves consultation of the Educational Master plan and the development of specific goals, timeframes and assessment measures for those goals, and the identification of departments responsible for the achievement of those goals.

The Educational Master Planning Process Cycle (Diagram)
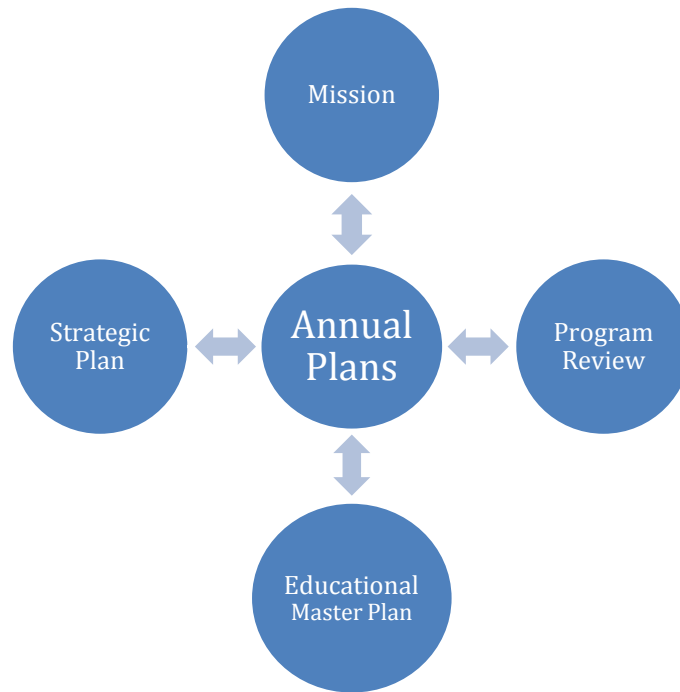
Implementation and Oversight

The Pierce College Council (PCC) adopts and operationalizes the Educational Master Plan. The Pierce College Council reviews and reports the progress on the Strategic Plan on an annual basis, and summarizes achievement of goals at the end of each three-year cycle. The Educational Master Plan and the summary of the previous Strategic Plan are reviewed in the development of each new three-year Strategic Plan.

Process for Evaluating the Educational Planning Process

Every six years, the Educational Planning Committee (EPC) consults with the College Planning Committee (CPC) to assess the effectiveness of the development of the educational master plan and makes appropriate changes as needed.

College Strategic Planning

Pierce College's Strategic Plan is a living document that directs various college organizations and committees to carry out the strategic goals developed from the educational master plan. Created by the College Planning Committee, the three-year Strategic Plan provides the college with a road map for implementing the college's master plan.

Each strategic plan is developed by the College Planning Committee after a thorough review of the Educational Master Plan as well as a discussion of current challenges and opportunities facing the college, and the college's goals and objectives.

Goals

The college's strategic plan will identify major goals to be achieved over a three-year cycle. The college's planning committee will be assigned the role of central clearinghouse/coordinator for tracking and reporting progress on the achievement of each of the strategic plans goals. Each goal will be assigned to a department/departments for responsibility for developing and carrying out the strategic objectives, as well as a timeline for implementation.

Objectives

Each goal has a number of objectives that detail specific actions to be taken to achieve the stated goal. Although the strategic plan is a three-year plan, objectives may be updated more frequently in response to the annual plans created by the academic, student services, and administrative departments.

Each unit of the college will incorporate the relevant and appropriate strategic planning objectives into their annual activities and plans. Because annual planning is the primary mechanism for consideration of funds, this practice will fully integrate and link the college's resource allocation and planning processes. Also, this will ensure that institutional planning becomes an integrated part of the daily operations and work of the college.

College Student Equity Planning

Purpose and Intended Impact/Outcomes

Student success is among Pierce College's highest priorities. Student success planning is done to fulfill the college's mission to provide opportunities for access, engagement, success, and enrichment through diversity. The Pierce Student Success Committee has had the primary responsibility for the college's second Strategic Plan goal, which is to "increase opportunities for student access, readiness, retention, and success." To meet this goal, the Student Success Committee oversees the development, implementation, and evaluation of the college's major student success plans, including the Basic Skills Plan, the Student Equity Plan, and the Matriculation Plan. Together, these plans lay the foundation for increased opportunities for student success.

Title V requires that each district maintain a student equity plan that contains campus-based research as to the extent of student equity in five areas and the determination of what activities are most likely to be effective in fostering equitable outcomes among student groups. The five mandated areas are access, retention, degree and certificate completion, ESL and basic skills completion, and transfer. Research data must be reported for all students and also broken out by gender, ethnicity, and disability status.

Student equity continues to be a high priority for Pierce College. The college is committed to maintaining the current high level of student diversity that reflects the surrounding communities. Increasing the access and success of students is reflected in the College goals that were developed by the campus shared governance body – College Planning Committee (CPC). These goals promote student learning outcomes that lead to well-rounded students.

The Student Equity Planning Process Cycle

To be in compliance with Title V, the Equity Plan must be updated at least once every three years. This is completed by members of the Student Success Committee.

Student Equity Planning Process External Scan, Internal Scan, Planning Assumptions, Gap Analysis

The College regularly collects and reviews enrollment data by ethnicity, gender, age group, and disability. Economic and financial data are collected through the Financial Aid Office and through district-wide student surveys. These data are published college-wide so that the college community can integrate the impact of changing demographics into the planning process.

In addition to monitoring college demographics, the Research Office has analyzed Census 2000 demographics. Comparative population density maps were prepared comparing enrollment by

age and ethnicity groups to assist in reviewing and planning outreach activities for underrepresented populations. Based on available Census data, the student population reflects over-representation by women, Asians, African Americans, and under-representation by Hispanics and whites. Comparative community data for disability is unavailable.

Equity Plan Goals, Objectives, and Strategies

Pierce College has many existing and ongoing activities that contribute towards meeting the established goals of Student Equity and the success of our diverse student population. They include:

- Tutoring
- Center for Academic Success
- Matriculation Program
- EOP&S/CARE
- Assessment Center
- Athletics
- CalWORKS
- DSPS
- Early Alert
- Transfer Center
- GAIN
- VTEA
- Honors Program
- Financial Aid
- International Students
- Associated Students Organization
- Counseling

Ideas for new activities to support student success and equity are presented to and evaluated by the Student Success Committee on a regular basis. Funding for these projects, as available, is awarded for approved projects.

Implementation and Oversight

Pierce College's Academic Senate, which oversees the Student Success Committee, has taken on the responsibility for the Student Equity Plan, in collaboration with the college's Office of Institutional Research and Planning and the Student Services Division. The student success committee is responsible for allocating financial support to projects proposed by teaching and counseling faculty to enhance student success. The committee, in conjunction with the research office, regularly assesses the outcomes of these projects to determine their effectiveness.

Budget Implications

There are many sources of funding to support student equity, including the categorical programs (matriculation, EOPS, DSPS), federal grants, and financial aid funds. In addition, the college funds many support services such as counseling, learning center and transfer center that help promote student success.

Process for Evaluating the Equity Planning Process

Each spring, members involved in student equity planning reflect on their progress, and report to the Student Success Committee (SSC). The Student Success Committee then includes a summary of the report in its presentation to the Academic Senate.

Basic Skills Plan

Purpose and Intended Impact/Outcomes

The Basic Skills Initiative began in 2006 as a state-funded grant initiative for the purpose of improving student success and access. Basic skills are foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.

The Basic Skills Initiative grant provides seed funding to create innovative opportunities in student services and academics to improve access and success to students who are struggling with the basic skills mastery. The Basic Skills Plan is developed, implemented, evaluated, and updated annually by the Student Success Committee. State grant reports, budget management, and program evaluation are all handled by the Associate Dean of Student Success and Basic Skills, who serves as the Pierce College Basic Skills Coordinator.

The Basic Skills Planning Process Cycle

The Basic Skills Initiative has both long-term (5-year) and short-term (annual) goals that are updated by the Student Success Committee. Faculty, staff, and administrators interested in creating programs to enhance access and success may apply for Basic Skills Initiative funds. Applicants complete the Project Funding Request for new or continuing programs, which is available on the Student Success website. Applications are considered in October for winter and spring programs, and in April for summer and fall programs. Projects under consideration are scored based on a rubric developed by the Student Success Committee, and the committee votes on which projects to fund based on the rubric scores and available funds.

Basic Skills Planning Process External Scan, Internal Scan, Planning Assumptions, Gap Analysis

Information used to develop basic skills projects is gathered from a number of sources, including AAPPs, data gathered through the Achieving the Dream and Equity Planning processes, and additional data requested through the Office of Institutional Research. In addition, faculty, staff, and administrators learn about district, state, and national data as well as program strategies and best practices through a number of professional development opportunities and resources. Some of these resources include the Basic Skills handbook, the annual Strengthening Student Success Conference and workshops and opportunities provided by the state's Basic Skills professional development network, called the California Community College Success Network (3CSN).

The Student Success Committee updates Basic Skills short term goals, objectives, and strategies annually. Since 2006, the Basic Skills Initiative has achieved the following:

- Hired an Associate Dean of Student Success Basic Skills Development
- Developed a Student Success website
- Developed an annual Student Success mini-conference offered each spring
- Developed, planned, and implemented several paired courses and learning communities, including a Summer Bridge program and an award-winning Algebra Success at Pierce (ASAP) program.,
- Created opportunities for greater integration between student services and academics
- Developed and offers a series of Student Success Workshops
- Hired an adjunct Student Success counselor to assist in facilitating Basic Skills programs
- Redesigned the development math curriculum
- Created the Math Exit Test, an end of semester math test that is common to all developmental math courses
- Offered course embedded tutoring for a number of disciplines
- Created contextualized essential skills opportunities for students enrolled in math, English, philosophy, art history, physics, and animal science
- Funded technology that supports basic skills mastery
- Purchased library resources to support basic skills reading
- Conducted Math and English Jams in the summer
- Funded travel to several basic skills conferences and professional learning opportunities

Long-term Basic Skills goals include:

i. Through Student Services, increase access, support for, and retention of basic skills students.
ii. Create a data- driven profile of basic skills needs at Pierce College through an ongoing cycle of examining existing data and generating new inquiry. That profile should be used to inform the campus-wide ongoing college planning cycle.
iii. Support the expansion of the Center for Academic Success as the campus focal point for academic support for students.
iv. Strengthen and support the existing professional development efforts by providing faculty and staff with cohesive, ongoing learning opportunities to enhance students' basic skills leading to their success in all course work.
v. Increase student success and retention in math, English, and ESL courses by promoting innovative programs as well as teaching and learning strategies based on proven effective methods.
vi. Develop sound instructional practices that increase math, reading, writing, ESL, study and learning skills across the curriculum, including in Career and Technical Education areas.

The Basic Skills goals, objectives, strategies, and programs operate under the supervision of the college's Student Success Committee.

Budget Implications

The main source of funding for Basic Skills projects come from the annual Basic Skills grant. However, most projects combine funding sources in order to provide adequate services. These funding sources may include the general college fund, state and federal grants, and categorical programs (matriculation, EOPS, DSPS).
Process for Evaluating the Basic Skills Planning Process

Members of the Student Success Committee meet to review each BSI-funded program based on the "Basic Skills Funding Proposal Rubric." Based on this rubric and data requested from the Office of Institutional Research, the members of Student Success Committee make recommendations for adjustment.

Matriculation Plan

Purpose and Intended Impact/Outcomes

Matriculation is a state-funded categorical program that promotes and sustains the efforts of students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

The matriculation process consists of eight core components. Six of these provide direct services to students, and two improve institutional effectiveness and accountability by enhancing colleges' abilities to conduct evaluation, coordination, and training. These components include: 1) Admissions, 2) Assessment, 3) Orientation, 4) Counseling and Advising, 5) Student Follow-up, 6) Coordination and Training, 7) Research and Evaluation, and 8) Prerequisites, Co-requisites and Advisories.

The Matriculation Planning Process Cycle

At the local level, the components of the Matriculation process are planned by a variety of faculty, staff, and administrators in Student Services as part of the college's annual planning process. Admissions and Counseling submit their own annual program plans each year. There is also an annual plan for Matriculation which covers the planning for assessment, orientation and the other remaining components of Matriculation. Every three years, program reviews are conducted for Admissions, Counseling, and Matriculation. In both the annual plans and the program reviews, there are formal links to the college's mission and strategic plan.

At the state level, each college was required to submit a formal Matriculation Plan to the State Chancellor's Office. Since 2005, there has been a suspension of acceptance of these plans at the State Chancellor's Office. As such, they are no longer being formally updated or used at the college.

Matriculation Planning Process External Scan, Internal Scan, Planning Assumptions, Gap Analysis

External Scan

Since the state budget cut of the Matriculation Program in 2009-2010, the college (as part of the district) has triggered categorical flexibility, a situation in which funds can be moved to other categorical programs. This process relieves the college from the mandates of the Matriculation Program. However the college continues to attempt to maintain the standards of the Matriculation Program to the extent that the budget allows.

One main external development that will impact the planning for Matriculation is the recommendations coming from The Student Success Task Force. The Student Success Task Force was created in response to proposals by legislators that colleges receive funding based on student success outcomes. The task force published a report in late fall 2011 validating the need to continue core Matriculation services. Currently, the legislature is considering the task force's recommendation to provide funding for the core services of assessment, orientation, and the creation of a student educational plan to entering students.

These proposed changes to the scope of the Matriculation program will affect future planning. It will reduce the scope of services that the Matriculation program currently provides.

Internal Scan

Matriculation uses internal data to complete the annual plans and program reviews. The types of data that are used include enrollment and outcomes data; service area outcomes assessment and analysis; input by the district matriculation advisory boards; input from student success initiatives and committees; existing articulation agreements; labor market trends; and insights gained from conferences and journals.

Planning Assumptions

There is an expectation that a new state plan for Matriculation will be developed. The new state plan will be linked to planning efforts in Student Services, the Student Success Committee, and other campus and district success initiatives such as Achieving the Dream.

Gap Analysis

There will need to be a comprehensive review of our matriculation planning process once the changes to the state program are adopted. The college leaderships will have to incorporate the plan into the current planning processes not only in Student Services but also with the goals and objectives of the Student Success Committee, Achieving the Dream, and other key committees and initiatives at the college.

Matriculation Plan Goals, Objectives, and Strategies

Matriculation began using annual plans in 2007-2008. Many of the short term goals have been achieved. We have achieved the following since fall 2007:

- Moved to the new Student Services building
- Converted over to computerized testing
- Created and updated our online orientation program
- Created an online advising program linked to orientation
- Created many online assessment tools such as a website to check assessment results and an online appointment system for assessment and counseling appointments

- Began implementation of a student alert process
- Began and continue to provide early outreach assessment, orientation, and counseling services students preparing to enroll in the Summer Bridge program
- Collaborate with basic skills projects and activities
- Work with special vocational programs to provide onsite assessment
- Hire full-time staff to assist with offsite administration of assessment exams and matriculation activities

Long-term goals include:

- As part of a First-Year Experience Center, create a streamlined matriculation process that would encourage all entering students to complete assessment, orientation, and have an education plan before enrolling in classes.
- Create an accurate reporting process in order to track and notify students about their academic progress.
- Evaluate core matriculation services.

Implementation and Oversight

Matriculation operates under the supervision of the college's Student Services division.

Process for Evaluating the Matriculation Planning Process

After each annual plan is submitted, Student Services' coordinators have the opportunity to evaluate the planning efforts and the outcomes achieved during the subsequent planning year. Also as changes occur to the program during the year, faculty and staff coordinators can revise and update the planning documents.

College Budget Planning

Pierce College budget planning is oriented around the Los Angeles Community College Budget Calendar, the college's Educational Master Plan, and the college's Strategic Plan. In keeping with the college's commitment to shared governance, the Pierce College Council (PCC) is informed of the college's budget status and planning.

Purpose and Intended Impact/Outcomes

The purpose of budget planning is to ensure the college's continued financial health in support of student learning.

A diagram provides a comprehensible snapshot of the budget allocation process:
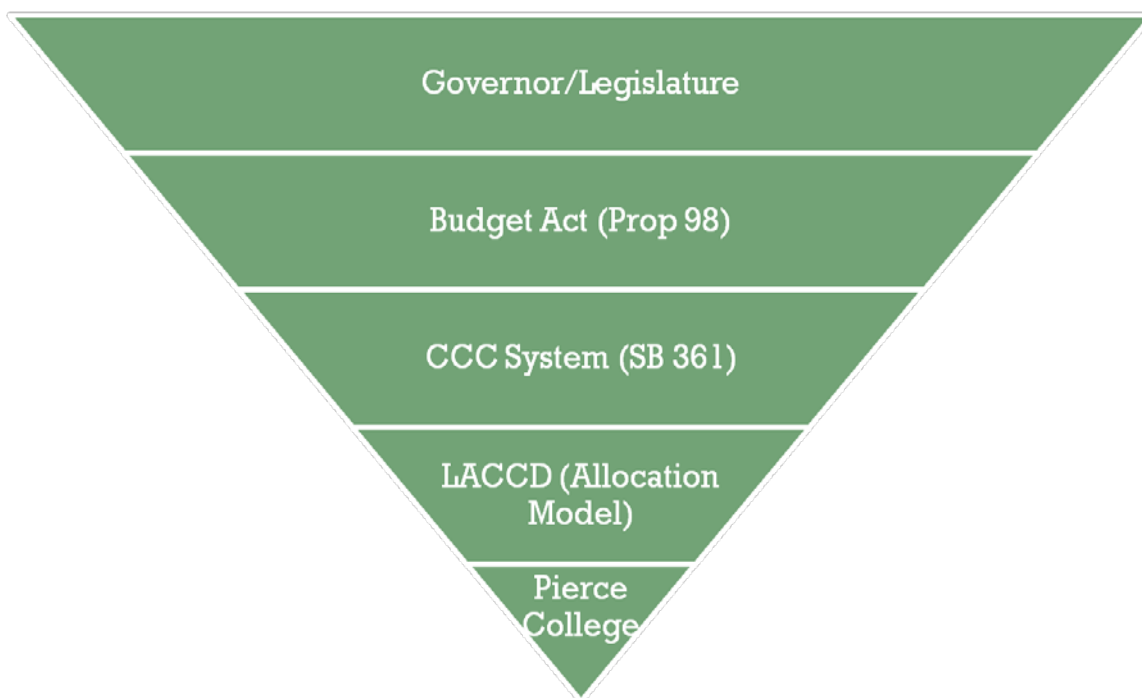
California Community Colleges (CCCs) are part of state's Master Plan for Higher Education but are not funded same way as UC and CSU systems. Instead, CCCs are linked to K-12 districts for funding purposes. Moreover, the minimum annual funding for K-12 and CCCs is determined by Proposition 98, which is an amendment to the California State Constitution, and passed in 1988.

The purpose of Proposition 98 is to serve as a guaranteed funding source that grows each year with the economy and number of students. The source of this funding is the state's General Fund and local property taxes.

One of three formulas ("Tests") is used to determine funding each year. Determining which test to use depends on how the economy and General Fund revenues grow from year to year:

Test 1—Share of General Fund.
- Provides 39 percent of General Fund revenues
- Not used since 1988-89

Test 2—Growth in Per Capita Personal Income.
- Increases prior year funding by growth in attendance and per capita personal income
- Operative in years with normal to strong General Fund revenue growth

Test 3—Growth in General Fund Revenues.
- Increases prior-year funding by growth in attendance and per capita General Fund revenues
- Operative when General Fund revenues fall or grow slowly

Note: The State Legislature can suspend Prop 98 guarantee with 2/3 vote for one year and provide any level of K-14 funding.

Community colleges' share of Prop 98 allocation = 11-12%, while the balance goes to K-12. The State Chancellor's Office allocates CCCs' share of Prop 98 funding to local districts based on SB 361 which replaced complex and outdated funding formula; "equalized" funding rates across districts; recognized fixed operating costs of colleges; fairer allocation to smaller colleges; established (in Ed Code) beginning funding rates for credit, non-credit, and career development and college preparation (CDCP) non-credit full-time equivalent students (FTES).

Here is a snapshot of how CCC funding is calculated:

1 FTES = 525 Contact Hours	Standard Measure Used Statewide for…

1   student, enrolled in
  5   classes per primary term, at
  3   hours per week, per class for
17.5 weeks per primary term, attending
  2   primary terms, yields
	• Funding
	
	• Key performance indicator
	
	• Productivity measure
	
	• Program Review

525 hours per year	

Each college is disbursed an unrestricted General Fund. This is the "Foundation" or "basic" funding per institution. It is determined by the annual cost-of-living adjustment (COLA), Base Revenue, and enrollment growth and restoration funding.

Here is a snapshot of how the Unrestricted General Fund is calculated:

Concept	Example
Base	100 FTES = prior year funded total (base + growth)
Actual	110 FTES = reported: projected or actual
Actual Growth	10 FTES actual above base
Growth Rate/Cap	6% of Base = 6 FTES
Funded Growth	6 FTES actual growth to cap
Funded Total	106 FTES = base + funded growth
Over Cap	4 FTES not funded by apportionment, eligible for Over Cap funding

Other unrestricted General Fund allocations are: The California State Lottery, apprenticeship, non-resident tuition, part-time faculty compensation, other state. Other allocations are local sources, such as interest income and dedicated revenues.

In addition to the unrestricted General Fund, the state separately funds 22 categorical programs that are part of CCCs' "restricted" General Fund. Programs funded from the restricted General Fund include Basic Skills, CalWORKS, CTE, DSPS, Economic Development, EOPS, Matriculation, and Student Financial Aid administration.
Other state support is found in block grants, SB1133, and CTE.

Federally supported programs include building, Perkins loans (VTEA), veterans education, and work study. Local funding includes Community Services, Health Services, Parking, Bookstore, capital outlay, cafeteria, debt service, and general obligation bond/building.

Linkage to Strategic Plan and Program Review via Unit Plans (Inputs)

The college's Strategic Plan sets out the process whereby institutional budgeting is implemented. Beginning with annual plans, a process is set in motion to make resource requests that are prioritized and vetted by the appropriate bodies.

The annual plans (academic and unit) are prioritized in the following order:

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┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│ Division Level- VP/President     │  ──▶   │ Resource Allocation Committeee  │
│ prioritize school or area plans  │        │ receives division level plans   │
│ in collaboration with managers   │        │ for prioritization and          │
│                                  │        │ recommendation                  │
└─────────────────────────────────┘        └─────────────────────────────────┘
              ▲
┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│ School or Area Level - Dean,     │  ──▶   │ Information available to         │
│ AVP, or Manager prioritizes      │        │ appropriate committees, e.g.,   │
│ department plans in collaboration│        │ technology, budget, FPPC for    │
│ with faculty and/or staff        │        │ consideration                   │
└─────────────────────────────────┘        └─────────────────────────────────┘
              ▲
┌─────────────────────────────────┐
│ Department Level - Department    │
│ Chair or Manager prioritizes     │
│ unit plans in collaboration with │
│ faculty and/or staff             │
└─────────────────────────────────┘
              ▲
┌─────────────────────────────────┐
│ Unit Level - Unit faculty and/or │
│ staff prioritize                 │
└─────────────────────────────────┘
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Relation to the District Budget Process

Once the state legislature has allocated higher education funds, the LACCD disburses its allocation to the nine District colleges. This is a multi-step process by which the district is able to refine the amount of money available based on the emerging budget situation from the state. In general, a preliminary budget is released in March, a revised budget in May, and a final budget in mid-September.

The allocation model used by the Los Angeles Community College District to distribute state general revenue to colleges as part of Unrestricted General Fund is based on the SB 361 funding formula. Each college receives base allocation based on college size, plus funding for credit, noncredit and enhanced noncredit FTES at state-funded rates. Small colleges in the district receive supplemental basic allocation to their basic allocation in a given Fiscal Year. That supplemental allocation is adjusted by COLA in future years.

The Annual Budget Planning Prioritization Process

District Process for Emergency Allocations

Colleges are assessed for District Contingency Reserve at 5% of their unrestricted General Fund. Each college reserves additional 1% of its unrestricted General Fund. In addition, each college is assessed for centralized and District Office services based on share of total FTES. Balances are retained by colleges and District Office.

Pierce Process for Emergency Allocations

Recognizing that the annual planning and resource allocation process cannot anticipate emergent or unforeseen needs of the units of the college, a process has been developed to consider funding needs on an "on demand" basis. This process is intended to provide relief in emergent circumstances and is not be utilized for regular or routine resource needs. This process is available for the request of one time funds and cannot be used to request an ongoing augmentation to any unit's annual budget.

If units of the college an unanticipated need or emergency the following process can be used to request funding at any time during the academic year:

1. Unit manager or administrator completes the "emergency funding" request form and submits to the division Vice President or President
2. Division Vice President presents the need at senior staff for consideration and approval by the college President
3. The President of the College reports any approvals to the Budget Committee and Resource Allocation Committee on a monthly basis.

Process for Evaluating the Budget Planning Process

Each Spring, the Budget Committee completes a self-evaluation form, which is distributed by the Pierce College Council (PCC). In this self-evaluation, the committee sets goals for the next academic year, which includes reconciling its role with that of the Resource Allocation Committee. That evaluation is then presented to the College Planning Committee (CPC), which includes a summary to the Pierce College Council.

College Technology Planning

The technology master plan is put together by a task force made up of members of both the Technology and Distance Education committees. This group looks at several different areas relevant to the college's technology infrastructure. The Technology Committee generates its analysis of the college's technology needs based on internal and external research – outside advisors, campus surveys, annual plans, and the college's Educational Master Plan and Strategic Plan.

The college's technology charter and goals of the Technology Committee are reviewed annually, and adjustments made accordingly. One such adjustment resulted in a joint monthly meeting of the Distance Education and Technology committees.

The college's Educational Technology Committee (ETC) and Technology (TC) committees articulate a process whereby students are provided an information-rich interactive educational environment that integrates technology into the fabric of learning experiences and provides students with the connectivity, access, information, tools, and services they need to accomplish their goals. This process is spelled out in its two-year plan.

The college's Information Technology (IT) Department supports the college mission, and implements the technology plan by providing a robust and progressive technologically-enhanced environment that is conducive to higher learning.

To achieve its mission of supporting student learning through appropriate technology resources, the college's technology plan builds upon the dual values of LACCD:

- Focus on students
- Data driven continuous improvement

The LACCD identified five key areas to achieve the mission of providing an information-rich, interactive educational environment that integrates technology into the fabric of teaching and learning experiences:

Learning – The LACCD will leverage powerful technology that provides personalized learning that customizes the pace of teaching and instructional practices. All learners will have engaging and empowering learning experiences both in and outside of college classroom that prepare them to be active, creative, and knowledgeable participants in a globally networked society

Assessment – The LACCD will leverage technology to regularly measure and report student success, institutional effectiveness, and operational efficiency while using assessment data for continuous improvement

Teaching – The LACCD will increase the ability of educators to use technology to create engaging, meaningful and connected learning environments. They will be supported

individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for learners

Infrastructure – The LACCD will provide a comprehensive sustainable technology infrastructure including hardware, software, support staff, policies, and processes for students, educators, and staff for learning when and where needed

Productivity – The LACCD will redesign organizational processes and structure to take advantage of technology in order to improve learning outcomes and use resources more efficiently

In alignment with the National Education Technology Plan, the LACCD Technology Plan strives to provide all students with the technological environment that allows for engaging and empowering learning experiences.

Based on the theoretical framework provided by the District Technology Plan, the focus of the Pierce College Technology Master Plan is on meeting the college's mission "to ensure that students achieve their educational, career, and personal goals." The plan specifically provides a roadmap for supporting current and growing needs of students, instructional programs, support services, as well as planning for full website accessibility and future technology.

The Pierce College Technology Plan is composed of two parts. Part I of the Pierce College Technology Plan has two goals that address the underlying physical technology infrastructure and the instructional technological support necessary to facilitate student success and faculty technological competency in the classroom. Part II of the Technology Plan focuses on website accessibility and Distance Education because of its emerging status and unique technological support needs.

Purpose and Intended Impact/Outcomes

There are many variable responsibilities that the IT unit takes on, which include receipt and delivery of goods, energy conservation through the use of technology utilities and resources, campus safety via networked security systems.

Because virtually every facet of the college community relies on IT for its daily and long-term functioning, the IT department is continually reviewing and improving its internal and external communication levels, its infrastructure reliability, and maintenance schedule. It reports to the Technology Committee (TC) on its goals status.

Linkage to Strategic Plan, Ed Master Plan, and Program Review via Unit Plans

The college's Strategic Plan is one of the primary inputs of the Technology Master Plan's variety of goals, and timelines for achieving them. There are annual and long-range (3-5 year) goals, all of which are geared toward actualizing the current Educational Master Plan.

The Technology Plan identifies requisite resources for implementing Strategic Plan goals and meeting objectives. These resources include technology, equipment, staff, and third party.

Implementation and Oversight

The Technology Committee (TC) oversees the goals set by the Technology Master Plan. On an annual basis, the committee reflects on its work and reports to the College Planning Committee, which in turn reports to the Pierce College Council (PCC).

Process for Evaluating the IT Planning Process

Each Spring, the Technology Committee reflects on its progress, which includes a collaborative reflection with the Distance Education Committee and reports to the College Planning Committee (CPC). The College Planning Committee then includes a summary of the report in its presentation to the Pierce College Council.

College Facilities Planning

Pierce College's physical resources, geographical location and community demographics inform part of the context in which its facilities planning occurs. Moreover, the facilities planning process has for some time been intertwined with its bond planning, which is a large-scale construction and renovation process set forth by the 2008 Measure J.

The college is located in a primarily suburban portion of the San Fernando Valley. Close proximity to Highway 101 connects Pierce to the surrounding communities and the Orange Line provides a direct public transportation link to downtown Los Angeles. With its large landholdings, Pierce provides a valuable piece of educational open space for students and the community and a reminder of the valley's agricultural past.

The majority of Pierce students come from the surrounding communities within the San Fernando Valley; in particular, nearly 50% of all students enrolled are from the four adjacent communities of: Woodland Hills, Reseda, Canoga Park, and Northridge. Almost all students live within a 30- minute driving radius of the campus.

While agricultural areas account for nearly half of the campus, Pierce has a relatively compact academic core centered on a pedestrian mall. A series of single-story buildings define the campus core and frame adjacent open spaces. The site topography and unique climate of the San Fernando Valley help shape the way students interact with each other and experience the campus.

Anticipating a 2008 bond, Measure J, Pierce College began the process of updating the College's Master Plan. The Master Plan Update was divided into two phases. The first phase identified potential program and capital projects. The second phase focused on physical planning issues arising from new capital projects, existing site considerations, and long-term planning issues.

The master planning process was consultative and data- driven. It required the active engagement of the college community at all levels, and the resulting Master Plan is one that can be owned by all college constituents.

Phase I (10/2007 - 01/2008) took place over four months and included three work sessions, while Phase II (07/2008 - 03/2009) took place over a nine month period and included three work sessions and presentations with the College community, including faculty, staff, students, and the administrators. Each work session built upon feedback, comments, and direction gained during the prior sessions.

Purpose and Intended Impact/Outcomes

The Pierce College Master Plan Update builds upon the 2002 Master Plan and establishes a framework for the College's future, aligning its physical environment with its mission and academic plan. The 2002 Master Plan was developed to guide projects initiated under Bond

A/AA, many of which are nearly complete. With the passage of Measure J, this updated plan creates a flexible approach, which assures the efficient use of resources, sets priorities, and develops strategies for implementation. It looks toward solutions that will be sustainable, by considering the environmental, economic, and social impacts of campus development. It also looks beyond physical planning, suggesting future studies, actions, and policies the College might consider.

This Master Plan Update presents a vision centered on sustainability for the future of Pierce College. The College's approach to sustainability covers three broad areas:

- A commitment to social sustainability through building the academic community, improving retention, increasing productivity, harnessing entrepreneurial energy, promoting innovation, and enabling collaborative learning. This commitment is exemplified by Pierce's track record of integrating academic and workforce development programs.
- A commitment to financial sustainability including the strategic management of resources, balancing of high and low cost programs, a focus on realism and implementation throughout planning and budgeting processes, and growing the local economy.
- A commitment to environmental sustainability by planning for the campus as a whole, and producing a comprehensive ecological vision that addresses energy consumption, impervious surfaces, storm water management, and the reestablishment of sustainable flora exemplified by the College's creation of the Botanical Garden.

Linkage to Strategic Plan, Ed Master Plan, and Program Review via Unit Plans

A new bond provides the college with an opportunity to re-evaluate its programmatic needs and ensure that it has the facilities necessary to fulfill its mission. A new capital plan entitled "A Sustainable Vision for Los Angeles Pierce Community College, by Sasaki Associates," was completed in January 2008, to address new academic program demands and the College's newly-formulated commitment to sustainability.

Grounded in a rigorous analysis of available data, including space needs by program type, room utilization, workforce demand and program costs (used to identify potential new programs), current best practices, and site opportunities, three new academic construction projects were identified. Wherever possible, projects were combined to create synergies, reduce costs, and promote collaboration.

The goals of this Master Plan Update are based on the College's mission, strategic plan, and work sessions with the Pierce community. They are categorized into these four key themes:

- Sustainability: Create a plan that views the campus as a comprehensive whole.
- Mission: Establish a clear identity based on educational mission.
- Community: Create a pedestrian-oriented campus environment that nurtures and

encourages interaction between staff, faculty, and students as well as supports important links with the external community.

- Campus Image: Improve the image of the campus to inspire college-level learning as well as celebrate unique aspects of the campus' physical character. New buildings reflect Spanish Mission style architecture, bringing together our past and present.

Facilities Plan Goals, Objectives, and Strategies

A significant portion of the Facilities planning goals, objectives, and strategies are linked to the significant physical changes in progress at the college. Major increases in the amount of square footage of buildings on campus, along with new building systems and technology coming on-line, correlates to an increase in the number of custodial assignments. This sort of change is indicative of the importance Pierce College places on planning, since the enormity of initiating and completing the bond building projects will eventually be displaced when the college adjusts to the new environment and its success in meeting student needs.

The plant facilities department at Pierce College maintains a master listing via a 5-year plan of all scheduled maintenance project (SMP) type work. 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.

Through the college's Work Environment Committee, as well as through routine surveys, the Plant Facilities unit communicates with faculty and staff regarding the cleaning and maintenance of all the campus' physical facilities. In addition, the Plant Facilities unit completes routine maintenance and inspections according to existing timetables, and researches new methodologies for executing maintenance goals.

Implementation and Oversight

The college's plant facilities planning implements the maintenance and support of existing facilities. 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 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. 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.

Process for Evaluating the Facilities Planning Process

Each Spring, the Plant Facilities Unit reflect on their progress, and report to the College Planning Committee (CPC). The College Planning Committee then includes a summary of the report in its presentation to the Pierce College Council.

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.

The Los Angeles Community College District Mission and Philosophy

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we — the faculty, staff, and administrators of the nine Los Angeles community colleges — dedicate ourselves to the goal of expanding access to educational opportunity across the many, diverse communities that contribute to the greater Los Angeles area.

We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and life-long learning.

To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures.

District Guiding Principles

Access and Opportunity--We are committed to expanding educational opportunity and access to everyone who has the desire to learn, and we welcome all students, including those from communities that have been traditionally underserved.

Excellence and Innovation--In all of our services and institutional activities, we strive to create a culture of excellence and innovation, and we challenge our students to meet the highest educational standards.

Student Learning and Success--All of our institutional efforts and resources are dedicated to one central purpose--the support of our students as they work toward the achievement of their academic and professional goals.

Free Inquiry--We value the vigorous, critical and free exchange of ideas and opinions, and we work actively to create communities of mutual respect and shared concern that support and sustain open debate and constructive, democratic discourse.

The Power of Diversity--We embrace diversity as a central part of our civic and institutional identity and as a powerful element in the education and development of every individual.

Community Connection--Our colleges must be rooted in the communities they serve, and we are determined to build and maintain strong, durable, and responsive collaborations with our educational partners across Los Angeles, and with business, labor, and other organizations that contribute to the fabric of our larger community.

The Promise of Technology--Technology plays a critical role in all of our institutional operations and educational programs, and we are committed to keeping both our district systems and classrooms on the forefront of technological innovation and efficiency.

Public Accountability--We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts.

District Planning

The Role of the Governing Board in District-wide planning

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District's stated mission. It exercises oversight of the colleges' educational programs, and guarantees the colleges' fiscal integrity and financial health. To fulfill these obligations, the Board consults collegially with various stakeholder groups, including the District Academic Senate, the administration through the Chancellor's Cabinet, the Associated Student Organizations, and the labor unions. It is understood by college stakeholders that as the elected representative of the community, the Board of Trustees is the final voice on all matters in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office). The duties and responsibilities of the Board are defined externally by the State Education Code, Section 70901-2, and internally by the Board Rules.

Composition and Election

The LACCD Board of Trustees comprises seven publically-elected members and one non-voting student trustee. Board members are elected at large for four-year terms by voters in the City of Los Angeles and other local municipalities. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select the student trustee to serve a one-year term.

Board Member Orientation and Ethics

In February 2007, the Board adopted Board Rule 2105, a formal policy for the orientation of new Board members. The Board has also developed procedures for the orientation of student trustees. The Board adopted a Statement of Ethical Values and Code of Ethical Conduct (Board Rule 2300.10) in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District Legal Counsel, in February 2007, the Board established procedures for sanctioning Board members in case of ethics violations (Board Rule 2300.11).

Board Self Evaluation and Board Goals

As specified in Chapter II, Article III, 2301.1 of the Board Rules, the Board conducts annual self-evaluations, scoring its performance in 20 general functional areas and reporting on its self-assessment and on the summarized evaluations of constituency representatives, including college presidents, District senior staff, and union and academic senate representatives. As part of this self evaluation process, the Board also assesses progress made on its past goals and establishes a new set of annual goals.

The Board's Role in Participatory Governance

On all matters deemed to be academic and professional, the Board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS). For the creation of collective bargaining agreements, the Trustees delegate authority to the Chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.

Academic Oversight

The LACCD Board of Trustees exercises oversight of the college's educational programs by means of Board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty's role in educational matters in accordance with the District's stated mission. The Board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the colleges' academic offerings as well as the central role played by the district and college academic senates in relation to all academic and professional matters.

Fiscal Integrity and Stability

The Board is also directly responsible for guaranteeing the colleges' fiscal integrity and financial health by periodically reviewing and approving the colleges' mission and vision statements and by requiring regular reports from the college presidents on college budgets. Through District administrative offices, the Board oversees compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs. In conjunction with the Chancellor's Office and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses.

Accountability and Accreditation

The Board monitors and assures the quality of all LACCD programs and activities and oversees the accreditation process through its Committee on Planning and Student Success, which addresses issues related to educational effectiveness, student achievement, and educational program support. The Board also requires the colleges to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence outcomes. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures as well as college progress in relation to the district's Core Indicators of Institutional Effectiveness.

The District Strategic Plan

"Over the next 5 years, the LACCD will become a leader among urban community colleges by expanding educational access and opportunity across the greater Los Angeles area and by offering a wide array of challenging, innovative, and student-centered academic and

occupational programs that change student lives, enrich the area's many diverse cultures, and make a lasting contribution to the regional economy." (LACCD Strategic Plan, 2006-2011)

Background and Purpose

The LACCD District Strategic Plan, 2006-2011 has provided a framework for LACCD college-level planning and guided district-wide initiatives for the past four years. In spring 2010, the District Planning Committee initiated the final summative assessment of the District Strategic Plan in preparation for the complete revision of the District's Mission Statement and strategic planning goals in 2010-2011. These efforts have been overseen by a special taskforce of the District Planning Committee. For more information about District Strategic Planning in the LACCD, see the District Governance and Functions Handbook: 2010 LACCD Governance Handbook.

DSP Goals and Objectives

The Strategic Plan outlines five overarching goals and 33 related objectives for the nine LACCD colleges and the District Office. The major planning goals are:

1. Access: Expand Educational Opportunity and Access
2. Success: Enhance all Measures of Student Success
3. Excellence: Support Student Learning and Educational Excellence
4. Accountability: Foster a District-wide Culture of Service and Accountability
5. Collaboration and Resources: Explore New Resources and External Partnerships

The District Academic Senate

In accordance with California Administrative Code Title 5 §53200-53204, the Board of Trustees consults collegially on all academic and professional matters with the faculty through the Academic Senates. In accordance with the Board Rules (Chapter XVIII, Article 1,18100- 18102), the Board recognizes the District Academic Senate as the representative body of the college Academic Senates for the purpose of developing district-wide educational policies and procedures. The Board consults with the District Academic Senate and the college Academic Senates directly and through its designees, including the Chancellor, the college presidents, and senior administrative staff. As established in Board Rule 18103-18104, the Board agrees to "rely primarily" on the District Academic Senate during collegial consultation concerning the following District-level academic matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development;
5. Processes for program review; and
6. Faculty roles in the accreditation process, including *Self Study Reports* and other reports.

The Board agrees to "reach mutual agreement" with the District Academic Senate on District-level academic and professional matters by written resolution concerning the following policy areas:

1. Educational program development;
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development;
4. Standards on policies regarding student preparation and success; and
5. Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate. This consultation process is carried out through the following means:
6. Through direct consultation during regular monthly meetings between the DAS President, the college senate presidents, the Chancellor, the Deputy Chancellor, and the Vice Chancellors
7. Through direct representation from the Resource Table during bi-monthly Board meetings
8. Through District Academic Senate participation during Board committee meetings
9. Through District Senate participation on District-wide governance committees, including the District Budget Committee, the District Planning Committee, and the District Bond Steering Committee
10. Through District Academic Senate participation in the District-wide Internal Management Consultation Process as defined within Chancellor's Directive
11. Through the participation of District Academic Senate Executive Committee members on other District-wide committees and taskforces

As specified in the Board Rules (Chapter XVIII, Article 1,18106 A), the District Academic Senate, in consultation with the Chancellor, appoints all faculty representatives serving on district-level committees and taskforces, unless otherwise stipulated in the AFT 1521 collective bargaining agreement.

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Appendix 1: Committee Charters (Compositions and Further Information)

Administrative Committees

Resource Advisory Committee

Composition:

1	Academic Senate representative
1	Educational Policy Committee faculty representative
1	Student Success Committee faculty representative
1	Academic Policy Committee representative
1	AFT faculty chapter representative
1	Classified Union representative (1521A)
1	Supervisory Unit representative (SEIU 721)
1	Building and Trades Unit representative
1	SEIU Local 99 Unit representative
1	Vice President of Academic Affairs or designee
1	Vice President of Administrative Services or designee
1	Vice President of Student Services or designee
1	Dean of Academic Affairs or Student Services
1	Teamsters representative

- The committee shall be co-chaired by a member of the faculty to be chosen by the committee and by a college Vice President, or administrative designee.

- The term of office of faculty committee members shall be two (3) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year. Faculty committee members shall be appointed by their constituencies.

- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Pierce College Council

Accreditation Steering Committee

Composition

The committee is comprised of the following:

1	Faculty Accreditation Coordinator (co-chair)
1	Vice President, Academic Affairs (co-chair)
1	Vice President, designated by the College President
1	Academic Senate Designees (two designated by the Academic Senate President, one of which must be a member of the PCC)
1	Faculty Department Chair of the Chairs
1	Local 1521 Chapter Chair or Designee
1	Local 1521A Chapter Chair or Designee
1	Teamsters' Representative
1	ASO President or Designee
1	Senior Secretary to Vice President of Academic Affairs (note taker/staff support)
1	Other resource persons may be asked for support on an as-needed basis

Term of Office

The committee will validate membership on an annual basis during the spring semester for the following academic year.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

Budget Committee

The objectives of the Budget Committee include, among others that may be designated by the PCC:

- To gain a general understanding of relevant State, District and College finances, especially concerning the unrestricted funds of the College.
- To promote discussions among Budget Committee members, PCC members, faculty and staff regarding financial matters.
- To promote transparency and broad understanding of financial issues.
- To review budget-related processes and recommend improvements, as needed.
- To review major budget requests, and make recommendations and observations to the PCC regarding budget strategies and priorities.
- To participate in and/or recommend related special studies, task forces or projects, as needed.

The Pierce College Budget Committee links strategic planning with the educational master plan, and as such is oriented toward the college's long-term financial health. To that end, the Budget Committee adopted a zero-based budget beginning with the 2011-2012 academic year. The purpose of a zero-based budget is to make resource allocation more equitable. Rather than rolling over departmental funding from year to year, zero-based funding allows departments to reduce or expand their budgets as their needs require. Monies are distributed out of the college's unallocated funds, and requests for such must appear in a department's AAPP.

Meetings are held the first Tuesday of each month from 1:30-3:30 PM. Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

College Planning Committee

The role of the committee shall be the following:

4. Develop the college's strategic plan (three-year cycle).
5. Update and publish an annual college planning calendar to include annual planning timelines for the Annual Program Plans, Program Review, Faculty Priority Position Committee, and budget cycle planning.
6. Publish a college planning timeline (ten-year cycle) to include the following:
   - Accreditation Cycle
   - Strategic Planning Cycle
   - Educational Master Planning Cycle
   - Basic Skills Planning Cycle
   - Enrollment Management Planning Cycle
   - Student Equity Planning Cycle
   - Matriculation Planning Cycle
   - Technology Planning Cycle
   - VTEA Planning Cycle
   - Facilities Master Plan Cycle
4. Review all college plans for alignment with educational master and strategic plans and make recommendations to the PCC for approval of college plans.

Composition

1	Academic Senate representative
1	Educational Policy Committee faculty representative
1	Student Success Committee faculty representative
1	Academic Policy Committee representative
1	AFT faculty chapter representative
1	Classified Union representative (1521A)
1	Supervisory Unit representative (SEIU 721)
1	Building and Trades Unit representative
1	SEIU Local 99 Unit representative

1	Teamsters' representative
1	Vice President of Academic Affairs or designee
1	Vice President of Administrative Services or designee
1	Vice President of Student Services or designee
1	Dean of Academic Affairs or Student Services

Operation and Procedures

- The committee shall be co-chaired by a member of the committee to be chosen by the committee and by a college Vice President or administrative designee.
- The term of office of all committee members except senior staff or their designees shall be two (2) years. The terms of the nonpermanent committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year. Nonpermanent committee members shall be appointed by their constituencies.
- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

Diversity Committee

Formed by the Office of College Compliance, the Diversity Committee's membership consists of administrators, faculty and student members and the compliance officer as Chair. The membership will include the following:

- College President (Ex Officio Chair)
- College Compliance Officer (Chair)
- Academic Senate Representatives (2)
- AFT Faculty Guild Representatives (2)
- AFT Staff Guild Representatives (2)
- Teamsters Union Representatives (2)
- Supervisory Employee's Union Representatives (2)
- Associated Students Organization Representatives (2)
- EOPandS Dean or designee
- Public Information Specialist or designee

The membership of the Committee will elect a Co-Chair, Secretary, and Treasurer. The elected officers will serve a term of two years. There are no term limits. Others who may want to join the PDC may do so as associate members without voting rights. Five members will constitute a quorum.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

Facilities Advisory Committee

The role of the committee shall be the following:

1. Reviews all college facilities program plans for alignment with Educational Master Plan (EMP) and Facilities Master Plan (FMP) and makes recommendations to the PCC for approval of facilities program plans.
2. Develops campus-wide standards for classroom size, office size and appropriate support spaces based on state-wide and local standards for these types of space. These standards should take into consideration enrollment planning goals and health and safety.
3. Creates new Facilities Master Plan.

Composition

1	Associated Student Organization President or designee
1	Academic Senate representative
1	Academic Policy Committee Representative
1	Chair of the Work Environment Committee
1	AFT Faculty Chapter Representative
1	Classified Union Representative (1521A)
1	Supervisory Unit Representative (SEIU 721)
1	Building and Trades Unit Representative
1	SEIU Local 99 Unit Representative
1	Teamsters' Representative
1	Vice President of Academic Affairs or designee
1	Vice President of Administrative Services or designee
1	Vice President of Student Services or designee
1	Dean of Academic Affairs or Student Services

Operation and Procedures

- The committee shall be co-chaired by a member of the committee to be chosen by the committee and by a college Vice President or administrative designee.
- The term of office of all committee members except senior staff or their designees shall be two (2) years. The terms of the nonpermanent committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year. Nonpermanent committee members shall be appointed by their constituencies.
- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process

Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

Technology Committee

The membership of the committee is as follows:

1	Manager, College Information Services
1	Academic Senate Representative
1	AFT faculty chapter representative
2	Academic Policy Committee representative (1 each from occupational and academic programs)
1	Classified Union representative (1521A)
1	Vice President of Academic Affairs or designee
1	Vice President of Administrative Services or designee
1	Associate Vice President of Administrative Services or designee
1	Vice President of Student Services or designee
1	ETC (Educational Technology Committee) faculty representative (recommended by the ETC and appointed by the Academic Senate)

- The committee shall be co-chaired by an administrator and a faculty member chosen by the committee.
- The term of office of faculty committee members shall be two (2) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each calendar year. Faculty committee members shall be appointed by their constituencies.
- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.
- To be sure there is a cross-section of the college community on the committee, no department shall have more than 1 representative on the committee, except that 2 will be acceptable by 2/3 vote of the remaining members of the committee.

The Technology Committee meets the first and third Thursday of the month from 2:00-3:30.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the PCC Chair.

Academic Senate

Academic Policy Committee

The department chairs of all campus departments meet together once a month as the Academic Policy Committee, a standing committee of the Pierce College Academic Senate. The chair of the Academic Policy Committee is a department chair elected by the faculty as a Vice-President of the Academic Senate.

Meetings are on the 4th Tuesday of the month at 1:30. Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Curriculum Committee

Curriculum Committee Membership is apportioned in the following areas:

- Three (3) members (Area 1) selected from the following disciplines: American Sign Language, Architecture, Art, Broadcasting, Cinema, Dance, English, ESL, French, Italian, Japanese, Journalism, Library Science, Media Arts, Modern Languages, Multimedia (Art), Multimedia (Media Arts), Music, Photography, Public Relations, Spanish, Speech Communications, Theater.
- Three (3) members (Area 2) selected from the following disciplines: Addiction Studies, Athletics, Chicano Studies, Criminal Justice, Child Development, Economics, Education, Health, History, Honors, Humanities, Law, PACE, Philosophy, Physical Education, Political Science, Psychology, Sociology, Statistics.
- Three (3) members (Area 3) selected from the following disciplines: Accounting, Anatomy, Anthropology, Astronomy, Biology, Business Administration, Business Law, Chemistry, Environmental Science, Finance, Geographic Information Systems, Geography, Geology, Insurance, International Business, Life Science, Linguistics, Management, Marketing, Mathematics, Meteorology, Microbiology, Nursing, Oceanography, Physiology, Physics, Planetary Sciences, Physical Science, Real Estate.
- Three (3) members (Area 4) selected from the following disciplines: Agriculture, Animal Science, Automotive Service Technology, Computer Applications and Office Technologies, Computer Science and Information Systems, Cooperative Education, Drafting, Electronics, Horse and Equine Science, Horticulture and Landscaping, Industrial Technology, Learning Foundations, Learning Skills, Machine Shop/CNC, Personal Development, Pre-Engineering, Service Learning, Veterinary Technology, Welding.
- Three (3) at large faculty members.
- The college Articulation Officer or designee.
- One (1) representative from the Library.
- One (1) AFT faculty chapter representative.

Non-voting members of the Curriculum Committee are:

- The Associated Student Organization President or designee.
- A member appointed by the Vice President of Academic Affairs, whose duties shall include recording and distributing the minutes of all meetings of the Curriculum Committee as well as seeing to it that the decisions of the committee reach the appropriate parties at the college and the district.

In addition:

- The Vice-Chair of Curriculum shall be elected by a vote of full-time faculty with a term of office of two years. There shall be no limitation on the number of terms a chair will be able to serve.
- The Vice-Chair of Curriculum shall preside over all meetings of the Curriculum Committee and report all matters of concern and significance to the Academic Senate.
- Curriculum Committee members may select a faculty member as Vice-Chair and submit the name to the Academic Senate for confirmation.
- The voting membership of the Curriculum Committee shall be composed of members of the faculty appointed to the committee by the Academic Senate from nominees submitted to the Academic Senate with the exception of the member serving as the Faculty Guild representative to the Committee who will be appointed by the Faculty Guild.
- The term of office of faculty committee members shall be two years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year.
- No department of the college shall have more than two (2) members on the Curriculum Committee.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Educational Planning Committee

The voting membership is comprised as follows:

2	Academic Policy Committee representatives.
2	Academic Senate representatives
2	AFT faculty chapter representatives
	The Chair of the Curriculum Committee or designee
	The Faculty Accreditation Coordinator
	The Vice President of Academic Affairs or designee
	The Vice President of Student Services or designee
1	designee selected by the Vice President of Student Services
2	Academic Deans

In addition:

- The committee is co-chaired by the Vice President of Academic Affairs or administrative designee and a member of the faculty to be chosen by the committee.
- The term of faculty co-chair is two years. There is no limitation on the number of terms a co-chair will be able to serve.
- No department of the college shall have more than one (1) member.
- The term of office of faculty committee members shall be two (2) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year.
- Faculty committee members shall be appointed by their constituencies no later than September 15.
- In the selection of faculty representatives, the committee shall be mindful of seeking broad representation from the academic and occupational areas on campus. When possible, at least one member from each of the three broad discipline classifications should be selected to serve on the committee.
- Before EPC recommendations are sent to the Academic Senate for approval, they will be forwarded to the Departmental Council (DC), the Pierce College Council (PCC), and the Vice Presidents of Academic Affairs, Student and Administrative Services for review and comment. Any of these bodies or persons who consider the recommendations deficient or believe that additional information, concepts, or priorities need to be taken into account will express their concerns in writing first to the EPC and then to the Academic Senate.
- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Educational Technology Committee

Committee Membership:

The following shall be the voting members of the Educational Technology Committee:

The membership of the Educational Technology Committee shall be composed of at least one (1) member from each of the four discipline areas described in the Curriculum Committee membership section, all to be appointed by the Academic Senate.
1 faculty member selected from the Library.
1 faculty member selected from Counseling
4 at-large faculty members
Distance Education Coordinator, or designee (the DE Coordinator shall be a voting member as long as the position remains a faculty position)

The membership of the Educational Technology Committee shall be fixed at eleven (11) voting members.

Unpredicted vacancies on the committee will be filled as soon as practically possible upon an election by the Academic Senate, and will be for the duration of the unexpired term of the vacant position.

No department of the college shall have more than two members on the committee.

The term of office of faculty committee members shall be two years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year.

The ETC will appoint a member to represent the ETC on the campus Technology Advisory Committee.

The following shall be non-voting members of the Educational Technology Committee:

- Manager of Info Tech, or designee
- Academic Senate Vice President of Curriculum, or designee
- A member appointed by the Vice President of Academic Affairs, whose duties shall serve as a Liaison to the office of Academic Affairs.

Committee Chair:

- Committee members shall select a faculty member of the ETC as chair and submit the name to the Academic Senate for confirmation.
- The chair shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.
- The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.

Meetings:

- Meetings will be held once a month on the second Wednesday of each month with no less than ten times during the year. However, summer meetings may be called by the committee (July and August)
- All the members are expected to attend all meetings. The voting members, who miss two consecutive meetings or four meetings within a year, barring exceptional circumstances, will be asked to resign.
- Absent board members will not be allowed to vote.
- The committee will seek to make decisions by reaching consensus. When this is not possible, decisions will be made by majority vote.
- Minutes will be taken by the voting members and will be posted on ETC website in a timely manner.

Other Criteria:

The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Events and Recognitions Committee

Composition:

The membership of the Events and Recognition Committee shall be composed of:

- Events and Recognition Chair
- Graduation Coordinator
- Sunshine Coordinator

The following shall apply:

- The committee members will be selected and approved by the Academic Senate.
- The chair of the Events and Recognition Committee shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.
- The term of all members is two years.
- There shall be no limitation on the number of terms a chair will be able to serve.

Sub-Committees:

The following are sub-committees of the Events and Recognition Committee:

- Scholarships and Awards
- Student Awards Brunch
- Faculty Gala

2. The membership of the Events and Recognition Committee shall be composed of faculty members appointed by the Academic Senate.
3. Committee members may recommend to the Executive Committee the name of a person to serve as chair. The Executive Committee nominates a chair and submits this nomination to the Academic Senate for confirmation.
4. The duties of the Events and Recognition Committee shall be to:
    e. Plan and carry out college events that honor the achievements of students and faculty such as:
        a. Student Graduation

        b. Advancement in Academic Rank
        c. Service to the College
        d. Retirement;
    f. Coordinate the awarding of Senate scholarships for deserving students.
    g. Coordinate a Sunshine Function to provide cards and flowers for our colleagues who are ill, have had a family tragedy, or have a success to celebrate; and
    h. Perform all other duties assigned to it by the Academic Senate.
5. The chair of the Events and Recognition Committee shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.

Faculty Priority Position Committee

The Faculty Position Priority Committee (FPPC) will be composed of the following:

6 members selected by the Academic Senate.
6 members selected by the Academic Policy Committee.
All deans supervising academic programs (non-voting)
AFT membership TBD

The terms will be for two years beginning the first of May. In order to develop continuity, initially the Academic Senate and the Academic Policy Committee will select two members to serve for two years and three members for three years. The appointments will remain for the duration of the term even if the individual is not or is no longer a member of the appointing body.

To maintain a broad based committee, the members from the Academic Senate and the Academic Policy Committee must have at least one representative from each of the four areas established by the Pierce College Curriculum Committee.

No department may have more than one member. The committee will select its chairperson. The Vice President of Academic Policy will be an ex-officio member. S/he shall serve as a liaison to the Academic Senate and may also be selected to be a voting member of the committee.

The following process precedes the analysis of applications:

11. The FPPC will be convened no later than the fourth week of the fall semester.
12. The FPPC will assess hiring needs in the following three areas:
    • the college,
    • the students,
    • the discipline
13. The Office of Academic Affairs will provide all of the quantitative data required in the process. This will include:
    • current semester data: total full-time faculty, total FTEF taught, unadjusted and adjusted full-time percentage, predicted full-time percentage with hire(s)

- historical data: allocated hours, total FTEF, and % full-time FTEF taught for past 4 semesters
- certificates and degrees awarded for the last three years

14. In assessing the needs related to non-classroom disciplines such as Counseling and Library, program review documents, comparative-staffing data from other colleges and other relevant information will be considered. Similarly, for any discipline, State, Accreditation, or other externally mandated requirements will be considered.

15. The data used in the process for all departments will be made available to the Department Chairs

16. A Pierce Faculty Priority Position Application will be required for each regular faculty member request unless the positions are exactly identical. The applications are due by Monday of the third week of the Fall semester.

17. Once the applications have been submitted, the FPPC will review and prioritize them. The FPPC may require the departments to provide additional information or clarification that could include a presentation. FPPC members from departments that have applications under consideration will be excluded from advocating and voting on those applications.

18. For new and emerging disciplines the FPPC will require a recommendation from the EPC (Educational Planning Committee).

19. By the first Monday of November, the FPPC's recommendations will be forwarded to the Academic Senate, Department Council, the PCC, and the Vice President of Academic Affairs for review and comment. If any of these considers the recommendations deficient in some way, or thinks that additional information, concepts or priorities need to be taken into account, they will refer the details of their concerns, in writing, to the Academic Senate. By December 1, after due deliberation, the Academic Senate will forward its reconsidered recommendations along with the original written concerns of the other constituents to the College President.

20. At the end of each academic year the FPPC will evaluate the process and recommend any modifications necessary to improve the procedure.

The FPPC will evaluate all applications on the following criteria:

4. STUDENT NEEDS
    a. Student Demand.
       The Office of Academic Affairs will supply relevant information.
    b. Certificate Programs
       • What is the occupational/professional demand in the discipline?
       • Is the discipline required for other majors or programs? If yes, list those majors or programs.
       • Are the skills acquired in this discipline: prerequisites, co-requisites, or recommendations (advisories) for courses in other disciplines?
    c. Associate Degree and Transfer Programs
       • Is the discipline required for other majors or programs? If yes, list which majors or programs.
       • Is this discipline dependent on requirements from other institutions? If yes, explain with specific references.
       • Is it the only discipline that meets specific graduation or transfer requirements? If

no, list what other disciplines meet those requirements.
   • Are the skills acquired in this discipline prerequisites, co requisites, or advisories in other disciplines? If yes, list those other disciplines.

5. COLLEGE NEEDS
   a. Indicate which College Goals support your department's request. (Refer to the College Goals printed in the College Catalog.)
   b. Describe how hiring in this discipline is reflected in the college's Educational Master Plan and/or your department's AAPP and Program Review.
   c. If this position is recommended by a viability study, include that data.

6. DEPARTMENT/DISCIPLINE NEEDS

The chairs will provide the FPPC with any information or justification for the position.

Factors that could be discussed are an imbalance between regular and hourly FTE (i.e. deviation from State defined 75:25 goal), current and future changes in the discipline, the possible loss of program accreditation or the dropping of the discipline, the lack of available hourly instructors, and diversity goals.

Professional Development Committee

The duties of the Professional Development Committee shall be to:

- Stimulate, plan, and carry out activities that promote the academic and professional life of the faculty, including all authorized activities relating to contract-mandated Staff-Development (Flex) Days.
- Plan and carry out Adjunct Orientations at the beginning of the fall semester.
- Maintain primary responsibility for the operation of the FSRC (Faculty Staff Resource
- Center).
- Set and assess goals for the committee on an annual basis.

Committee Membership

The following shall be the voting members of the Professional Development Committee:

at least
1 member from each of the four discipline areas described in the Curriculum Committee membership section, all to be appointed by the Academic Senate.
1 member appointed by the AFT

The membership of the Professional Development Committee shall be no more than twelve.

The following shall be non-voting members of the Professional Development Committee:

A member appointed by the Vice President of Academic Affairs, whose duties shall serve as a liaison to the office of Academic Affairs.

The following shall apply:

The Professional Development Committee shall select a faculty member as chair, prescribe the chair's duties and authority, determine its own procedures, and take all other actions by majority vote.

The Professional Development Chair shall be confirmed by the Academic Senate.

The chair of the Professional Development Committee shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.

The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.
Last update by the Academic December 7, 2009

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Ethics Committee

Committee Membership

The following shall be the voting members of the Professional Ethics Committee:

- The membership of the Professional Ethics Committee shall be composed of at least one (1) member from each of the four discipline areas described in the Curriculum Committee membership section.
- One (1) AFT faculty chapter representative.
- The membership of the Professional Ethics Committee shall be fixed at twelve.

The following shall apply:

- Committee members may recommend to the Executive Committee the name of a person to serve as chair. The Executive Committee nominates a chair and submits this nomination to the Academic Senate for confirmation.
- The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.
- The chair shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.
- The term of office of faculty committee members shall be two years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year.

- The members shall be appointed by the Academic Senate with the exception of the member serving as the Faculty Guild representative to the Committee who will be appointed by the Faculty Guild.

Other Criteria:

- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

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Student Success

Composition (Voting Membership)

4 Faculty - one member from each of the four discipline areas (not to include any of the departments designated below)
1 Faculty member from a Career and Technical Education (CATE) discipline selected by the CATE committee
1 Learning Center Director or designee
1 Faculty representative selected by the English department
1 Faculty representative selected by the Math department
1 Faculty representative selected by the Counseling department
1 Vice President of Academic Affairs or designee
1 Vice President of Student Services or designee
1 Dean over Counseling and Matriculation
1 Dean over Educational Support Services
1 Associate Dean of Student Success
1 Professional Staff Development Coordinator or designee

Non-Voting Membership

Given the extensive and important role that this committee is expected to play at the college, the committee will need to invite the participation of many other members of the campus community to help in carrying out its functions. These individuals shall make up the non-voting membership of the committee, which may include any faculty, staff or administrator. In order to insure that the non-voting participant's voices are heard by the voting membership, all of the participants on the committee shall be consulted when any major issue of policy, particularly related to budget, needs to be decided on.

The committee shall be co-chaired by a faculty member of the committee chosen by the faculty on the committee, and an administrative member of the committee chosen by the administrators on the committee.

The term of office of faculty committee members shall be two (2) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year. Faculty committee members shall be appointed by their constituencies no later than the third senate meeting of the spring semester.

Only one member from a department may serve on the voting committee.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Grants Committee

Committee Membership

The following shall be the voting members of the Grants Committee:

1 faculty member selected by the Educational Planning Committee.
1 faculty member selected by the Pierce College Council
1 faculty member selected by the Academic Policy Committee
1 designee selected by the Vice President of Academic Affairs
1 designee selected by the Vice President of Student Services
1 at-large selected by the Academic Senate

The following shall be non-voting member of the Special Resource Facilitating Committee:

- The college Grant Writer.

The following shall apply:

- Committee members shall select a faculty member as chair.
- The chair shall preside over all meetings of the committee and report all matters of concern and significance to the EPC (Educational Planning Committee).
- The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.
- The term of office of faculty committee members shall be two (2) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of each academic year

Other Criteria:

- The committee shall invite the participation of other members of the campus or community, when appropriate, to help in the information-gathering and/or decision-making process.

New Faculty Success Committee

Committee Membership

The following shall be the voting members of the New Faculty Success Committee:

- The membership of the New Faculty Success Committee shall be composed of at least one (1) member from each of the four discipline areas described in the Curriculum Committee membership section, all to be appointed by the Academic Senate.
- The membership of the New Faculty Success Committee shall be no more than twelve.

The following shall be non-voting members of the New Faculty Success Committee.

- The College Compliance Officer
- A member appointed by the Vice President of Academic Affairs, whose duties shall serve as a liaison to the office of Academic Affairs.

The following shall apply:

- Committee members shall select a faculty member as chair and submit the name to the Academic Senate for confirmation.
- The chair shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.
- The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.
- The New Faculty Success Committee shall serve as a sub-committee of the Professional Development Committee a standing committee of the Academic Senate.

Special Program Viability Review Committee

The Review Committee exists until it files its recommendations. Membership on the Review Committee should include:

The Academic Senate President or Designee
2 Educational Planning Committee members (selected by the Educational Planning Committee)
2 Department Chairs (selected by the Academic Policy Committee)
The Curriculum Committee Chair or designee
2 AFT representatives
The Vice President of Academic Affairs or designee
1 Academic Dean

At most two additional members from other institutions when either program initiation or program discontinuance are being considered.

Decisions made in the course of the Program Viability Process must be based on a broad and thoroughgoing investigation of factors relating to the benefits of a program for students, for the college, and for the community served by Pierce College. They must, therefore, take into consideration information that goes far beyond simple measures of current student demand or weekly student-contact hours. The following general types of information should be gathered as needed and weighed in the process of formulating the Review Committee's recommendations:

10. Relation of the program to the College Mission
11. Relation of the program to the Educational Master Plan
12. Recent Program Review or accrediting agency recommendations
13. Measures of student demand
14. Measures of labor-market demand
15. Measures of demand in the service area
16. Current program effectiveness
17. Outside expert opinion
18. Projected impact on overall educational program, students, faculty, college budget, community

Once a Special Review Committee has been formed, it will meet to elect a chair and establish a specific plan for the study it is about to undertake.

This plan should include data gathering, solicitation of position papers from faculty, staff, and students involved, interviews with faculty in the affected area and in related instructional areas, interviews with students and administrators, consultations with outside experts and faculty and/or administrators from other institutions, administration of surveys, and/or use of focus groups. At least one well-publicized open forum should be held to allow any concerned member of the campus community or of the College's service area the opportunity to voice opinions and express concerns. In addition, the committee shall consult when necessary with District, regional, and State agencies and institutions overseeing specific types of programs, such as certain vocational programs.

Within 90 days of the committee's formation, it will produce a *Program Viability Report* specifying the outcome of its deliberations and making specific recommendations for action, complete with timelines.

This Viability Report must include the following:

4. a summary of the process used by the committee
5. a review of all data consulted

6. a detailed assessment of the recommendations' impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Program Discontinuance

In general, program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted.

Pursuant to Board Rule 6803.10, a viability review is required prior to program discontinuance and must consider the following:

9. The effects on students and student success if the program is discontinued;
10. Provisions that can and should be made for students in progress to complete their training;
11. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district;
12. How the program's discontinuance would impact the educational and budget-planning process used at the institution;
13. How the program's discontinuance affects the region;
14. The effects of the program's discontinuance on transfer to four-year colleges and universities;
15. The effects of the program's discontinuance on local businesses and industries;
16. The effects of the program's discontinuance on faculty and staff.

Viability Review Committee recommendations shall be forwarded to the Academic Senate for approval. The Viability Review Committee's recommendations shall be forwarded also to the Educational Planning Committee, the Academic Policy Committee, and the Office of Academic Affairs for review and comment.

The Senate's decision shall be taken to the College President in consultation with the Academic Senate President and the AFT Chapter President. [Article 17, §A.2 AFT Faculty Guild Collective Bargaining Agreement]

"The College President and College Academic Senate President shall make program discontinuance recommendations to the Board of Trustees for approval. The recommendation shall include a description of the viability review process and the reasons for the recommendation." [Board Rule 6803.10]

Copies of this *Vitality Review of Educational Programs*, signed by the College President and the Academic Senate President, shall be on file the Office of Academic Affairs and the Office of the Academic Senate.

Scheduling Advisement Committee

The following shall be the voting members of the Scheduling Advisement Committee:

4	faculty members, recommended by the department chairs, one each from the four curriculum areas selected by the Academic Senate.
1	faculty member appointed by the Educational Planning Committee
1	faculty member appointed by the Academic Policy Committee
1	designee selected by the Vice President of Student Services
1	designee selected by the Vice President of Academic Affairs

The voting membership of the Scheduling Advisement Committee shall be fixed at eight.

The following shall be non-voting members of the Scheduling Advisement Committee:

- All deans supervising academic programs

The following shall apply:

- Committee members shall select a faculty member as chair and submit the name to the Academic Senate for confirmation.
- The chair shall preside over all meetings of the committee and report all matters of concern and significance to the Academic Senate.
- The term of office of the chair is two years. There shall be no limitation on the number of terms a chair will be able to serve.
- No department of the college shall have more than one (1) member.
- The faculty member terms will be for two years beginning the first of September.
- The committee should meet and make their recommendations during the semester prior to when the schedules are due. November or December of the fall semester for the February planning of the following fall semester and April or May of the spring semester for the September planning of the following spring semester.

Other Criteria:

- Before SAC recommendations are sent to the Academic Senate for approval, they will be forwarded to the EPC, Departmental Council, the Pierce College Council, and the Vice Presidents of Academic Affairs, Student and Administrative Services for review and comment. Any of these bodies or persons who consider the recommendations deficient or believe that additional information, concepts, or priorities need to be taken into account will express their concerns in writing first to the SAC.
- The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Agendas and Minutes can be accessed through the <u>Pierce College Web site</u>, or through the Senate Chair.

Tech Review Committee

Membership: Vice President of Academic Affairs, Academic Senate Vice President of Curriculum/Curriculum chair, Vice Chair of curriculum, curriculum dean, articulation officer, library representative, SLO Coordinator, other members as needed for expertise in curriculum structural review.

Procedures and Timelines:

Tech Review takes place for new and added courses, and for updates with substantial changes.

Technical Review takes place electronically via ECD on a continuous basis during fall and spring semesters. Initial response by Technical Review will take place within 14 calendar days from the date the Department Chair forwards the curriculum proposal, via ECD, to Technical Review.

To be placed on the curriculum agenda, all technical review issues must be resolved no less than 7 calendar days prior to a curriculum meeting. If technical issues remain unresolved with less than 7 calendar days remaining until the next meeting, the request will be delayed until such time that all technical issues are resolved within the 7-day-prior to meeting guidelines.

If Tech Review Subcommittee will be unable to handle the workflow, originator will be notified at which subsequent meeting to appear when the subcommittee will review the COR.

The Curriculum Chair is to post deadlines on the Curriculum website.

Agendas and Minutes can be accessed through the <u>Pierce College Web site</u>, or through the Senate Chair.

Student Learning Outcomes and Assessment Team

At Pierce, four 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 and program learning outcomes (SLOs and PLOs). These individuals, together with the accreditation coordinator and 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. 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 college also works on a cycle of Program Learning Outcomes (PLOs) assessment, which incorporates SLO assessments and evaluation. The college defines a program as a course of study that leads to a state approved degree or certificate. Faculty members of each discipline for which there is a program or degree work together to develop and assess program outcomes, while general education program outcomes are developed by the Outcomes Team, validated by the APC, and implemented, assessed, and evaluated by a GE Program Assessment Evaluation Team.

Agendas and Minutes can be accessed through the Pierce College Web site, or through the Senate Chair.

Program Review Taskforces

Composition

4 faculty members selected from the appropriate school (preferably not department chairs)

The Dean of the appropriate school
The committee shall be co-chaired by a faculty member chosen by the committee members and the School Dean.
The Accreditation Coordinator shall serve as a resource facilitator to the committee.

The term of office of faculty committee members shall be four (4) years. The terms of the committee membership will be staggered so that one half of the committee is selected at the beginning of the academic year. Faculty committee members shall be recommended by their department chairs and appointed by the Academic Senate.

The committee shall invite the participation of other members of the campus community, when appropriate, to help in the information-gathering and/or decision-making process.

Appendix 2: Pierce College Committee Agenda Template

Pierce College

INSERT COMMITTEE NAME HERE
INSERT DAY, DATE, YEAR, and TIME HERE
INSERT MEETING LOCATION HERE

1	Approval of Agenda	INSERT CLASSIFICATION HERE (e.g., Action or Information)	INSERT NAME OF PRESENTER HERE
2	Approval of INSERT DATE HERE, Minutes		

Old Business

3 LIST OLD BUSINESS ITEMS HERE AND BELOW

4

5

6

7

New Business

8 LIST NEW BUSINESS ITEMS HERE AND BELOW

9

Standing Committee and Other Reports

10 LIST REPORTS HERE AND BELOW

11

12

13

14

INSERT MEETING DATES FOR SEMESTER	INSERT MEETING DATES FOR NEXT SEMESTER (as needed)

Appendix 3: Pierce College Committee Minutes Template

PIERCE COLLEGE INSERT COMMITTEE NAME HERE

INSERT DATE HERE, Meeting Minutes
Chair:

Present:

Guests:

1. APPROVAL OF AGENDA—INSERT NAME HERE

INSERT TEXT HERE

2. APPROVAL OF MINUTES—INSERT NAME HERE

INSERT TEXT HERE

Old Business

3. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

4. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

5. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

6. INSERT TITLE HERE—INSERT NAME HERE

New Business

7. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

8. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

9.   INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

10. INSERT TITLE HERE—INSERT NAME HERE

Standing Committee and Other Reports

11. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

12. INSERT TITLE HERE—INSERT NAME HERE

INSERT TEXT HERE

A motion was made and seconded to adjourn.

The meeting was adjourned at XX.

Minutes prepared by INSERT NAME HERE, INSERT DAY, DATE, and YEAR HERE

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