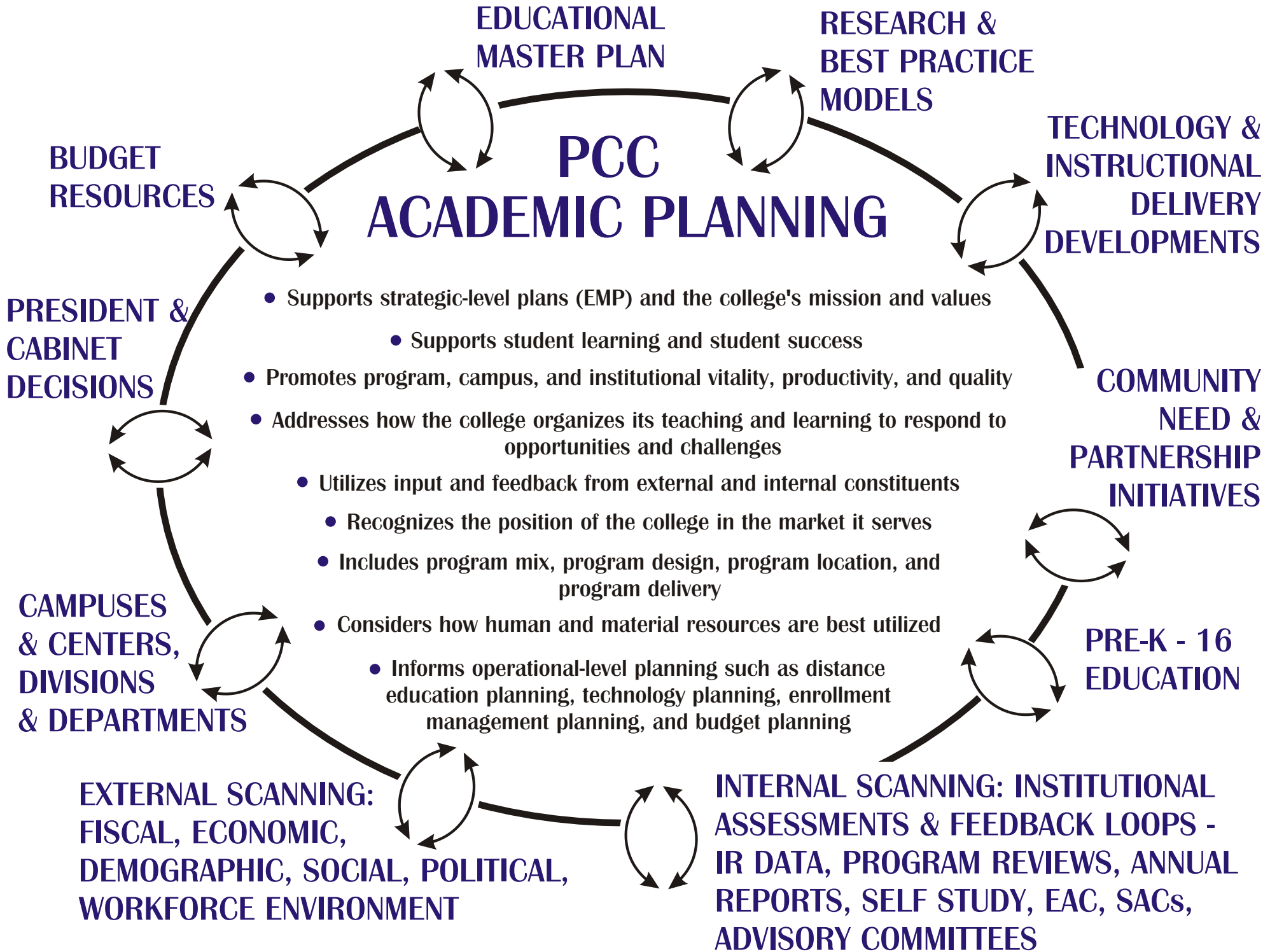


PCC ACADEMIC PLANNING



**EDUCATIONAL
MASTER PLAN**

**RESEARCH &
BEST PRACTICE
MODELS**

**TECHNOLOGY &
INSTRUCTIONAL
DELIVERY
DEVELOPMENTS**

**COMMUNITY
NEED &
PARTNERSHIP
INITIATIVES**

**PRE-K - 16
EDUCATION**

**INTERNAL SCANNING: INSTITUTIONAL
ASSESSMENTS & FEEDBACK LOOPS -
IR DATA, PROGRAM REVIEWS, ANNUAL
REPORTS, SELF STUDY, EAC, SACs,
ADVISORY COMMITTEES**

**EXTERNAL SCANNING:
FISCAL, ECONOMIC,
DEMOGRAPHIC, SOCIAL, POLITICAL,
WORKFORCE ENVIRONMENT**

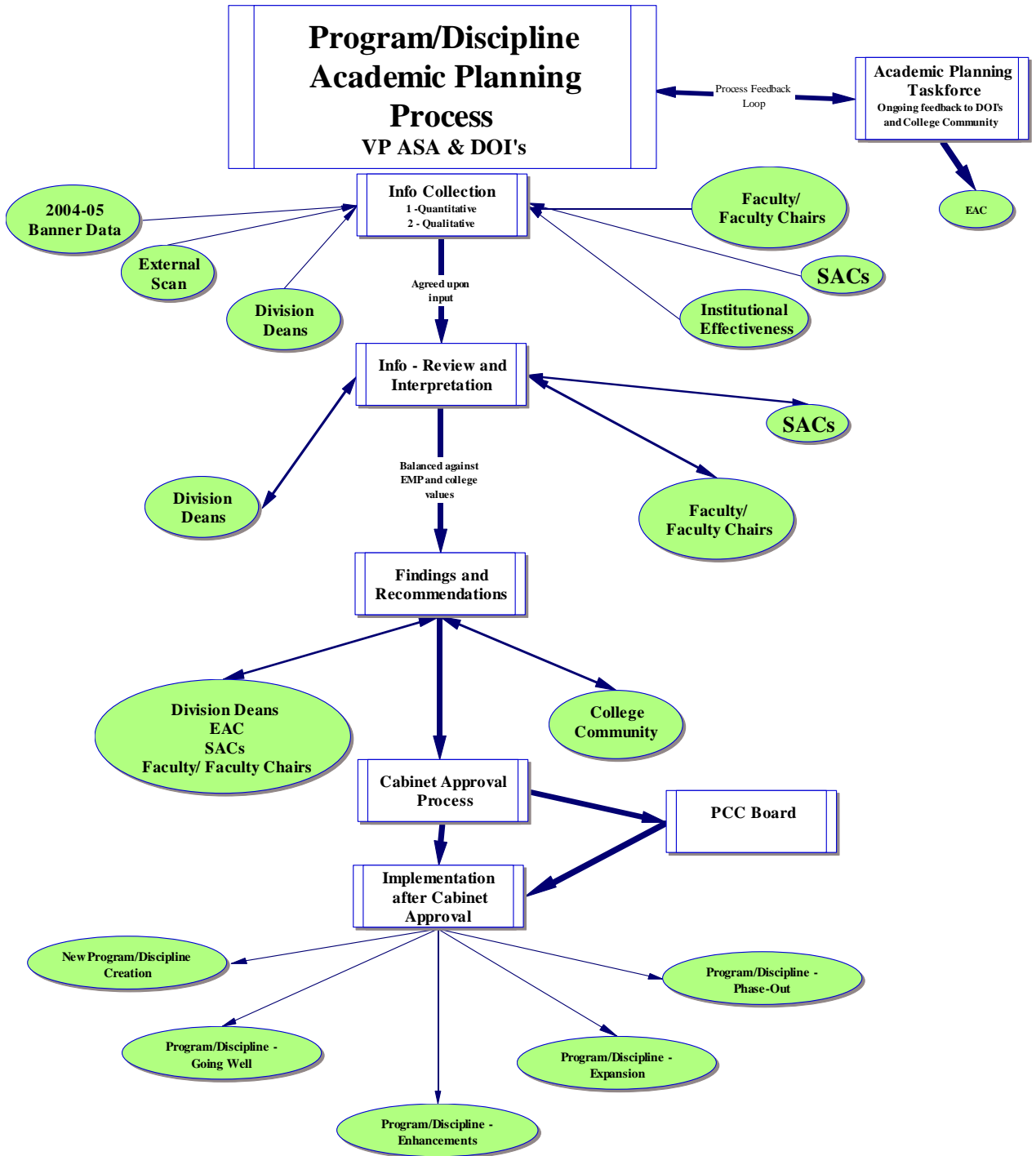
**CAMPUSES
& CENTERS,
DIVISIONS
& DEPARTMENTS**

**PRESIDENT &
CABINET
DECISIONS**

**BUDGET
RESOURCES**

--DRAFT--

rev 9/26/05



Summer 2005

EAC Leaders, DOI, and Division Deans met with Nan Poppe, VP ASA

1. Debrief 2004-05 experience
2. Identify lessons learned
3. Strengthen and clarify Academic Planning Process

Lessons Learned

1. Recognize a need for a more transparent system, communicated well through the PCC community
2. Develop a system for more collaboration and partnership between faculty, division deans, and the academic planning process. In particular, more collaboration and partnership is needed in
 - a. influencing the planning process and information used.
 - b. interpreting information used for recommendations
 - c. evaluating the Academic Planning Process
3. 2004-2005 Data selection process was limited
4. 2004-2005 Data accuracy was questioned by college community
5. Proactive, on-going communication between DOI, SAC/Admin support and SAC about academic planning process including the specifics of individual programs/disciplines is required.
6. Confusion exists about the function of program/discipline review and how it relates to academic planning.
7. Creation of a sound communication plan and feedback loop between program/discipline review, academic planning, and individual academic programs and disciplines is needed.
8. Recognition that trust is built and enhanced with good communication.
9. Marketing assistance and support is required for specific Professional Technical academic programs
10. Link between Academic Planning and EMP was not transparent
11. Need to identify all stakeholders and clarify their roles in the academic planning process.

Academic Planning Process 2005-07

Goals:

1. Communication of the process
2. Distinguish between Academic Planning and Program/Discipline Academic Planning
3. Collaboration and partnership on collection, review and interpretation of information in the Program/Discipline Academic Planning Process
4. Strengthen alignment of college resources with needs of academic programs/disciplines

Next Steps

1. Communicate lessons from 2004-2005 Academic Planning Process to the college community
2. Communicate the subset of Academic Planning, Program/Discipline Academic Planning Process, to the college community
3. Implement a Program/Discipline Academic Planning Process that is transparent and collaborative.
 - a. Fall 2005, develop an agreed upon matrix of information used in Program/Discipline Academic Planning Process
 - i. Use information categories from 2004-2005
 - ii. Decide what additional information categories need to be added
 - iii. Formulate a plan to collect additional information (IE)
 - b. Starting Fall 2005, communication and collaboration between stakeholders will be encouraged and supported through
 - i. annual meetings between SACs and Admin Support for Program/Discipline Academic Planning information review and interpretation
 - ii. At least every three years, meetings between SACs, Admin Support, and DOIs for Program/Discipline Academic Planning information review and interpretation
 - iii. Stakeholders may request a meeting earlier than annual or tri-annually if so desired
4. Fall 2005-Spring 2007, Academic Program/Discipline Planning Process Review Task Force is established to provide feedback to the DOI's and college community on the Program/Discipline Academic Planning Process, with an evaluation of the entire process evaluation completed in Spring 2007

Concerns Not Addressed in this Venue: