Institutional Self-Evaluation for Reaffirmation of Accreditation
March 2013
Institutional Self-Evaluation Report of
Educational Quality and Institutional Effectiveness

Submitted by:

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

Los Angeles Community College Chancellor

Daniel LaVista

Los Angeles Community College District Board of Trustees

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Tina Park, First Vice President
Nancy Pearlman, Second Vice President
Kelly Candaele, Board Member
Mona Field, Board Member
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Los Angeles Pierce College President

Kathleen Burke-Kelly

Submitted to:

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2013
Certification of
Continued Compliance

To:       Accrediting Commission for Community and Junior Colleges
From:    Los Angeles Pierce College
         6201 Winnetka Avenue
         Woodland Hills, CA 91371

We certify that Los Angeles Pierce College continues to meet each of the twenty-one eligibility requirements for accreditation as established by the Commission, as enumerated in the July 2012 edition of the Accreditation Reference Handbook, page 2, as evidenced by the Self Study hereby submitted. This certification is our assurance that the college continues to be in compliance with the terms and conditions of accreditation.

Signed:

Kathleen Burke-Kelly
President
Los Angeles Pierce College

12/19/2012

Daniel J. La Vista
Chancellor
Los Angeles Community College District

12/19/12

Steve Veres
President, Board of Trustees
Los Angeles Community College District

12/19/12
Governing Board Certification

Date: January 2013

From: Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

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

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

Kathleen Burke-Kelly
President
Los Angeles Pierce College

Daniel J. La Vista
Chancellor
Los Angeles Community College District

Steve Veres
President, Board of Trustees
Los Angeles Community College District

Tom Rosdahl
President, Academic Senate
Los Angeles Pierce College

Don Sparks
Chapter Chair, AFT Faculty Guild
Los Angeles Pierce College

Henry Chang
Chapter Chair, AFT Staff Guild
Los Angeles Pierce College

Sharon Baker
Representative, Supervisory Employees
Los Angeles Pierce College

Shane Mooney
President, Associated Student Organization
Los Angeles Pierce College

Anna Davies
Accreditation Liaison Officer
Los Angeles Pierce College

Mia Wood
Chair, Accreditation Self-Study Committee
Los Angeles Pierce College
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Henry Gonzales  
Pre-Med  
A Pierce College graduate, Henry majors in bio-physics at UCLA and plans to become a doctor. He keeps strong ties to Pierce as UCLA's Hispanic Center of Excellence peer mentor, helping community college students transfer into UCLA sciences programs.
Acknowledgements

Los Angeles Pierce College would like to thank the following for their special contribution to the production of the Self-Evaluation:

Editing and Proofreading: Richard Follett
Style: Jill Binsley
Student Bio Photos, Document Design and Layout: Doreen Clay
Print Production Support: Cheryl Smith
Webmaster: Carlos Guzman

Our apologies, as well as our gratitude, to those we may have left off this list.
History of the College and Introduction to the Self-Evaluation

Los Angeles Pierce College is a public two-year community college located in the western San Fernando Valley. The College was founded in 1947 through the efforts of Clarence W. Pierce, M.D., and the land for the college was purchased by the Los Angeles City School District (now the Los Angeles Unified School District). Established as the Clarence W. Pierce School of Agriculture, Pierce College was originally an all-male residential institution with 70 students and 18 faculty members. The principal agricultural emphases were crop cultivation and animal husbandry.

Renamed in 1956 to Los Angeles Pierce College, in 1969 the institution became one of nine colleges in the Los Angeles Community College District (LACCD). Los Angeles Pierce College’s human and physical resources, including a 426-acre campus with a 226-acre farm, support a comprehensive curriculum offering transfer and career preparation, basic skills instruction, and opportunities for personal growth and development. Los Angeles Pierce College students are able to earn associate degrees in 50 academic areas and 49 certificates. Approximately 1600 students earn a degree or certificate each year and 1200 students transfer to a California State University (CSU) or University of California (UC) campus annually.

Over the past decade, the campus has transformed through a building program funded by three local bond measures. In addition to upgrades to many classrooms and offices, new buildings have been completed, including:

<table>
<thead>
<tr>
<th>Degrees and Certificates in Approved Programs 2011 - 2012 (Total=1,615)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Certificate &lt; 18 units 22</td>
</tr>
<tr>
<td>Certificate (C) 557</td>
</tr>
<tr>
<td>Associate of Arts (AA) 979</td>
</tr>
<tr>
<td>Associate of Science (AS) 57</td>
</tr>
</tbody>
</table>
• Student Services Building, which houses admissions and records, financial aid, counseling, EOPS, international students, special services, career counseling, student health center, assessment center, and the transfer center.
• Child Development Center, providing a state-subsidized preschool program for parents from the college and the local community, serves as an observation site for students in the child development academic program.
• Center for the Sciences, which houses state-of-the-art lecture halls and laboratories, including a planetarium, for the biological science, chemistry, agriculture, physics, environmental science, physical science, and nursing programs.
• Library Learning Crossroads Building houses the Library, the Center for Academic Success, a Distance Education Suite, and open access computer labs.

Buildings still in the design phase include the Digital Arts and Media Building and the remodel and expansion of the Automotive Technology and Horticulture facilities.

Los Angeles Pierce College has undergone a variety of academic and administrative changes since 2007, the year of the last comprehensive evaluation for ACCJC accreditation. During these years, the College has experienced leadership turnover, tremendous physical growth, and academic development. This self-evaluation has provided the college a valuable opportunity to reflect in a concentrated way on past practices, current climate, and future directions. This reflection has resulted in a comprehensive and accurate document, which portrays the scope of Los Angeles Pierce College’s service to its community.

In many ways, planning for the self-evaluation is ongoing. Insofar as the document was created in consort with continuous activities and reflections, it is a snapshot of continual reflection and improvement. Formally, the process of the self-evaluation began in the fall of 2010. In consultation with President Kathleen Burke-Kelly, the Pierce College Council formed the Accreditation Steering Committee to provide broad guidance for the process. This group was drawn from across the campus, and included vice-presidents, deans, classified personnel, faculty members, and student leaders. In addition, with the assistance of the Academic Senate’s Educational Planning Committee, standards committees were formed, populated by faculty, classified personnel, and administrators. Committee co-chairs were also appointed and trained; they, too, were drawn from across the campus.

Through various modes of communication — mainly written and verbal — the campus constituency was informed of the college’s commitment to the accreditation process and its efforts. Central to the communications was the college leadership’s plan to review the institution’s decision-making and planning structures and processes, with an emphasis on college-wide participation. Beginning in early Spring 2011, Pierce College’s administration capitalized on the college’s history of participatory governance to assist the Academic Senate and Pierce College Council with the formation of committees relevant to formalize the existing link between planning and resource allocation. Simultaneously, accreditation standards committees began the foundational work required for drafting the self-evaluation.
By the end of the spring 2011 academic term, accreditation standards committees had met several times to organize their members’ responsibilities vis-à-vis researching and reflecting on their standards. The Accreditation Steering Committee had implemented a timeline and begun monitoring the activities outlined in it. The summer and fall were spent writing the first draft of the self-evaluation and honing those decision-making and planning structures. Faculty, classified personnel, and administrators worked together to clarify and strengthen the formal connections between planning and resource allocation. In the midst of unprecedented budget cuts to California higher education, the college constituency worked arm-in-arm to protect and foster its mission: student learning.

During the fall 2011 term, the Accreditation Steering Committee hosted several “Walk the P.A.T.H.” (Pierce Accreditation Town Hall) events to foster campus-wide discussion, and to further explore accreditation themes. These events dovetailed with the president’s Pierce Accreditation News (PAN) newsletters, each of which focused on an accreditation theme.

By the end of the fall 2011 term, the college had produced a first draft of the self-evaluation. At that time, the Accreditation Steering Committee and President Kathleen Burke-Kelly reviewed the draft and provided feedback. During Spring 2012, standards committees produced and submitted a second draft of the self-evaluation, which was reviewed and revised by the accreditation liaison officer (ALO), faculty coordinator, and president. That draft was then edited by Pierce College’s Accreditation Editor, and submitted to the Academic Senate and Pierce College Council for the entire Pierce College community to review and endorse.

Feedback was solicited and the final version of the Pierce College Self-Evaluation was submitted to the Los Angeles Community College District Board of Trustees for review and approval in December 2012.

**Self-Evaluation Timeline**

**June 2007**
- Response to 2007 site visiting team recommendations

**March 2008**
- March 15 Progress Report submitted to Western Association of Schools and Colleges (WASC)

**March 2009**
- March 15 Follow-Up Report submitted to Western Association of Schools and Colleges (WASC)

**January 2010**
- Midterm report submitted to Western Association of Schools and Colleges (WASC)
March 2011
- March 15 Focused Mid-Term Report submitted to Western Association of Schools and Colleges (WASC)

January 2011
- Steering committee defined and members solicited

February 2011
- Kick off meeting with accreditation steering committee
- Standards co-chairs solicited

March 2011
- Disseminate accreditation timeline to all campus stakeholders
- Standard co-chairs and committee members confirmed
- Standards committees begin to meet
- Accreditation Coordinator and select co-chairs to attend California Academic Senate Accreditation Institute Conference

April 2011
- Steering committee and standard co-chairs attend ACCJC self study workshop
- Standards committees meet

May 2011
- Steering committee to confirm document style, evidence standards, etc.
- Standards committees review standards and make to-do list for ASC to review and comment
- Steering committee to meet with standards co-chairs (May 18?)

August 2011
- Steering committee to plan technical assistance workshops
- Two technical assistance workshops offered to standard committees
- Employee climate survey approved by steering committee

September 2011
- Employee and student climate survey distributed
- Walk the P.A.T.H. Event (Pierce Accreditation Town Hall)

October 2011
- Standard committees begin preparation of first draft
- Walk the P.A.T.H. Events (Pierce Accreditation Town Hall)

November 2011
- Institutional research to present results of climate surveys to steering committee and standard committees
December 2011
- First draft of report due to accreditation coordinator
- Review of first drafts with steering committee

January 2012
- Convocation to focus on initial planning agendas and overview of self study report
- Accreditation coordinator to return first drafts to standard committees with feedback

February 2012
- Standard committees prepare second drafts

March 2012
- Second drafts due to accreditation coordinator
- Second drafts reviewed with steering committee

April 2012
- Second drafts returned to standard committees with feedback

May 2012
- Final drafts due to accreditation coordinator

June 2012
- Editing of self study report begins

July 2012
- Editing of self study report

August 2012
- Steering committee reviews edited self study
- Steering committee reviews and thematic essay and introductory pages

September 2012
- Steering committee completes final review of edited self study
- Steering committee approves thematic essay and introductory pages
- Self study is distributed to campus constituencies for feedback
- Open forums to be held to solicit feedback and answer questions
- Pierce Accreditation Road Show: Standards reps visit committees and departments

October 2012
- Open forums to be held to solicit feedback and answer questions
- Pierce Accreditation Road Show: Standards reps visit committees and departments
November 2012
- Steering committee reviews and approves final self study document
- Pierce Accreditation Road Show: Standards reps visit committees and departments

December 2012
- Self study published and distributed to campus constituencies
- Eligibility report submitted to and certified by Board of Trustees
- Completed self study submitted for publication/reproduction

January 2013
- Self study mailed to ACCJC
- Pierce Accreditation Road Show: Standards reps visit committees and departments
- Finalize visit logistics

March 2013: Review team visit
Jessica Barragan
Nursing

Jessica, a CalWORKS student, raised two children as a single parent while completing Pierce College’s Nursing program. She is now an RN at Kaiser Permanente in Woodland Hills, is completing requirements for licensure as an MSN/Nurse Practitioner, and has just been admitted to a Doctor of Nursing Practice (DPN) program.
College Demographics

Student Enrollment and Demographics

Since 2004, Los Angeles Pierce College’s enrollments have cycled through increases and declines. With a credit enrollment of 16,764 in fall 2004, the college grew to 22,052 credit students in fall 2009 (a 32 percent increase from 2004), then, as a result of workload and budget reductions, decreased to 19,951 (a 9.5 percent decrease from 2009) in fall 2012.

Credit Headcount
Fall 2004 - Fall 2012

This decrease has primarily impacted new students admitted to the college, due to the District’s registration priority policy, which benefits students with more earned units.

Compared to other LACCD students, Pierce College students are more likely to be young (under 20 years of age), recent high school graduates, white, and to indicate an interest in transfer as their college goal.
Demographics

The college has experienced changes in the demographics of its student population, as outlined below. Since the mid-1980s, females have consistently outnumbered male students. Between 2000 and 2004, females made up 58 percent of the student population; in more recent years the disparity has decreased to a 53 percent / 47 percent ratio.

![Gender Pie Chart]

Almost 80 percent of students indicate that English is their primary language. This proportion has increased over the last five years. Prior to 2005, the percent of students declaring English as their primary language was approximately 70 percent.

![Primary Language Pie Chart]

*Other includes: "Other", Vietnamese, Korean, Chinese Languages, and Japanese

Approximately two-thirds of our students are under age 25, including about 3000 students entering Pierce directly from high school each fall. In 1999 and 2000, students under age 25 were 55 percent of the total population, compared to 67 percent at the current time. For the District, the proportion of students under age 25 is currently 59 percent.
Ten years ago, White students made up 41 percent of the population and Latino students were 22 percent of the population. Our current student population is more ethnically diverse. Pierce College is a Hispanic Serving Institution (HSI) with Latino students constituting approximately one-third of the overall population. Asian and African-American students account for an additional 20 percent of the population. A change in the ethnicity options available to students on the application has resulted in an increasing proportion of the students selecting multiple ethnicities. This dramatic change in our population is reflective of the larger community in which Pierce is located and has resulted in Pierce recently becoming a recognized HSI. According to the Census 2010 data, Latinos make up 42 percent of the San Fernando Valley population, which could indicate the growth in Latino students will likely continue.
Students identify their educational goals on the Pierce College application. This provides a general sense of students’ academic aspirations. In fall 2011, more than half the students were interested in transfer. In 1999, when students over age 25 made up 45 percent of the student body, transfer was the goal of 36 percent of the students, compared to 34 percent with vocation-related goals. Interest in transfer as the primary educational goal is relatively consistent across gender and ethnicity.

As with most community college students, relatively few Pierce students are able to attend full-time, which is defined as enrolling in 12 or more units during one of the two primary semesters (spring or fall). For fall 2012, less than one-third of Pierce students were enrolled full-time.
In 2010-11, Pierce College awarded 979 associate degrees and 557 state-approved certificates. The programs with the largest number of degrees and certificates awarded during the past six years are listed below. By far, the most degrees and certificates are awarded in the general education area; what once was called “Liberal Arts and Sciences” was replaced by three areas of emphasis in 2008-09 (Social and Behavioral Sciences, Arts and Humanities, and Science, Technology, Engineering, and Math). Other departments with high numbers of awards include nursing, child development, veterinary technology, electronics, horticulture, and accounting.

### Degrees and Certificates in Approved Programs

**2011 - 2012 (Total=1,615)**

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Certificate (&lt; 18 units)</td>
<td>22</td>
</tr>
<tr>
<td>Certificate (C)</td>
<td>557</td>
</tr>
<tr>
<td>Associate of Arts (AA)</td>
<td>979</td>
</tr>
<tr>
<td>Associate of Science (AS)</td>
<td>57</td>
</tr>
</tbody>
</table>

### Student Placement and Outcomes

Most students enrolling at Pierce College assess at levels which reflect they are underprepared for college-level work. Placement results from fall 2011 demonstrate that only 9 percent of students placed into transfer-level English and 19 percent placed into transfer level math. About 10 percent of the students place into one of six ESL classes.

#### English Placements

**Fall 2011**

<table>
<thead>
<tr>
<th>Language Type</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>413</td>
<td>9%</td>
</tr>
<tr>
<td>English 20 (reading class)</td>
<td>373</td>
<td>8%</td>
</tr>
<tr>
<td>English 21 (two levels below)</td>
<td>2040</td>
<td>43%</td>
</tr>
<tr>
<td>English 28 (one level below)</td>
<td>1520</td>
<td>32%</td>
</tr>
<tr>
<td>English 101 (Transfer Level)</td>
<td>417</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total English Placements</strong></td>
<td><strong>4,763</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Demographics

### ESL Placements
#### Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 79</td>
<td>80</td>
<td>19%</td>
</tr>
<tr>
<td>English 82</td>
<td>94</td>
<td>23%</td>
</tr>
<tr>
<td>English 84</td>
<td>187</td>
<td>45%</td>
</tr>
<tr>
<td>English 85</td>
<td>33</td>
<td>8%</td>
</tr>
<tr>
<td>English 86</td>
<td>15</td>
<td>4%</td>
</tr>
<tr>
<td>English 87</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total ESL Placements</strong></td>
<td><strong>413</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Math Placements
#### Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 105 (arithmetic)</td>
<td>335</td>
<td>7%</td>
</tr>
<tr>
<td>Math 110/112 (pre-algebra)</td>
<td>1467</td>
<td>31%</td>
</tr>
<tr>
<td>Math 115 (beginning algebra)</td>
<td>1205</td>
<td>25%</td>
</tr>
<tr>
<td>Math 125 (intermediate algebra)</td>
<td>864</td>
<td>18%</td>
</tr>
<tr>
<td>Transfer Level Math</td>
<td>896</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Total Math Placements</strong></td>
<td><strong>4,767</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Currently, African-American and Latino students are less likely to place into transfer-level English and math than other students. African Americans made up 7 percent of the assessment test takers but only accounted for 3 percent of the transfer level math placements and 4 percent of the transfer level English placements. Latinos were approximately 40 percent of the test takers but only accounted for 24 percent of the transfer math placements and 17 percent of the transfer English placements. Traditional age students (under age 25), who are most interested in transfer were overrepresented in transfer level math placements relative to the proportion of test takers, and were appropriately represented in transfer-level English placements. Also, Pell Grant recipients were underrepresented in transfer-level English placements (30 percent vs. 24 percent) and transfer-level math placements (31 percent vs. 27 percent).
At Pierce, differences emerge in students’ successful completion of courses. In fall 2011, students’ success rates (percent of A, B, C, and pass grades) and retention rates (percent of grades other than a W) have continued to climb over five years ago: to 73 percent and 88 percent respectively, versus 67 percent and 86 percent in fall 2006. For African-American, Latino, and younger students, the rates are lower than those of their peers. These data indicate that the growing population of students—younger students and Latino students—needs higher levels of support to meet their goals.
Pierce has proceeded conservatively in the development and implementation of hybrid and online courses, with a focus on developing distance education courses to create pathways for students to earn a degree online.

Student success and retention rates in these courses are somewhat lower than the overall averages for the college, with the results for online classes exceeding those for hybrid classes.

In 2011, all the colleges in the LACCD became part of the Achieving the Dream project. One of the most meaningful studies undertaken as part of the data collection for that project was a “cohort analysis,” which followed the group of “new to college” students who started at Pierce in fall 2007 and tracked their progress on a set of critical academic milestones at Pierce through the spring 2011 semester. After allowing four years for students to attain these completion-related milestones, very few of them were able to make significant progress on these measures.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Success Rates</th>
<th>Retention Rates</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>57%</td>
<td>81%</td>
<td>3055</td>
</tr>
<tr>
<td>Hybrid</td>
<td>53%</td>
<td>77%</td>
<td>1844</td>
</tr>
<tr>
<td>Online</td>
<td>64%</td>
<td>87%</td>
<td>1211</td>
</tr>
<tr>
<td>2010-11</td>
<td>60%</td>
<td>80%</td>
<td>3378</td>
</tr>
<tr>
<td>Hybrid</td>
<td>53%</td>
<td>74%</td>
<td>1638</td>
</tr>
<tr>
<td>Online</td>
<td>66%</td>
<td>85%</td>
<td>1740</td>
</tr>
<tr>
<td>2011-12</td>
<td>60%</td>
<td>80%</td>
<td>3249</td>
</tr>
<tr>
<td>Hybrid</td>
<td>57%</td>
<td>78%</td>
<td>1505</td>
</tr>
<tr>
<td>Online</td>
<td>62%</td>
<td>82%</td>
<td>1744</td>
</tr>
<tr>
<td>Grand Total</td>
<td>59%</td>
<td>80%</td>
<td>9682</td>
</tr>
</tbody>
</table>
## Fall 2007 Entering Cohort - Milestone Achievement through Spring 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering students in Fall 2007 (first time college student)</td>
<td>2988</td>
<td>100.0%</td>
</tr>
<tr>
<td>Completed Any Units in Fall 2007 (any grade EXCEPT)</td>
<td>2714</td>
<td>90.8%</td>
</tr>
<tr>
<td>Successfully Completed Any Units in Fall 2007 (A, B, C, or P)</td>
<td>2173</td>
<td>72.7%</td>
</tr>
<tr>
<td>Completed Any Units in Spring 2008 (any grade EXCEPT)</td>
<td>1895</td>
<td>63.4%</td>
</tr>
<tr>
<td>Successfully Completed Any Units in Spring 2008 (A, B, C, or P)</td>
<td>1589</td>
<td>53.2%</td>
</tr>
</tbody>
</table>

### Persistence to Fall 2008 - Attempted Any Units in Fall 2008 (any grade including W)

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully Completed Any Basic Skills English/ESL (20, 21, 79, 82, 84, 85, 86, 87)</td>
<td>927</td>
<td>31.0%</td>
</tr>
<tr>
<td>Successfully Completed English 28 (one level below transfer)</td>
<td>1075</td>
<td>36.0%</td>
</tr>
<tr>
<td>Successfully Completed English 101 (transfer level)</td>
<td>799</td>
<td>26.7%</td>
</tr>
<tr>
<td>Successfully Completed Any Basic Skills Math (105, 110, 112)</td>
<td>222</td>
<td>7.4%</td>
</tr>
<tr>
<td>Successfully Completed Math 115 (Beginning Algebra)</td>
<td>460</td>
<td>15.4%</td>
</tr>
<tr>
<td>Successfully Completed Math 125 (Intermediate Algebra)</td>
<td>597</td>
<td>20.0%</td>
</tr>
<tr>
<td>Successfully Completed Transfer-Level Math (any Math 215 &amp; above)</td>
<td>500</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>Successfully Completed both English 101 &amp; Math 125</strong></td>
<td>463</td>
<td>15.5%</td>
</tr>
<tr>
<td><strong>Successfully Completed both English 101 &amp; Transfer Level Math</strong></td>
<td>348</td>
<td>11.6%</td>
</tr>
<tr>
<td><strong>Completed 30+ Units (including NDA units)</strong></td>
<td>1230</td>
<td>41.2%</td>
</tr>
<tr>
<td>Completed 30+ Degree Applicable Units</td>
<td>1139</td>
<td>38.1%</td>
</tr>
<tr>
<td>Completed 60+ Degree Applicable Units</td>
<td>605</td>
<td>20.2%</td>
</tr>
<tr>
<td>Earned Any Award (AA, AS, C, CS)</td>
<td>160</td>
<td>5.4%</td>
</tr>
<tr>
<td><strong>Earned Any Degree or Certificate of Achievement (AA, AS, C)</strong></td>
<td>152</td>
<td>5.1%</td>
</tr>
<tr>
<td>Earned Any Degree (AA or AS)</td>
<td>144</td>
<td>4.8%</td>
</tr>
<tr>
<td>Transfer Certified (Students with IGETC UC Certificate)</td>
<td>107</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer Certified (Students with CSU GE Certificate)</td>
<td>66</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Although the Pierce results were similar to community colleges nationwide and in the District, the failure to progress in math and the low proportion of students achieving a degree or certificate, or becoming transfer eligible were particularly noteworthy and informs the development of the educational master plan, as well as the two-year Achieving the Dream goals.
Most Popular Degrees and Certificates Awarded in Approved Programs
2008-09—2011-12

<table>
<thead>
<tr>
<th>Approved College Program</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>4-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AA/AS Degree</strong></td>
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In 2009-10 (the last year for which comparative data are available) Pierce ranked in the top 20 for number of transfers to the CSU system and in the top 15 for transfers to the UC system of the 112 community colleges in the state of California.
## Los Angeles Pierce College Transfer Rates 2011-2012

<table>
<thead>
<tr>
<th>Campus</th>
<th># of Pierce Applicants</th>
<th># of Pierce Admits</th>
<th>% Admit Rate Pierce</th>
<th>% Admit Rate State</th>
<th>Avg. GPA</th>
<th>% of TAG* ADMITS TAP or Honors ADMITS</th>
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<tbody>
<tr>
<td>UC</td>
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<td></td>
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<tr>
<td>Berkeley</td>
<td>233</td>
<td>64</td>
<td>27%</td>
<td>26%</td>
<td>3.77</td>
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<td>Davis</td>
<td>151</td>
<td>76</td>
<td>50%</td>
<td>59%</td>
<td>3.57</td>
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<tr>
<td>Irvine</td>
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<td>155</td>
<td>55%</td>
<td>45%</td>
<td>3.55</td>
<td>29-TAG</td>
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<td>Los Angeles</td>
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<td>38%</td>
<td>30%</td>
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<td>58-Honors</td>
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<td>Merced</td>
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<td>69%</td>
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<td>San Diego</td>
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<tr>
<td>Santa Barbara</td>
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<td>Santa Cruz</td>
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<tr>
<td>Northridge</td>
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<tr>
<td>USC</td>
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<td>Mount Saint Mary’s</td>
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</tbody>
</table>

*Transfer Admission Guarantee Program

**Summary**

An overall review of the student demographics and enrollment patterns reveals a number of important trends. First, our current student population is relatively young (two-thirds under the age of 25) and increasingly Latino. They are likely to be interested in transfer as their primary goal, although their aspirations may well be challenged by their lack of readiness for college-
level courses. If they earn a degree or certificate from the college, it is most likely to be in a general education field or one of our popular career majors, particularly nursing, veterinary technology, or child development.

Through the Achieving the Dream (AtD) initiative, Los Angeles Pierce College has conducted a thorough review of its demographic information. The college has learned important information about our student body, including where there are large equity gaps (African American and Latino male students). The College has a long tradition of commitment to student success and participation in the Achieving the Dream initiative will allow the college to take additional steps to identify barriers to completion and develop strategies to improve student persistence, retention, and success.

**Employee Demographics**

As of March 2010, Pierce employed 208 full-time faculty, 508 part-time faculty, and 248 classified staff and administrators. The gender and ethnic breakout of the employees is provided below:

![Employee Demographics Chart]

**Ethnicity**

Efforts to diversify faculty have included broadening advertising efforts, attending job fairs, and emphasizing the importance of diversified hiring to hiring committees. Pierce College’s commitment to diversity is demonstrated in its mission and vision statements. In addition, the College’s Diversity Committee, which is a sub-committee of the College’s participatory governance organization, the Pierce College Council, works with students, faculty, staff, and
administrators on a variety of issues and events that highlight, facilitate, encourage, and celebrate campus diversity.

Pierce College’s personnel is predominantly white, but the institution is committed to a diverse workplace whose mission is to promote student learning.
Tynishia Lewis
Broadcast Journalism

Ty is a first generation college student. She escaped an abusive family and homelessness to become a Broadcast Journalism major who plans to transfer to the University of Southern California or Clark Atlanta University to complete her degree.
Los Angeles Pierce College
Administrative Services
Organizational Structure
2012-2013

Vice President
Rolf Schleicher

Associate Vice President
Bruce Rosky
- Programs:
  - Business Office
  - Accounting
  - Budgeting
  - Payroll
  - Human Resources

Associate Vice President
Larry Kraus
- Programs:
  - Bookstore
  - CopyTech
  - Enterprise
  - Mailroom
  - Freudian Sip

Director of Facilities
Paul Nieman
- Programs:
  - Maintenance & Operations
  - Farm
  - Emergency Preparedness
  - Construction Commissioning

Information Technology/
Media Center Manager
Mark Henderson
- Programs:
  - Server support
  - Desktop support
  - Networking
  - Web Services
  - Media Center

Administrative Assistant
Linda Solar
Yesenia Ibarra  
Biology

Yesenia was an EOPS student while at Pierce College. After graduating, Yesenia participated in the David Geffen School of Medicine Summer Medical and Dental Education Program (SMDEP) at UCLA. She then transferred to Cal Lutheran University, where she is a Pre-Med/Biology major.
College Response to Previous Recommendations

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

Los Angeles Pierce College initiated several committees whose shared purpose is to strengthen and formalize the link between institutional planning and resource allocation. Through these stronger and clearer linkages, communications of planning process results have improved. The College Planning Committee (CPC), the Scheduling Advisement Committee (SAC), the Resource Advisement Committee (RAC), the Facilities Advisement Committee (FAC), and the Enrollment Management Committee (EMC) were all instituted over the past seven years to clarify and strengthen the existing planning process and support its link to resource allocation.

Each year, annual plans are completed. Every five years, they inform the development of the six-year Educational Master Plan. In turn, the Strategic Plan makes operational those strategic directions identified in the Educational Master Plan. The Strategic Plan’s goals and activities are prioritized annually by the College Planning Committee, which is a sub-committee of the Pierce College Council (PCC). Those priorities are approved by the PCC, and then communicated to the campus community, both formally and informally.

To further the link between planning and resource allocation, resource requests made in the annual plans are linked to college goals, and then prioritized by the RAC. Its recommendations are then submitted to the PCC before being forwarded to the college president for consideration. Through all phases of the governance structure efforts are made to align planning with institutional goals, and to link planning with resource allocation.

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

Los Angeles Pierce College has undertaken several significant steps to solidify the connection between Student Learning Outcomes and institutional improvement. Resources were committed
to achieving institutional proficiency in all aspects of Student Learning Outcomes (SLOs) in 2007. This included reassigned time for faculty, administrative support from the research office, and, beginning in 2010, a focused role for the vice president of academic affairs.

After completing all SLOs and PLOs, and after two assessment cycles were completed, the Faculty Accreditation Coordinator took over coordination for Student Learning Outcomes from the previously reassigned faculty coaches. Outcomes “coaches” continued to work directly with discipline experts to ‘close the loop’ on outcomes assessment, reporting, and implementation of identified steps toward improving student learning. The Academic Senate approved Student Learning Outcomes policies aimed at achieving proficiency by 2012, and the college administration implemented the “Outcomes Team” plan to create an online SLO reporting repository. This database has centralized SLO assessment work, and supported SLO coordination.

In 2011, the Outcomes Team derived a total of six General Education Learning Outcomes (GELOs) from the existing Institutional Learning Outcomes (ILOs) and review teams evaluated the college’s General Education program. These teams were comprised of faculty from across the curriculum, and headed by an outcomes coach.

In addition to course assessment (assessment of all SLOs for a given course), Pierce College has institutionalized program learning outcomes assessment. The first three of the college’s six GELOs were assessed in fall 2011; the second three were assessed in spring 2012, and a cycle has been established to assess all GELOs annually. Discipline-specific programs also assessed program learning outcomes in the 2011-2012 academic year. The college has made a concerted effort to marshal the data from Student Learning Outcomes assessment results for resource allocation requests and institutional improvement, using the college’s annual plan.

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

Los Angeles Pierce College is completing the objectives of Project Ola! (Opportunidad Los Angeles), the 2007-2013 Title V grant. In collaboration with West Los Angeles College, Pierce developed a series of robust online and hybrid courses in three areas (1) basic skills and developmental education, (2) occupational certificates and (3) general education transfer courses.

The actual activities were as follows:

1. Develop curricula for distance delivery.
2. Create new opportunities for increased completion rates by augmenting the institution’s infrastructures and developing a shared online learning system for delivery of college courses in which students from both college can enroll.
3. Enhance the current distance learning infrastructures using Etudes and Moodle.
4. Create a shared, systematic faculty training program, focusing on web-based learning strategies and supporting technologies to assist instructors in adapting their courses and teaching strategies to fit the online environment.
5. Support online programs by providing staff training and technical assistance to develop Web-based orientation, tutoring, financial aid, advising, and library resources

In order to institutionalize the structures initiated by the grant, the College created PierceOnline. This distance education office assists faculty in developing online courses and preparing for online teaching. PierceOnline has systematically moved the college toward the development of online courses. As a result of their efforts, the college has developed an AA degree available fully online and has submitted a substantive change request to ACCJC for approval of this online program.

Pierce College was awarded another Title V grant in fall 2012. Entitled Project IQ (Improving Quality), this new grant focuses on improving the quality of online course delivery and improving student outcomes.

Over the past five years, extensive training and support have been provided by Project OLA. For all new online courses, an academic development grant (ADG) has been provided to support one or two content expert instructors, who work with the distance education department staff to create or modify a course for online delivery. Each team is also given personal or group training in instructional technology and instructional design for online instruction, and is supported by the distance education staff throughout the development cycle.

The PierceOnline distance education program staff provide workshops and one-on-one training to faculty. A professional development survey conducted in 2008 guided the development of their training schedule. The workshops are typically publicized as open invitations to faculty interested in developing and/or teaching online classes, whether they are part of the online associate degree program or not. Workshops provided in the last year include Beginning Moodle; Moodle: Accessibility and What It Means to You (508 Compliance); and Podcasting: Easy as 1, 2, 3.

PierceOnline is also the online resource available to faculty and DE students. The PierceOnline central Web site contains resources, including tutorials, specifically designed for new students, returning students, and faculty. For faculty, the site contains a listing of workshops available, contact information for receiving individual assistance with Moodle (the college’s supported course management system), and tutorials that faculty can use on their own. The site also includes information about making distance courses compliant with ADA 508, which ensures accessibility to students with disabilities. The Educational Technology Committee (ETC), a subcommittee of the Academic Senate established two years ago to usher technological innovations in instructional delivery, has written a handbook for providing quality distance education, which guides faculty through the course approval process and includes information on such issues as ADA 508 compliance. In addition, the Academic Senate approved a DE policy that requires faculty meet minimum standards before teaching online courses.
Recommendation 4: SLOs need to be developed and assessed for all courses and programs on a regular basis and the results used to improve institutional effectiveness. (IIA.2.b, IIA.2.e, IIA.2.f)

Since 2007, Los Angeles Pierce College has developed and assessed SLOs for all courses and programs. The results of these assessments are now routinely used to inform planning and decision-making at the course, program, and institutional levels. At present, 100 percent of the College’s General Education Learning Outcomes have been assessed, and the College is in a meta-analysis of this evaluation process. Program Learning Outcomes and course level outcomes are also regularly assessed.

Student Learning Outcomes assessment begins at the course level. Course reports are submitted on a regular schedule, according to a departmentally-designated course assessment plan. These reports include action plans, which involve steps for improving the course. Such steps involve resource requests or curricular changes. Resource requests are included in departmental annual plans, and routed through the Resource Advisement Committee (RAC). These plans are part of the college’s comprehensive planning cycle, from which the Educational Master Plan is derived.

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

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

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

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

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

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

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

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

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

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. The plant facilities department continuously evaluates the condition of the campus facilities resulting in new SMP projects added to the 5-year plan. The District Office of Facilities Planning and Development has the responsibility to verify that all submitted projects from the college meet state guidelines for an SMP project. Should any of the projects not meet the guidelines the District Office of Facilities Planning and Development works with plant facilities to revise or remove the project from the five-year SMP plan. SMP projects should not be confused with capital outlay projects. Both types of projects are funded by the state but the dollar value of an SMP project may not exceed $400,000. An example of a capital outlay project is the current request for state funding to build new horticulture facilities. With the passage of Measure J it was decided to cancel the request for state funding and use the Measure J funds to build the horticulture project as a “Design-Build Project”.

Over the past six years, the college has received funding, undertaken, and completed numerous SMP projects:

- Repair of Hazardous Walkways: (Trip Hazardous & ADA Compliance)
- Backflow Device Replacement: (Code compliance)
- Campus Clock-System Replacement: (Replacement of old non-functioning clock system.)
- Renovations of 30 Classrooms: (Construction period was one month)
- Greenhouse Glass Replacement: (Replacement of all broken glass panels)
- Roof Replacements for Geography and Anthropology Buildings.
Electrical Service Campus Switchgear—maintenance & repair
- New Roll Up Doors at Auto Tech Building
- Transite Pipe Replacement under new mall.
- Remove Replace Transite Pipe Project
- Replace Campus Irrigation Project
- Hazardous Waste Removal of Lead Paint & Possible Asbestos of Sheep Unit
- HVAC Chiller and Cooling Tower Replacement
- Clean/Calibrate/Repair Electrical Feeders 2,3 & Mail 4160 Service, & PAB High Voltage Switch
- Replace HVAC Nursing Skills Lab

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 how much funding is available for its SMP projects for the current fiscal year (Exhibit 2). 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 project.

The plant facilities department prepares the annual 5-year SMP plan every December. The 5-year SMP plan breaks the projects into five categories: roof, utilities, mechanical, exterior, and other. This is a process that continues despite the fact that starting in fiscal year 2009/10 the state has not been allocating any SMP funding. Even though this funding was not available the District wide 5-year plan continues to be prepared and submitted, thereby demonstrating to the state the continual need for this type of funding. This process has been modified by the District Office of Facilities Planning and Development allowing each college much greater latitude in deciding what SMP project will be done with any available SMP funds. Upon notification by the district executive director of facilities planning and development, the director of college facilities will submit a recommendation to the president, senior staff, and the Pierce College Council (the college-wide governance committee that reviews budget and planning) of the project funding that is available for the upcoming fiscal year. Once there is consensus among these groups and the director of college facilities, which project(s) should be undertaken with the available funding, notification is sent to the District Office of Facilities Planning and Development about which project(s) will go into production. The District Office of Facilities Planning and Development takes this information and enters it into Fusion (State Chancellor’s Web Based Facility Database), thereby notifying the state what project(s) the college will undertake.

In December of 2009 the Los Angeles Community College District arranged for the State Community College Foundation to assist in the college’s efforts to assess facilities conditions. They conducted a very comprehensive assessment of the entire campus for the condition of our facilities. The results of their work have been uploaded into Fusion. This provides a very good source of information on the condition of our facilities; and it is especially helpful to track useful lives of an entire facility.
The college can directly manage any SMP project with a budget up to $130,000; a district project manager must manage SMP projects that exceed $130,000. In the past the District Office of Facilities Planning and Development had project managers on their staff and they were assigned the project work. In the current environment outside firms manage all of the Proposition A/AA bond-funded construction projects at each campus. Pierce College has retained Swinerton Management and Consulting as our college project manager (CPM), and the CPM is required by the District to act as the district project manager for any SMP project exceeding $130,000.

The college and the district rely on the state to subsidize SMP projects. Most of this funding is at 50 percent of the estimated budget. The college is required to match the 50 percent funding level from the state, although the state awarded a one-time block grant for 2006-07 that did not require any matching funds from the college regardless of the type of SMP project. In recent years Pierce College has used bond funds for the match. In 2005, when construction costs increased dramatically, the college used unrestricted college funds for its matching contribution. The state does not require any matching funds from the college for hazardous substance removal projects.

As a strategy to deal with the diminishing operating budgets and the passage of Measure J, a third bond measure approved in 2007, the college changed its funding strategy to once again have the local contribution come from bond funds. Two existing projects (1. Remove Replace Transite Pipe Project, & 2. Replace Campus Irrigation Project), had the match changed to bond funding resulting in a return of funds to the college operating budget.

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

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

In response to the lack of SMP funding from the state and the continued need for this type of funding the Board of Trustees established a new Deferred Maintenance fund which is intended for ongoing maintenance of our facilities District wide. Ultimately, the Board’s goal is to set aside 2.5 percent annually from the unrestricted general fund for deferred maintenance. Given the current fiscal conditions facing the District, the Board voted to start with a modest funding level of 0.5 percent ($2.3 million) which can be spent during FY2013; the funds came from undistributed District wide balances. While these funds have been set aside, the process for accessing them has not been determined.
**Recommendation 7:** The College should build on the current technology proposal with input from all constituencies to develop a technology plan to articulate institutional priorities in addressing technology needs. A primary focus should be expanding the distance education (DE) program, improving student learning outcomes, and providing technical support for faculty and students. (III.C.1.a)

Los Angeles Pierce College has a technology plan to guide the implementation of its educational master plan and support instructional technology as well as expand distance education. This plan consists of two major components. The first part details the plan for the physical and human resources needed to maintain the functionality of the campus’ technological needs. The second part describes the plan for the curriculum development, faculty and student training, and student support services required to create a robust distance education program. The Pierce College Council, the college’s participatory governance body, approved the plan in 2010 for campuswide dissemination.

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

**Technical Elements**

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

The first goal identified by the Technology Committee was to modernize the information technology/network infrastructure based on the projected operational needs of the college. The college hired a networking consultant to assess the computer server systems and the inter- and intra-building connectivity. Based on the consultant’s report that the college’s networking equipment was at the end of its useful life and was no longer supported by the vendor, the manager of the college’s information technology department recommended the replacement of this equipment to maintain the integrity of the college’s technology infrastructure. The technology plan details the order of infrastructure upgrades to support network traffic and to provide backup systems that will avoid communication chokepoints. The Technology Committee is responsible for monitoring progress toward this goal. The second goal presented in the technology plan was to "meet the need of students, faculty, and staff." Fulfillment of this goal requires greater wireless access, adequate computer labs and faculty computers, and technology in the classroom.
A number of new buildings and facilities undergoing major remodeling will open or reopen around campus in the next five years as the culmination of a twenty-year capital development plan. In each building the communications infrastructure and teaching support technology will fully satisfy faculty and student technology needs. The following projects and projected completion dates illustrate the comprehensive plan to update facilities to meet technology needs:

- the new student services building, a 50,000 square foot facility housing all student service programs including admissions and records, the heaviest technology-dependent program (October, 2009);
- remodel of the business education building (June, 2010);
- the new center for the sciences, a 100,000 square foot building (July, 2010);
- renovations to the core classroom buildings housing language arts, mathematics, and social and behavioral sciences began in fall 2010 and will be completed in phases over the following two to three years. (2010-2014/2015)
- remodel of the administration building (2013);
- the new library/learning crossroads building, an 90,000 square foot facility including instructional support services for faculty and students and a large open access computer laboratory (2013);
- remodel and expansion of the automotive technology building, including modernized classrooms and network intensive workshops;
- the new digital arts and media complex with media/network intensive classrooms and laboratories.

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

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

While the college’s technology infrastructure element is heavily dependent on upcoming construction projects, the college has already made significant progress in building the physical aspects of the technology plan. Wireless accessibility now covers designated high-traffic student areas and academic departments. Increased wireless capacity will coincide with the completion of bond construction. New constructions are programmed for wireless capability. Areas to be
remodeled were never programmed to have wireless capability. Consequently no budget has been allotted for the addition to procure the appropriate equipment.

The staff of the information technology department is contributing significantly toward institutionalizing the plan. By supporting the current outmoded systems while simultaneously planning and implementing upgrades, the IT staff is enabling the instructional enterprise to continue to develop. The college’s staff is already implementing a program called “Technology Refresh,” which has replaced more than 90 percent of old computers for faculty. The staff has also redesigned and upgraded the network server systems that underlie student computer labs.

**General Instructional Support Elements**

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

The two learning support examples described above reflect the developments that the college is making toward technology support in the classroom and beyond. These instructional support technologies integrate technology planning with the strategic plan’s student success/basics skills goal.

Technological training and support for faculty who are not teaching DE classes are offered with a dual aim: to enable faculty to enrich their on-ground courses with technology and to encourage some of them to consider online teaching. In 2010, PierceOnline project staff, who are responsible for distance education program maintenance, developed a Moodle Web site for all sessions. They provide all instructors with a course shell for each of their spring class sections that they can use to post syllabi and provide supplemental resources for their students. To encourage more faculty to use a Web page, the college developed an easy-to-use template called P-Web and offers workshops and one-on-one assistance on developing Web pages. All faculty are also “enrolled” in a faculty Moodle resource shell. This resource has visual and video tools such as uploading a syllabus.

Faculty members also offer peer workshops on the use of clickers and YouTube in the classroom. This type of training supports the general user, and has served to educate faculty and staff about the robust online resources available to them and their students. As faculty become more comfortable with supplemental online delivery as a way to enhance the student learning experience, the college expects to see a natural expansion of its distance education program.
Distance Education Elements

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

As of 2012, 74 courses have received separate approval from the Curriculum Committee for distance education delivery. Most of these courses are offered as hybrid classes requiring a majority of instruction to be offered in class. At least 15 of these 74 are offered regularly as a fully online course, and 7 more courses are scheduled to be developed for online delivery in the near future. As part of this development process, the college is purposefully selecting targeted classes for online delivery that articulate with 4-year colleges and universities and will satisfy general education and Associate of Arts requirements. The online program is expected to soon approach the threshold of unique offerings that would satisfy 50 percent of the Associate of Arts Degree. The college finalized its substantive change proposal in 2012 to request approval to proceed with a fully online AA degree.

Training for faculty in distance education and educational technology is part of the technology plan. In 2012, the Academic Senate approved an online teaching policy. The Educational Technology Committee posted the policy on its Web site. The PierceOnline office has an annual plan (AP) that spells out goals for training. All faculty developing online instructional classes are required to attend at least two of the many workshops offered. Any faculty member planning to teach online must complete a training course that encompasses the course management system (CMS) tools and online pedagogy.

In addition to the workshops described in the response to Recommendation 3, Pierce College has introduced a new course into the curriculum entitled “How to Teach an Online Course,” which was offered for the first time in Summer, 2009. The number of faculty trained in new or alternative teaching techniques increased from 0 to 226 since the receipt of the Title V grant two years ago. The number of faculty participating in developmental activities (seminars, workshops, and so forth) increased from 118 to 361.

The college is committed to ensuring that students enrolled in DE courses are able to achieve the same levels of success and demonstrate the same learning outcomes as the students enrolled in the same courses on campus. For example, PierceOnline offers the Online Writing Lab (OWL). In addition, the counseling department introduced a limited form of online counseling that gives current and prospective students the opportunity to ask general questions that pertain to reaching their educational goals at Pierce College. Online counselors offer the following services and information: clarification of college procedures and policies; certificate, degree, and transfer requirements; course prerequisite information; available course offerings and majors; and referrals to other programs and services. The site guarantees answer to questions within three working days. For personal educational and career planning, students are encouraged to make an appointment with a counselor.

New building and renovations will also facilitate student success in the DE program. Pierce College’s new library/learning crossroads building is scheduled to open in fall 2013. It will include an expanded educational technology support center, consisting of offices and
workrooms, and a flexible computer lab for faculty and staff training. PierceOnline will have its own training space and a production site.

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

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

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

As of June 30, 2012, the balance in the trust was $44,140,211.21.

In 2009, facing a state budget crisis and enormous increases in health benefit costs, the District’s Joint Labor-Management Benefits Committee (JLMBC) took action to reduce the cost of health care coverage for both active and retired employees. After a great deal of research and discussion, the JLMBC voted and the Board approved the move to health care plans administered by CalPERS, took effect January 1, 2010. Because of the significantly lower retiree benefit costs under CalPERS, the District reduced its GASB obligation by roughly $100 million or more.

The District completed a new actuarial valuation on July 1, 2011. (The report issued August 3, 2012.) The unfunded actuarial accrued liability (unfunded AAL) was revised to $559.2 million compared to prior valuations of $536.14 million in 2009 and $633.14 million in 2007. The results were based on the District’s prefund plan of 1.92 percent of the total full-time salary expenditures, which is approximately 50 percent of the prefunded portion of the ARC, in addition to the pay-as-you-go amount, assuming a 5.81 percent discount rate.

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

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

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

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

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

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

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

To address this recommendation regarding the chancellor’s evaluation process, the Chancellor’s Office issued a directive that spells out the procedure that has been and continues to be followed. The board, using the General Counsel as staff, conducts the evaluation of the chancellor, whose contract includes a provision for an annual evaluation. Each year, the board reviews its previous evaluation and directs the General Counsel regarding the process for the current year. The board solicits input from various constituencies, typically including the college presidents, district senior staff, the academic senate presidents, and union representatives. To achieve this, the General Counsel’s Office sends out a data collection form (via e-mail or Survey Monkey) to evaluate the chancellor’s performance on a number of criteria and elicit comments, which are submitted anonymously. All of this material is provided to the trustees. The chancellor typically prepares a written self-evaluation based upon his stated goals, which is given to the board.

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

**District Recommendation 1:** The team recommends that the District should provide leadership in supporting the progress toward incorporating achievement of stated student learning outcomes as a component of faculty evaluation (III.A.1.c).

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

(For All Faculty) Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi)

To more fully clarify the meaning of this statement, a contract interpretation was agreed to by the District and the faculty union in spring 2009, noting the following responsibilities:

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

In the 2011-2014 collective bargaining agreement, “monitoring the development of SLOs, PLOs, and assessments” was added to the list of department chair duties.

In addition, the District established an Advisory Council on Student Learning Outcomes, which meets both in person and virtually to share best practices and strategies for SLO coordination and assessment, provide mutual support and reinforcement for the colleges’ SLO coordinators, optimize resources, and strengthen networking for problem-solving.

**District Recommendation 2:** The team recommends that the college should closely monitor in future years the success of the District’s plan for addressing retiree health benefit liability to assure that out-year obligations are met without significant impact on the financial health of the institution (Standard III.D.1.c).

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in fall 2006 by negotiating an agreement, approved by the District’s six unions and the Board of Trustees, to begin pre-funding a portion of its unfunded obligation. The District annually directs 1.92 percent of the previous fiscal year’s fulltime employee payroll into an irrevocable trust, managed through CalPERS. In addition, an amount equivalent to the District’s annual Medicare D refund is diverted from the District’s operating budget into the trust. In 2007,
Governor Schwarzenegger’s Commission on Public Employee Post-Employment Benefits issued a report in which the LACCD’s prefunding plan was cited as a best practice. As of June 30, 2012, the balance in the trust was $39,751,541 and its Fair Market Value was $41,694,651.

In 2009, facing a state budget crisis and enormous increases in health benefit costs, the District’s Joint Labor-Management Benefits Committee (JLMBC) took action to reduce the cost of health care coverage for both active and retired employees. The Board approved the move to health care plans administered by CalPERS, which took effect January 1, 2010. Because of the significantly lower retiree benefit costs under CalPERS, the District was able to reduce its GASB obligation by $97 million.

District Recommendation 3: The team recommends that the Board of Trustees should complete the self-evaluation process by discussing and developing a set of board goals to respond to any issues identified in their self-evaluation. The Board should institutionalize the goal setting and measuring of accomplishments as part of the self-evaluation process (IV.B.1.g).

To respond to this recommendation, the Board of Trustees adopted a board rule on October 17, 2007 that established the setting of board goals as part of its annual process of self-evaluation. At its annual retreats, the Board scores its performance, reporting on its self-assessment and the summarized evaluations of constituency representatives who sit at the resource table during board meetings. The Board establishes new goals for the following year, both to address District priorities as well as any issues that have arisen as a result of the self-evaluation.

To increase follow-through and accountability at the District level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual Board and CEO goals with District Strategic Plan (DSP) goals. The annual cycle includes Board evaluation, Board retreats, college activities in support of goals, institutional effectiveness reports, and District effectiveness reports that align with the DSP.

District Recommendation 4: Although in practice the evaluation of the college presidents and district chancellor occurs on a regular basis and is an inclusive process, the team recommends that the district develop a written policy that clearly defines the evaluation process (IV.B.1.j).

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

To address this recommendation regarding the chancellor’s evaluation, the Chancellor’s Office issued a directive (Chancellor’s Directive #122) that spells out the procedure that has been and continues to be followed. The Board solicits input from constituencies and collects data to evaluate performance on a number of criteria. In July 2010, the evaluation processes for the Chancellor and the college presidents were integrated into the Board’s newly adopted District Effectiveness Review Cycle.
Los Angeles Pierce College Update on Actionable Improvement Plans/Planning Agenda Items

The following grid is from the approved 2010 Mid-Term report. The column on the far right (Updates) has been added to reflect the College’s status as of 2012.

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<tr>
<th>PLANNING AGENDA</th>
<th>PROGRESS MADE</th>
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<tr>
<td>I.1 Clarify and disseminate the organizational structure and decision making processes. [PCC]</td>
<td>The Academic Senate is working on Charters for all committees and Flow Charts—for the Planning Handbook. PCC is presently examining the charters of its standing committees and examining how Career and Technical Education fits the structure.</td>
<td>Pierce College Council, Academic Senate, Educational Planning Committee</td>
<td>Spring, 2010</td>
<td>Charters and Decision Process Maps</td>
<td>Completed</td>
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<td>I.2 Develop an annual program planning process to complement the multi-annual program reviews and support data collection for college-wide planning and decision-making.</td>
<td>Three years of annual planning reports have been completed by academic program and student services. Faculty task forces have been formed to provide peer review feedback to department leadership.</td>
<td>EPC, Senate Educational Planning Committee, Academic Senate</td>
<td>2009: program reviews completed college wide 2010: Peer Groups evaluate Annual Plans and PRs 2011: Second Cycle PR</td>
<td>Annual Plans and Program Review</td>
<td>Completed</td>
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<td>I.3 Develop a measurement methodology for evaluating institutional effectiveness.</td>
<td>The college's annual fact book and web site include a variety of institutional effectiveness measures, as does the District's Core</td>
<td>PCC, Senate, Research Office, EPC, District Institutional Effectiveness Office, IR Office</td>
<td>Done, updated regularly</td>
<td>College Effectiveness Reports; LACCD College Self-Inventory; LACCD Core Indicators of Institutional Effectiveness,</td>
<td>Completed</td>
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<td>Develop an institutional effectiveness report.</td>
<td>Indicators of Institutional Effectiveness report. Pierce reviews and responds to the State Chancellor’s ARCC report.</td>
<td>Senate, Departmental Council (DC) SLO Team, Academic Senate</td>
<td>Definition: Spring, 2011; Assessment/ Improvement: Spring, 2012</td>
<td>SLOs reports; Catalog</td>
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<td>II.1 Develop SLO definition and assessment for all active courses, programs, certificates, and degrees. SLOs are required on all new and updated Course Outlines of Record; the college has allocated 1.0 faculty reassigned time for an SLO coordinator and two coaches to guide the SLO development and assessment process; each department has appointed an SLO liaison to work with the coaches; the College approved institutional learning outcomes in 2005; at the current time, approximately 46 percent of courses have SLOs identified and 10 percent of courses undergo regular assessment.</td>
<td>Senate, Departmental Council (DC) SLO Team, Academic Senate</td>
<td>Definition: Spring, 2011; Assessment/ Improvement: Spring, 2012</td>
<td>SLOs reports; Catalog</td>
<td>Completed</td>
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<td>II.2 Develop and institutionalize instructional support services for technologically enhanced learning environments. An increasing number of courses utilize Moodle, and shells are being developed for all courses. Faculty are using p-web to develop Web pages for courses. Pierce is piloting on-line tutoring services for distance ed courses.</td>
<td>Academic Affairs, Professional Development (PDC), Technology Committee (TC), Educational Technology Committee (ETC)</td>
<td>2012</td>
<td>Workshops Faculty Web sites Completion of on-line courses and enhancements On-line student portal Opening of new Library Learning Crossroads building (LXB), to be opened in fall 2013. Workshops are included in</td>
<td>Completed</td>
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<td>Pierce purchased a proxy server to make library databases accessible to off-campus students and developed an enhanced online student portal. Faculty and staff participated in Tech Fair's 45 training workshops.</td>
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<td>II.3 Promote access to the institution and expand learning opportunities that develop personal and civic responsibility.</td>
<td>Academic Outreach, High School Outreach, Summer Bridge Programs</td>
<td>Admissions and Records, Academic Outreach Coordinator, Student Success Committee (SSC), various departments, Service Learning Director, ASO, Curriculum Committee (CC), Diversity Committee (DivC)</td>
<td>Ongoing</td>
<td>Visits to high schools, courses scheduled at high schools, lecture series, film series, extracurricular activities, service learning projects</td>
<td>Completed and ongoing</td>
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<td>II.4 Increase understanding and appreciation of diversity.</td>
<td>Student clubs, international dance, lecture, and film series; extracurricular multicultural activities are oversubscribed and attended by a diverse</td>
<td>SSC, Administration, Senate, DivC, ASO, CC</td>
<td>Ongoing</td>
<td>attendance at events; enrollment in related classes; evolving student perceptions, behaviors, and interactions</td>
<td>Completed and ongoing</td>
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<td>II.5 Expand and enhance the development of student information competencies.</td>
<td>The college's Library Research course that addresses information competency has been enhanced so that it is now offered as a fully-online class as of the Fall 2009 semester. Also, with access to a 35-station computer lab in the library, there has been an increase in the number of workshops and orientations conducted each year. New library design takes into account information competency as a priority. Information competencies addressed in CORs</td>
<td>Library, CC, Center for Academic Success (CAS)</td>
<td>2012</td>
<td>Surveys, Workshop attendance, enrollment in Library Science course, development of Library Learning/ Crossroads Building</td>
<td>Completed</td>
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<td>II.6 Enhance instructional support services to students. This includes a focus on basic skills development and the use of proven information technologies to</td>
<td>Learning Center reading technology has been featured at professional development events (textbook annotation technology and Reading Plus). Approved reading</td>
<td>Library, CAS, Senate, PCC, Student Success Committee</td>
<td>Ongoing</td>
<td>Student Surveys; pre-and Post assessments built into the management system of the RP software</td>
<td>Student Surveys recently automated; Student Services staff are fine-tuning the process.</td>
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<td>complement instructional programs. Develop strategies to increase the use of technology to support student learning in the library and The Learning Center (renamed Center for Academic Success [CAS]).</td>
<td>specialist position starting Summer, 2010. Moodle workshops available for students and faculty, Reading Apprenticeship Program: Leadership Institution - SU 10. All tutors in CAS will receive training in these methods to be applied to student tutoring sessions.</td>
<td>learning crossroads building in 2012</td>
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<td>III.1 Review and update the Faculty Handbook.</td>
<td>In progress. The year-long faculty orientation program that is being conducted for new full-time faculty is being used to modernize the faculty handbook.</td>
<td>PDC</td>
<td>Draft: Done Final Revisions: Spring 2010</td>
<td>Faculty Handbook</td>
<td>The committee researched campuses state wide for new formatting options. A rough draft was assembled in spring 2012. Specifics such as office locations are in flux. In addition, delays on building construction has pushed back the target publication date to spring 2013. A draft was completed in fall 2012.</td>
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<td>III.2 Integrate planning and data-driven decision making, including resource allocation, throughout the college. Develop and use a strategic plan, driven by</td>
<td>AAPPs (Annual Plans) completed for three years and used as the basis for Program Reviews. Peer Review groups will evaluate the AAPPs and Program Reviews. The</td>
<td>EPC, PCC</td>
<td>Review of Program Reviews: Spring, 2010 development of EMP: Spring</td>
<td>Drafts of documents</td>
<td>Completed</td>
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### Planning Agenda Items Updates

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<td>the Educational Master Plan and other plans, to address critical needs for enrollment, human resources, facilities, equipment, technology, and other resources.</td>
<td>Program Reviews will feed into the updated Educational Master Plan, which in turn will drive revisions of the Strategic Plan. In 2011, a new round of Program Reviews will take place. Program Reviews for CTE will occur in 2013-2014.</td>
<td></td>
<td>2011 Strategic Plan Revision: Fall, 2011.</td>
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<tr>
<td>III.3 Implement an Information Technology department staffing plan and the Technology Plan to improve student support and college service.</td>
<td>Technology Plan has been completed. instructional assistant hired to help in CSIT/Fine Arts; Service Level Agreement developed to standardize response time for IT work requests; timeline established for IT staffing plan; re-worked job descriptions being vetted that better addresses needs of the college.</td>
<td>EPC, PCC</td>
<td>Ongoing throughout major planned construction through 2015</td>
<td>Technology Plan</td>
<td>Completed</td>
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<td></td>
<td>The Technology Plan task force has not met recently to review the old Tech Plan. The previous IT department staffing plan is still in place.</td>
<td></td>
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<tr>
<td>III.4 Develop a plan and approach to distance education. Implement a distance education program.</td>
<td>Substantive Change Proposal drafted—needs to be updated and resubmitted; Educational Technology Committee Title V activities focused on strategic development of distance education program, Moodle utilization, P-Web development, online</td>
<td>ETC, Title 5 staff; CC</td>
<td>Substantive Change Proposal for Distance Education to be resubmitted in fall 2011</td>
<td>Technology Plan, specifically the Distance Ed Annual Plans and Master Plan; substantive change proposal</td>
<td>Completed</td>
</tr>
<tr>
<td>PLANNING AGENDA</td>
<td>PROGRESS MADE</td>
<td>RESPONSIBLE GROUP</td>
<td>TIMELINE</td>
<td>DOCUMENTATION</td>
<td>UPDATE</td>
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<tr>
<td>student portal pilots: online tutoring services; online orientation; library databases accessible to off-campus students; enhanced online student portal.</td>
<td>Moodle Workshops, P-Web, e-portfolio workshops, new FSRC, DE office</td>
<td>PDC, ETC</td>
<td>Accomplished and continuing</td>
<td>Evidence of workshops, Professional Development Annual Plan, Technology Plan</td>
<td>Accomplished and continuing</td>
</tr>
<tr>
<td>III.5 Develop and fund campus-wide training and development opportunities for faculty, staff, and administrators.</td>
<td>In process at District</td>
<td>DAS, DBC, DPC, PCC, Senate</td>
<td>In process</td>
<td></td>
<td>Completed</td>
</tr>
</tbody>
</table>
Planning Agenda Items Updates
Certification of Compliance with Commission Policies

Accreditation Steering Committee Members

Alma Hawkins-Johnson (Administration)
Anna Davies (Administration)
Carol Kozeracki (Administration–Transferred 2012)
Crystal Kiekel (Administration–Faculty beginning 2012)
David Schamus (Faculty)
Donna Mae Villanueva (Administration)
Joe Perret (Faculty)
Joy McCaslin (Administration–Retired 2012)
Karen Murray (Staff)
Marian Prochter (Staff)
Mia Wood (Faculty)
Shane Mooney (Student)
Tom Rosdahl (Faculty)
Wendy Bass Keer (Faculty)
Certification of Compliance with Commission Policies

1. Policy on Distance and on Correspondence Education

Los Angeles Pierce College certifies that it complies with the Commission policy on distance education, namely that it has developed, implemented, and evaluated all courses and programs according to the institution’s total educational mission. The College does not conduct correspondence education programs.

Pierce College further certifies that it has clearly defined and appropriate student learning outcomes (SLOs) for all courses and programs, including those delivered through distance education. It also provides the resources and structure needed to accomplish these outcomes and to demonstrate that its students achieve these outcomes through application of appropriate assessment.

In 2012, Pierce College completed and submitted to the Commission a Substantive Change report for distance education. To date, 74 courses have received separate approval from the Curriculum Committee for distance education delivery. Most of these courses are offered as hybrid classes requiring a majority of instruction to be offered in class. At least 15 of these 74 are offered regularly as a fully online course, and 7 more courses are scheduled to be developed for online delivery in the near future. As part of this development process, the college is purposefully selecting targeted classes for online delivery that articulate with 4-year colleges and universities and will satisfy general education and Associate of Arts requirements.

Pierce College enlists several methods to ensure student authenticity and privacy. As part of the LACCD Student Information System, student records are backed up and maintained at the District office. The LACCD and Pierce College, in compliance with federal and state law, have established policies and procedures governing student records and the control of personally identifiable information. Records are secure. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent of the student except as authorized by the law. In addition, no Directory Information will be released regarding any student who has notified the Records Offices in writing that such information shall not be released. Pierce College makes it a policy to keep a log, maintained by the Records Officer, of persons and organizations requesting or receiving student record information. To ensure that staff members are continually trained in the area of records confidentiality, admissions staff attend the LACCD legal counsel’s workshops on confidentiality, security, and maintenance of student records.
2. Policy on Institutional Compliance with Title IV

The College’s annual external audit ensures compliance with federal requirements and verifies the college/District manages student loan default rates. Federal student financial aid program requirements state that if the college has cohort default rates of 30 percent or more during three consecutive years, the college will lose its participation to the Federal Financial Aid Title IV programs. For the past five years there have been no issues related to student loan default rates. Pierce College’s cohort default rates during the last five years are as follows:

- 2010 = 13.7%
- 2009 = 12.8%
- 2008 = 5.6%
- 2007 = 7.9%
- 2006 = 8.1%

Pierce College Financial Aid Office monitors the cohort default rate annually. Although the cohort default rates during the past five years are under 30 percent, the Financial Aid Office modified its student loan process to include several steps in the application process. For example, we require students to log in the National Student Loan Database System (NSLDS) and provide a printout of their student loan balance so students are aware of their current student loan debt. We also require students to complete an online Life Skills Lesson to assist with money management. If the cohort default rate continues to increase, we will be evaluating the loan application process and implement a default management plan.

3. Policy on Institutional Advertising, Student recruitment, and representation of Accredited Status

Los Angeles Pierce College certifies it complies with the Commission policy on institutional advertising, student recruitment, and representation of accredited status. The College provides its official name, address, and Web site address on all official documents. In addition, the College’s mission statement is prominent in its publications and in a variety of locations on campus. Degrees and certificates are articulated in the Pierce College General Catalog and the Schedule of Classes.

The College produces a catalog in both printed and electronic form which describes policies, degrees, certificates, courses, and student responsibilities and services after having been reviewed by department chairs, Student Services personnel, administrators, and other College offices to ensure accuracy.

There are three main venues for providing information on student achievement to the public: the College’s Web site on the Office of Institutional Research Web page, program review, official programs, and press releases from the College’s public information officer. The Office of Institutional Research, along with faculty, deans, and the public information officer ensure that this information is current and accurate.
As an open access institution, Pierce College has developed a clear set of admissions procedures. Students complete an application for admission which provides the College with relevant information about student demographics, educational goals, and other pertinent information.

The institution determines student recruitment needs by way of its enrollment policies, which are presently concerned with, among other things, newly graduated high school students and, in general, student equity. Students are recruited by qualified Outreach and Recruitment staff.

The College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Los Angeles Pierce College ensures that it adheres to state regulations and to Accrediting Commission for Community and Junior Colleges eligibility requirements, standards, and policies. The college describes itself identically to all its accrediting agencies, communicates changes in status in a timely manner, and discloses required information to all accrediting bodies. All disclosures by the college are complete, accurate, and honest.

4. Policy on Institutional Degrees and Credits

Los Angeles Pierce College certifies that it complies with the Commission policy on degrees and credits. The College has written policies and procedures for determining a credit hour that meets commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs. The College’s Curriculum Committee, under the auspices of the College’s Academic Senate, holds primary responsibility for applying these standards.

Pierce College enlists the Carnegie Unit to determine credit hours. Each unit of credit represents one hour per week of lecture; a longer number of hours is required for each unit of credit awarded for laboratory or other exercises not requiring additional outside preparation. The awarding of academic credits is consistent with other institutions of higher education. The catalog specifies the required hours required and units awarded for each course offered by the College.
5. **Policy on Integrity and Ethics**

Los Angeles Pierce College certifies that it complies with the Commission policy on integrity and ethics. Specifically, Pierce College exhibits integrity and subscribes to and advocates high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Policies and procedures about the treatment of personnel are developed, implemented, and evaluated regularly at the College and the District through the collective bargaining units and the Personnel Commission. Employee handbooks, collective bargaining agreements, personnel policies, administrative regulations, and Board Rules all provide the College with appropriate structures to ensure that all employees are treated fairly.

Policies regarding student treatment are documented in the College catalog and schedules of classes. Student participation is valued in all aspects of the College. Students participate in the participatory governance process and are invited to be members of many governance committees such as the Pierce College Council.

6. **Contractual Relationships with non-Regionally Accredited Organizations**

Although Pierce College does not have formal contracts with non-regionally accredited organizations, there are specialized career and technical education programs where external organizations provide oversight. For example, the College’s Registered Nursing program and Veterinary Technology program work closely with external accrediting agencies to ensure a curriculum meets state and national standards.

Contractual agreements are entered into with external entities when necessary to conduct the business of the College in accordance with its mission and goals. Civic Center Permits (CCP) and Permit For Use (PFU) agreements, which authorize the lease of real property for 14 days or less per year and short-term agreements which are for one year or less and do not exceed $5,000, are normally approved at the College by the president or vice president of academic affairs. All other long term and higher cost agreements are handled by the Contracts Office at the District and may be subject to the review of the District’s general counsel. As necessary, risk exposure is mitigated by requiring external entities to carry their own insurance and indemnification.

Most contractual agreements issued by the College contain termination language which permits Los Angeles Pierce College to terminate with or without cause upon 30 days’ notice to the other party. All agreements including CCP and PFU agreements contain provisions allowing the College to terminate the contracts if the property being leased is required for academic purposes. To eliminate potential conflicts of interest, the agreements also stipulate that the person obtaining the permit cannot be an agent or employee of the LACCD. Agreements which exceed $5,000 are publically bid and are awarded based on acceptable limitations in accordance with the California Education Code.
Ori Levy
Computer Science

Ori worked as a bartender at a local Cheesecake Factory while studying for his Routing Certificate. Upon completion, Ori passed the Cisco Certified Network Associates exam (CCNA), and was hired as a Network Support Technician at The Cheesecake Factory’s corporate offices.
Certification of Continued Compliance with the Eligibility Requirements for Accreditation

1. Authority: The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Los Angeles Pierce College is two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District (LACCD). The Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) have continuously accredited the college since it received initial accreditation in 1952.

2. Mission: The College’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

MISSION STATEMENT: Los Angeles Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The college dedicates its resources to assist students in identifying and achieving 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 proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities.

The mission was last revised and adopted by the LACCD Board of Trustees on April 11, 2012. The College’s mission statement is included in the Pierce College General Catalog and is posted on the College’s Web site. In addition, the mission is posted in selected meeting areas of the college.

3. Governing Board: The College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.
The Board of Trustees (Board) is composed of seven members who are elected at large by the qualified voters of the LACCD, and one student member who is elected annually by the students of the District. The term of office for the student member, whose vote on agenda items is advisory, is from June 1 through May 31 each year. The voters elect the board members for four year terms in staggered elections held on the first Tuesday in March of each odd numbered year. Three board members are chosen at one election and four members at the other. The board elects its president and vice president for one-year terms at the annual organizational meeting, which is usually held in July.

The eight-member governing board of the LACCD is an independent policy making body that ensures that the District’s educational mission and the missions of the nine constituent colleges are implemented. The board also ensures the quality, integrity, and financial stability of the colleges and the District office. The board adheres to its conflict of interest policy and board members have no personal financial interests of any kind in the District or its colleges.

4. Chief Executive Officer: The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

On August 1, 2010, the current chief executive officer was appointed by the Board of Trustees to lead the college. Prior to her position at Pierce College, the president served as a vice president of academic affairs. She has been an employee of the LACCD since July, 2001. The president is deeply committed to the role community colleges play in providing access to quality higher education for diverse populations, and is well versed in the policies and procedures of leading a community college in a multi-college district.

5. Administrative Capacity: The College has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purposes.

The college employs 11 administrators, down from 14 in June 2011 and 13 in June 2007-June 2010. The majority of administrative officers were selected through an open and competitive process based on educational background and experience.

6. Operational Status: The College is operational, with students actively pursuing its degree programs.

The College has operated continuously since it was established in 1947. Student enrollment has dropped from 22,164 students per semester in fall 2008 to 19,951 in fall 2012. The college awarded 1,615 degrees and certificates during the 2011-2012 academic year.
7. Degrees: The majority of the College’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Los Angeles Pierce College currently offers courses in over 60 disciplines. As of 2012, the College offers 89 degrees (AA and AS) and certificates. According to the results of the spring 2012 Student Survey, 3.5 percent of students indicate their educational goal is to earn a vocational certificate, 6.9 percent indicate their intention to earn an AA or AS degree, 52.9 percent plan to earn an AA or AS prior to transferring to a four-year institution, and 28 percent indicate they intend to transfer to a four-year institution without applying for an AA or AS.

8. Educational Programs: The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Los Angeles Pierce College offers three associate degree options including two plans for associate degrees with specific majors and a third option for a transfer associates degree in liberal arts. Degrees are awarded in 50 higher education fields of study ranging from Addiction Studies to Theatre Arts. All three degree options require a minimum of 60 units, are two years in length, require the completion of general education that range from 18-31 or 18-45 credit hours, and require demonstrated competency in English and mathematics. (The current economic climate has caused schedule rotations which have, in some cases, prolonged the time to completion to three-to-four years.)

Student learning outcomes (SLOs) for these programs are currently described in the catalog under general comprehensive statements about the purposes of transfer, occupational, and general education. Some of the specific associate degree majors and most of the certificates describe student learning outcomes in the catalog under their discipline headings.

9. Academic Credit: The College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The Curriculum Committee, a standing committee of the Los Angeles Pierce College Academic Senate, holds primary responsibility for ensuring the College follows generally accepted practices for determining academic credit requirements. Each unit of credit represents one hour per week of lecture; a longer number of hours is required for each unit of credit awarded for laboratory or other exercises not requiring additional outside preparation. The awarding of academic credits is consistent with other institutions of higher education. Each course outline of record and the college catalog specifies hours required and units awarded for each course offered by the College.

10. Student Learning and Achievement: The College defines and publishes for each program the program’s expected student learning and achievement outcomes.
Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve those outcomes.

The College catalog contains descriptions of program learning outcomes. Institutional student learning outcomes were established by the college community in 2007, then reviewed and revised to appear as General Education Learning Outcomes (GELOs) in 2011 (see page 64 of the 2012-2014 catalog). A cycle of student learning outcomes assessment and review is continuing at the course and program levels. Regardless of delivery method, courses and programs must meet requirements established in the course outline of record.

11. General Education: The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See Accreditation Standards, II.A.3, for areas of study for general education.

Los Angeles Pierce College’s Curriculum Committee approves all courses as eligible for general education status. Also, the curriculum committee confirms that all associates degree programs require from 18-31 or 18-45 units of general education. The general education program includes courses in a variety of disciplines including natural sciences, social and behavioral sciences, arts and humanities, and health and physical education. Communication and computational proficiency are developed through required courses in English and mathematics (see page 64 of the 2012-2014 catalog for details).

12. Academic Freedom: The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Pierce College Academic Senate Faculty Ethics Statement delineates the primary responsibility of faculty members to support one another and their students in seeking and stating the truth as they understand it. The statement emphasizes respect for both students and colleagues in pursuit of academic inquiry and scholarly standards. It acknowledges that faculty members have the rights and obligations of all citizens, but that they avoid creating the impression that they speak for the college when they speak or act as private citizens.

13. Faculty: The College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the College’s educational programs. A clear statement of faculty
responsibilities must include development and review of curriculum as well as assessment of learning.

In 2011, the college employed 208 full-time faculty and 508 part-time faculty. The selection of college faculty is guided by the College’s Hiring Policy, board rules, district human resources guides, and applicable provisions of the California Education Code and Title 5 of the California Code of Regulations. Specific duties and responsibilities for full-time faculty are included in the Academic Senate Faculty Ethics Statement; the College’s Governance Agreement, which includes the responsibility for developing and reviewing curriculum and assessing learning; and, in the collective bargaining agreement between the District and the Los Angeles College Faulty Guild.

14. Student Services: The College provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Los Angeles Pierce College provides a wide range of student services that support student learning and development. These services include assistance in the admissions application process, assessment for placement in English and math, orientations for new and returning students, counseling services, assistance for students with academic and physical disabilities, financial assistance through state and federal grant loan programs and scholarships, health services, child care, tutorial services, and academic workshops. Additional services from other resources, including specially funded programs such as Title V that provide support in the area of math and counseling, assist in meeting the academic needs of our students.

15. Admissions: The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Los Angeles Pierce College is an open-admissions institution serving all students who wish to pursue an education. The college admits California residents with a high school diploma, residents who are 18 years of age or older who are determined to be capable of benefiting from the instruction offered, K-12 students under special circumstances, as well as international and non-resident students.

16. Information and Learning Resources: The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The college has a 45,000 square foot library. As of fall 2013, the Center for Academic Success (CAS) and library will be housed together in a new 75000 square foot Library Learning Crossroads building. Currently, there are networked computers available in both the library and CAS for student use. In addition to these resources, there are computer laboratory classrooms equipped with computers that support specific instructional programs, along with a variety of online resources, library database, PierceOnline, and the
Online Writing Lab (OWL). Both PierceOnline and OWL are operated through Moodle, the current learning management system. (LMS)

17. Financial Resources: The College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Each year the college prepares a financial plan which projects operational needs for the next fiscal year. Preliminary budget allocations provide the basis for the expenditure plan. The current fiscal year (FY) allocation is $49,270,690. The College and the District currently rely on enrollment growth to generate new revenues to cover cost increases and new initiatives.

18. Financial Accountability: The institution annually undergoes and makes available an external financial audit by an appropriate public agency. The College shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Los Angeles Community College District conducts annual financial audits by an external certified public accountant. The Board of Trustees reviews these audit reports in public session and discusses management responses to any exceptions. The District files audit reports with the Los Angeles County Department of Education and any other public agencies as required. Pierce College is not audited as a separate entity.

19. Institutional Planning and Evaluation: The College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The College provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The College assesses progress toward achieving its stated goals and makes decisions regarding improvements through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The College developed an Educational Master Plan that was approved in 2012. Unit Assessment has been completed for instructional programs and the assessment of student services programs is continuous. General education student learning outcomes (GELOs) and course-level SLOs have been assessed.
Institutional planning processes integrate assessments at all levels with resource allocation requests. The Resource Advisement Committee (RAC) was developed to prioritize annual requests in order to support program improvements.

20. Public Information: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R. 668.41-43; 668.71-75.):

General Information
- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer
- Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees
- Locations or publications where other policies may be found

Los Angeles Pierce College publishes a catalog once every two years. The catalog contains general information including the official college name, address, telephone numbers, and the web address. In addition the catalog contains the following general information: college history; mission, vision, values, theme, and goals statements, including a description of general education student learning outcomes; course offerings, program and degree requirements and approximate length to their completion; academic freedom statement; student financial aid availability including Extended Opportunity Programs and Services, the Cooperative Agencies and Resources for Education (EOP&S/C.A.R.E.), and federal and state financial aid programs; descriptions of the Center for Academic Success, and the library; names and degrees of administrators and faculty, and a listing of staff members in a variety of campus offices; and, the names of governing board members and the district executive staff.
Student requirements explained in the catalog are: admissions, matriculation, and attendance requirements; descriptions of all student fees including resident and non-resident tuition, health services fee, parking fee, associated student organization fee, transcript fees, class audit fees, and the enrollment fee refund policy; descriptions of the requirements to complete associates degrees, certificates, and graduation and transfer requirements.

Other major policies affecting students that are described in the catalog are: academic probation and dismissal, standards of student conduct and disciplinary action, the district nondiscrimination policy, grievance and complaint procedures, and the sexual harassment and the drug-free environment policies.

21. Relations with the Accrediting Commission: The College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. 668—misrepresentation.)

Los Angeles Pierce College and the Los Angeles Community College District ensure that they adhere to state regulations and to Accrediting Commission for Community and Junior Colleges eligibility requirements, standards, and policies. The college describes itself identically to all its accrediting agencies, communicates changes in status, and discloses required information to all accrediting bodies. All disclosures by the college are complete, accurate, and honest.
Nicolette van den Bogerd
Violin Performance

Nicolette was a Music major at Pierce College from 2007-2009. After transferring to the Bob Cole Conservatory of Music at California State University, Long Beach (CSLUB), she won several scholarships and made the President’s List all six semesters of her studies. She is now working on a graduate degree at CSLUB.
Standard IA Committee Members

Co-Chairs

Lyn Clark (Faculty)
Carol Kozeracki (Administration–Transferred 2012)

Committee

Bob Martinez (Faculty)
Crystal Kiekel (Administration–Faculty beginning 2012)
Curtis Smith (Staff)
Joanna Zimring-Towne (Faculty)
Joleen Voss-Rodriguez (Faculty)
Kassem Nabulsi (Faculty)
Phyllis Braxton (Administration)
Stefanie Frith (Faculty)
Victoria Romero (Staff)
Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description

Los Angeles Pierce College’s mission statement and values describe the primary purpose of the College and its commitment to our students and community:
Pierce College values:

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

Pierce’s college wide commitment to student learning is reflected in the values that are prioritized in the mission statement, namely student success and engagement, a student-centered environment conducive to learning, and a commitment to excellence. The California Educational Master Plan defines the broad educational purposes of the community colleges in the state (California Educational Master Plan Link: 1.001). Pierce College’s mission statement aligns with that definition, and reflects the purposes appropriate to an institution of higher learning.

The College’s intended student body includes those working towards transfer, career and technical education, basic skills instruction, and lifelong learning. Students are also served by additional programs including economic and workforce development, ENCORE
There are several factors that Pierce College considers when determining its intended student population. The College’s status as an open access institution means that its services are available to a wide range of students, both in terms of their backgrounds and their intended goals. However, as a community college, Pierce primarily serves students who reside in the College’s geographic area of the west San Fernando Valley. In fall 2010, approximately 60 percent of the College’s enrolled credit students resided in the 15 zip codes closest to the College (Pierce College Fact Book 2009-2010: 1.003). In addition to the College’s local service area, specialized programs, such as our Automotive Technology and Registered Veterinary Technician programs, draw students from around the county, and targeted distance education offerings accommodate area students with scheduling or mobility limitations.

**Evaluation**

The mission statement identifies our three primary educational purposes as well as several secondary functions that serve our students and community. The majority of Pierce College students live in the surrounding community, and a number of specialized programs and distance education courses attract students from a broader geographic area. The mission statement reflects the College’s commitment to student learning. It emphasizes that the College is student centered, assists students in achieving their educational goals, and values student success and engagement. Pierce College meets the standard.

**I.A.1** The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

**Description**

Discussions are regularly held among key constituents regarding the relevance of the mission statement to student learning. (Pierce College Council [PCC] Minutes Review of Mission Statement 06-23-11: 1.004) Student learning is acknowledged as the core of the College, which is reflected in the mission statement.

The following two examples illustrate some of the programs and services developed through discussions among key constituents to address the needs of its student population and help students achieve the intended learning outcomes:

1. To address the needs of students in our Career and Technical Education (CATE) programs, which is one of the three major mission areas of the College, monthly meetings are held among the faculty who teach in these areas. Meeting topics include the review of applications for Perkins IV funds, which requires faculty to demonstrate the relationship between funding and student achievement (Perkins Applications and Core Indicators Site Link: 1.005). In addition, each CATE program convenes an annual industry advisory committee to facilitate dialogue
between industry professionals and program instructors to ensure the curriculum meets industry standards and appropriately prepares students for available jobs (Sample Pierce College CTE Advisory Committee Minutes 05-02-12: 1.006).

2. As the result of Pierce’s active student outreach programs to surrounding high school students, we enroll an unusually high proportion of traditional-age students (approximately 65 percent of our overall student population). To facilitate those students’ enrollment and success, the College offers a range of services designed to meet their needs. Assessment tests in English and math are offered at the high schools, and for the past four years, the College has offered a Summer Bridge Program for recent high school graduates, combining English and Personal Development (student success) courses to introduce these students to college expectations and experiences. The College has tracked the outcomes of the students enrolled in the Summer Bridge program and has found that program participation has resulted in improved persistence and faster progression through the required English course sequence (Pierce College Summer Bridge Data 09-22-11: 1.007).

The College regularly assesses the effectiveness of programs and services by examining the needs of students, employers, and transfer institutions through annual planning and program review processes (Annual Plan Template [Academic]: 1.008, Annual Plan Template [Student Services] 1.009, Annual Plan Template [Administrative Services]: 1.010, Program Review Template [Academic]: 1.011, Program Review Template [Student Services]: 1.012, Program Review Template [Administrative Services]: 1.013). Sources of information for establishing programs and services include an analysis of student demographics, the input of advisory committees, articulation agreements, faculty discussions with district and university colleagues, labor statistics, district assessment and matriculation committees, viability studies, and learning outcome assessments. (Pierce College Fact Book 2009-2010: 1.003, Sample Pierce College CTE Advisory Committee Minutes 05-02-12: 1.004, ASSIST.org Link: 1.014, Matriculation Program Review 2009-2010: 1.015, CAD and CNC Machine Shop Viability Study: 1.016, Pierce College SLO Database Link: 1.017).

**Evaluation**

Pierce College offers courses and services that support student goals related to the primary mission areas of basic skills improvement, transfer readiness, and career preparation. The courses and programs offered by the College are assessed and modified regularly to ensure that they continue to meet the needs of our student body. A wide range of faculty and staff, especially through governance structures and forums overseen by the Academic Senate, are engaged in discussions related to the effectiveness of our programs in meeting student needs. Pierce College meets the standard.

**I.A.2** The mission statement is approved by the governing board and published.
Description

Pierce College’s mission statement was approved by the Pierce College Council (PCC) on October 27, 2011 (PCC Action Item: Mission Statement Revision: 1.018). The mission statement was approved by the Board of Trustees of the Los Angeles Community College District on April 11, 2012 (Board Approval of Pierce College Mission Statement, page 12: 1.019).

Evaluation

Pierce College has a current mission statement which is approved by the Board of Trustees. Pierce College meets the standard.

**I.A.3.** Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description

The Pierce College Comprehensive Planning Cycle chart shows that the College’s mission statement is to be reviewed every six years as part of the overall planning cycle. This process is done as a coordinated effort between the Academic Senate (via the Educational Planning Committee [EPC]) and the PCC. Most recently, this process was triggered in 2010-2011 by the timeline for creating the Educational Master Plan, which is the purview of the EPC. Subsequently, the mission statement was reviewed by the PCC and resulted in a modification of the College’s mission (PCC Minutes 07-28-11: 1.020 and EPC Minutes 05-28-10: 1.021). Pierce College’s process for periodic review of the mission statement has been regular and effective (Pierce College Decision-Making and Planning Handbook, page 8: 1.022).
The mission statement is published on the Web site, in the College catalog, and in the schedule of classes. In addition, the mission statement is prominently displayed in the major gathering spaces on campus:

- College Services Building Conference Room
- The Student Services Building Conference Room and Information Desk
- The President’s Office
- The Great Hall
- The Center for the Sciences
- The Library

**Evaluation**

The process of reviewing the mission statement is documented in the *Pierce College Decision-Making and Planning Handbook* and implemented by the College’s governance structures. Pierce College meets the standard.

*I.A.4. The institution’s mission is central to institutional planning and decision making.*

**Description**

Pierce College effectively uses the mission statement to guide planning and decision making. As illustrated by the Pierce College Comprehensive Planning Cycle diagram below, the mission statement is central to the annual planning cycle, program review cycle, and the development of the Pierce College Educational Master Plan and the Pierce College Strategic Plan. In turn, all college planning processes are explicitly tied back to the mission, the resulting Strategic Plan, and the Educational Master Plan.

The College mission statement is central to the choices the College makes. It is the foundation for the planning process that results in the development of the Educational Master Plan. This plan is updated every six years. The Educational Master Plan is in turn operationalized by a Strategic Plan which is updated every three years. The Strategic Plan establishes mission-driven goals and objectives that guide the institution’s committees, organizations, programs, and services for a three year cycle. The Strategic Plan is developed after reviewing the Educational Master Plan and discussing the current challenges and opportunities facing the College.

The Strategic Plan is used as the basis for annual plans. Each year, academic and student services programs, administrative services units, and the president’s office are required to submit an annual plan, which assesses past goals and establishes short-term and long-term future goals. The plan provides an update on activities, student learning outcomes (SLOs) or service area outcomes, and outcomes assessments. It also includes requests for resources
needed to meet the unit’s goals. Each plan is explicitly tied to the mission-driven strategic goals.

Annual Plans are also the basis for comprehensive Program Reviews. These reviews are completed on a two-year basis for CATE programs and a six-year basis for academic programs. These reviews establish long-term goals and directions for the program, which are based on the College’s strategic goals as well as internal and external scans and analyses.

The cycle is complete when the program reviews are synthesized and used to create the next Educational Master Plan (1.023). That plan drives the updating of other plans, including the Strategic Plan, Facilities Master Plan, the Technology Plan, and the Plan for Enrollment Management (PEM). (Pierce College Strategic Plan: 1.024, Pierce College Facilities Master Plan: 1.025, Pierce College Technology Plan: 1.026, Pierce College Plan for Enrollment Management: 1.027. See also Pierce College’s Planning and Program Review site: 1.028).

**Evaluation**

All formal plans are based on the College mission. Decisions made throughout the College reflect the commitment to the primary missions of transfer readiness, career preparation, and basic skills improvement. While the decision-making bodies have evolved in recent years, the centrality of the mission has long been a part of the decision-making process for all college committees. Pierce College meets the standard.
Standard I: Institutional Mission and Effectiveness
Standard IB Committee Members

Co-Chairs

Lyn Clark (Faculty)
Carol Kozeracki (Administration–Transferred 2012)

Committee

Bob Martinez (Faculty)
Crystal Kiekel (Administration–Faculty beginning 2012)
Curtis Smith (Staff)
Joanna Zimring-Towne (Faculty)
Joleen Voss-Rodriguez (Faculty)
Kassem Nabulsi (Faculty)
Phyllis Braxton (Administration)
Stefanie Frith (Faculty)
Victoria Romero (Staff)
I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

The College structures its ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes through a variety of forums, most importantly, its committee/governance structure. As documented in the Pierce College Planning and Decision-Making Handbook, the PCC and the Academic Senate are the overarching structures that facilitate dialogue. These shared-governance bodies engage in ongoing dialogue and are the foundational structures for pursuing and implementing systems to improve student learning and institutional processes.

Monthly PCC and twice-monthly Academic Senate meetings constitute the primary formal venues for discussing college wide student learning issues and institutional processes. In addition, other sub-committees of the PCC and Academic Senate discuss and formulate recommendations on more focused topics, such as enrollment management (PCC) and
schedule advisement (Academic Senate). PCC makes recommendations to the president on institutional processes and the nonacademic areas that affect student learning, such as classroom facilities. Bond project recommendations, resource allocation processes, and policy recommendations are regularly the responsibility of PCC (PCC Charter: 1.029). The broad-based dialogue has been instrumental in developing recommendations to improve student learning and success.

Agendas for the monthly PCC meetings are distributed college wide through e-mail and posted on the PCC Web site (PCC Link: 1.030). The meetings are open to College constituents and community members. Minutes are e-mailed directly to the PCC membership, e-mailed to individuals who have requested to receive them regularly, and posted on the PCC Web site. Through access to ongoing discussions and recommendations of the Committee, college members understand and embrace the purpose of dialogue.

The Academic Senate also has a large number of committees that reflect the College's ongoing, collegial, self-reflective dialogue about the continual improvement of student learning and institutional processes. This dialogue is guided by a collective understanding of the meaning of data and research used in the evaluation of student learning (SLO Database Link: 1.017).

Institutional processes throughout the College support an ongoing, collegial, self-reflective dialogue about the continual improvement of student learning, but two areas—the Student Success Committee (Pierce College Student Success Page Link: 1.031) and the Achieving the Dream Initiative—have had a quantitative and qualitative impact on Pierce College. Two other processes—the establishment of SLO/PLO/Assessment Salons and the publication of course success rates—have also had a significant impact on student learning and led to a collective understanding of the meaning of data and research to evaluate student learning.

Campus wide dialogue leads to a collective understanding of data and research used in evaluating student learning. Through the Office of Institutional Research and Planning, data are compiled and provided to the College’s various governance structures to inform discussions (Office of Institutional Research Outcomes Data: 1.032). These include student success data, SLO and assessment data, and enrollment trends. Data are also published on the Pierce Intranet for college faculty to review, analyze, and discuss (Pierce College Web Site Link: 1.032.1).

**Evaluation**

Pierce College is committed to ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Its many PCC and Academic Senate committees, with a broad range of faculty and staff participation, continue to emphasize the importance of broad-based, ongoing, self-reflective dialogue to improve student learning and institutional effectiveness. Pierce College meets the standard.
**I.B.2.** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

### Description

The College’s overarching planning document, the Educational Master Plan, is operationalized through the development and implementation of the Strategic Plan. The criteria for the Educational Master Plan include a review of external data, an analysis of current conditions affecting the College, and an analysis and review of internal data.

The College’s Strategic Plan includes goals and activities, which are prioritized annually. The College Planning Committee (CPC), a sub-committee of the PCC, recommends annual priorities which are discussed and endorsed by the PCC and then communicated to the College community at large. For example, annual goals and processes to implement them are presented at the Opening Day convocation and at the annual Leadership Retreat (Pierce College Academic Senate Opening Day Agenda 2012: 1.033, Pierce College Leadership Retreat Agenda 2012: 1.034). In addition, college goals are discussed widely by college committees and used to develop annual committee goals (Pierce College Committee Self-Evaluation Template: 1.035).

Each committee is expected to contribute to progress toward the achievement of the College’s overall goals. To assess the effectiveness of the annual goals, every committee is required to complete annual self-evaluations (Pierce College Committee Self-Evaluation Template: 1.035). The CPC reviews these self-evaluations and progress is reported to the PCC and college president (CPC Charter: 1.036). The PCC discusses the progress towards institutional goals and makes recommendations to the college president, which facilitates continuing progress.
Evaluation

The College sets institutional goals to improve its effectiveness. Goals are prioritized annually and communicated broadly, both formally and informally. There is a process in place to link goals to the work of the College’s governance structure, and evaluate and report the achievement of those goals. Pierce College meets the standard.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

The organizational structure of Pierce College promotes a collective understanding of the notion of ongoing planning. Moreover, the College’s planning process incorporates systematic evaluation of programs and services, planning for improvement, implementation of plans, and an evaluation of the processes used and their results. The College’s budget planning and allocation of resources are linked to the annual, integrated planning process.

The program planning process is the primary method used to assess achievement of program goals. The annual planning process at Pierce College includes formal planning at the program, department, and area levels. Planning includes a documentation of and reflection on qualitative and quantitative data that measure progress toward stated program goals.

Academic Senate and PCC committees regularly assess their contributions toward the achievement of institutional goals and priorities through an annual self-reflection (PCC Completed Committee Evaluation 2012-2013: 1.037). This information is used for discussion and informs goal setting for the following academic year.

The college president, in collaboration with senior staff, regularly discusses College progress toward stated goals. The assessment of progress is measured through a variety of qualitative and quantitative data, including committee minutes, committee reports, and institutional research data. The college president regularly updates the College community at large on institutional progress toward stated goals (Pierce College President’s First Monday Report Sample “The President’s ABC’s”: 1.038, Pierce College President’s First Monday Report Sample 02-06-12: 1.038.1).

Evaluation

Planning and goal setting are done at the program and institutional levels on a regular basis through the annual planning and program review processes and the implementation of the College goals in the Strategic Plan. The College uses established tools to assess progress
toward the achievement of stated goals regularly. Qualitative and quantitative data are utilized to assess the institution’s progress. Pierce College meets the standard.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

The College has a number of mechanisms for guaranteeing broad participation in college planning. Committees have broad-based constituencies whose representation, as defined in their charters, consists of members from the various college unions, administration, students, and the Academic Senate (Pierce College Decision-Making and Planning Handbook: 1.022). All constituencies of the College are represented in the planning process through their committee membership. The College has a strong commitment to open meetings wherein College constituents and the public may attend and participate in all discussions.

The College process to allocate resources has evolved to be fully integrated with the annual planning processes. Previously, budgets were rolled over annually and special requests were brought to the Budget Committee (BC) for consideration and allocation (Pierce College President’s First Monday Report Sample 11-05-12: 1.038.2 and Pierce College President’s First Monday Report Sample 09-05-12: 1.038.3). Recognizing this process did not integrate planning and resource allocation, the College has utilized Annual Plans from academic disciplines, Student Services, Administrative Services, and the President’s Office as a vehicle to prioritize institutional resource requests.

The College’s current resource allocation process ensures that plans are the primary method for securing resources. Recently, economic conditions have led to diminishing college resources. In response, Pierce College has reallocated existing resources to ensure college priorities are funded. In 2011-2012, senior staff recommended to the college president to set aside $100,000 of the General Fund budget to fund institutional priorities. This demonstrates the commitment of the College to fund planning priorities received resources which would lead to institutional improvement (Pierce College Resource Advisement Committee [RAC] Prioritization List 2011-2012: 1.039).

Evaluation

The College’s planning structure provides opportunity for broad participation. Constituents are represented and encouraged to participate. Additionally, the College’s resource allocation processes lead to its priorities being considered for funding. Despite difficult economic times, Pierce College is leveraging its resources to fulfill its plans. Pierce College meets the standard.
ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA

In 2013-2014, the Academic Senate and College Planning Committee (CPC) will develop a comprehensive process to publish annual committee membership for the Pierce College constituency.

I.B.5. **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

**Description**

Pierce College collects assessment data through a variety of different programs, Web sites, and advisory boards. Much of the information collected is made available via the College’s Institutional Effectiveness Web site, found on the Pierce College Web site (Pierce College Office of Institutional Research Page Link: 1.040). Some of the assessment data that are collected and made available on this site include:

- Student Characteristics
- Student Learning Outcomes
- Degrees and Certificates
- Transfer Rates

Pierce’s Accountability Reporting for the Community Colleges report is published on the California Community College Chancellor’s Office Web site, in addition to information about student demographics, transfer rates, financial aid, and other statistical data. The College reports ARCC data to the District’s Board of Trustees annually through an institutional effectiveness update (ARCC Data Link 06-11: 1.041 and Update to the Board of Trustees 11-07-12: 1.041.1).

The College regularly assesses if it is effectively communicating information about institutional quality to the public through periodic faculty and staff surveys. In addition, community input is solicited through advisory committee meetings, bond oversight committee meetings, and other events which bring together community stakeholders and College personnel.

**Evaluation**

A variety of tools is used to inform the local community of the College’s activities and programs. Through the College’s Web site, Institutional Research data, College budget and planning information, and institutional effectiveness reports are available to constituencies (Pierce College Office of Institutional Research Page Link: 1.040). Pierce College meets the standard.

I.B.6. **The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**
Description

Pierce College uses a number of processes to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Over the past five years, Pierce College has made an effort to improve the effectiveness of ongoing planning and resource allocation processes through regular reviews of its planning processes and identification of areas for improvement. Examples of improvements resulting from these efforts include the establishment of a regular reporting cycle of the sub-committees to the PCC, the establishment of the RAC, which submits annual resource allocation recommendations to the PCC before being forwarded to the president, and the development and implementation of an annual self-evaluation for all College committees (RAC Charter: 1.042).

The CPC monitors the overall, ongoing planning process (CPC Charter: 1.036). The CPC is charged with systematically reviewing, assessing, and modifying planning processes as needed. The CPC develops the three-year Strategic Plan which is driven by the Educational Master Plan. It also ensures that the strategic goals link to the Educational Master Plan, the College’s values, and the District’s strategic goals.

Pierce College has two important planning documents: The Annual Plan and Program Review. Every discipline and program at Pierce College generates annual planning documents (Annual Plan Template [Academic]: 1.008). In an effort to strengthen the link between planning and resource allocation, the Annual Plan has been modified to include institutional data, programmatic goals, and information to be utilized in resource allocation recommendations (i.e., supply requests, equipment, and staffing needs).

Each year, annual planning documents are assessed to determine their effectiveness. The format is then revised and updated, as needed, to reflect relevant changes as determined in this assessment (EPC Minutes 09-30-11: 1.043).
Overall, the College planning processes are becoming increasingly effective in fostering improvement because they are more clearly and coherently linked. The College now has clear planning pathways running through its decision-making bodies. Examples of this include the development of the Enrollment Management Committee (EMC), the Scheduling Advisement Committee (SAC), and the RAC, each of which is focused on specific ways to increase student learning and student success.

Evaluation

Pierce College has developed and institutionalized a process of regular program review and annual planning that leads to institutional reflection and continuous improvement. The College assures effectiveness through a documented and well understood planning process, which includes the regular development and updating of plans, the establishment of annual goals, and a strong link between planning activities and resource allocation. Campus stakeholders take advantage of each other’s strengths and areas of expertise, identify resources and deficits, and organize multiple goals into a coherent whole.

Resources are strongly linked to documented outcomes, making allocations meaningful and relevant rather than random or arbitrary. Reviewing, assessing, and updating planning process and planning instruments has led to the overall improvement of planning as resources are directly meeting identified needs and goals of the College community. Pierce College meets the standard.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

Pierce College enlists a variety of evaluation mechanisms to assess the effectiveness of its programs and services. At the program level, academic and service units regularly review their progress toward program and institutional goals. Instructional, student support, and library and learning resource services complete regular reviews and develop resource requests based on identified areas of improvement. Recently, as the result of a self-identified need and a documented request made through the annual plan, the College has responded to the needs of the library by prioritizing a request for library databases (1.039).

Each program is required to collect and reflect on data. Mechanisms to collect data vary and include tools such as student surveys, student focus groups, and assessment instruments used for SLOs and PLOs.

The Honors Program is one example of how both the evaluation mechanisms and the College’s assessment of those mechanisms work. For a number of years, the Honors Program evaluated its effectiveness based on final outcomes (i.e., number of transfer students). Upon reflection of the data, Pierce College recognized that the transfer rates didn’t provide the Program Director with an explanation of why students either did not
transfer to first-choice institutions or did not transfer at all. Now, the College also collects a variety of data to better understand student preparation for transfer. As a result, the Honors Program staff are able to communicate more effectively to students strategies to improve their transfer readiness to their first-choice institution (1.044).

Evaluation

Pierce College has established processes to assess evaluation mechanisms. Annual planning, comprehensive Program Review, and governance committees participate in discussion and reflection to assess and improve evaluation mechanisms. These discussions and reflections are reported on in a variety of ways to ensure the College community is aware of pertinent information. Pierce College meets the standard.

Political Science Professor Kassem Nabulsi interacts with his class during an exercise.
Standard I Actionable Improvement Plan/Planning Agenda Item

- IB4: In 2013-2014, the Academic Senate and College Planning Committee (CPC) will develop a comprehensive process to publish annual committee membership for the Pierce College constituency.
Standard I Evidence List

1.001 California Educational Master Plan Link  
http://www.ucop.edu/acadinit/mastplan/mp.htm
1.002 Pierce College Extension Page Link  http://extension.piercecollege.edu/
1.003 Pierce College Fact Book 2009-2010
1.004 Pierce College Council Minutes Review of Mission Statement (06-23-11)
1.005 Perkins Applications and Core Indicators Site Link  
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV.aspx
1.006 Sample Pierce College CTE Advisory Committee Minutes (05-02-12)
1.007 Pierce College Summer Bridge Data
1.008 Annual Plan Template (Academic)
1.009 Annual Plan Template (Student Services)
1.010 Annual Plan Template (Administrative Services)
1.011 Program Review Template (Academic)
1.012 Program Review Template (Student Services)
1.013 Program Review Template (Administrative Services)
1.014 Assist.org Link: www.assist.org
1.015 Matriculation Program Review 2009-2010
1.016 CAD and CNC Machine Shop Viability Review Study
1.017 Pierce College Student Learning Outcomes (SLO) Database Link  
https://webapps.piercecollege.edu/outcomes/
1.018 Pierce College Council Action Item: Mission Statement Revision (10-27-11)
1.019 Board Approval of Pierce College Mission Statement (Minutes 04-11-12)
1.020 Pierce College Council Minutes: Review of Mission Statement (07-28-11)
1.021 Pierce College Educational Planning Committee (EPC) Minutes: Review of Mission Statement (05-28-10)
1.022 Pierce College Decision-Making and Planning Handbook
1.023 Pierce College Educational Master Plan
1.024 Pierce College Strategic Plan
1.025 Pierce College Facilities Master Plan
1.026 Pierce College Technology Plan
1.027 Pierce College Plan for Enrollment Management
1.028 Pierce College Planning and Program Review Link  
http://info.piercecollege.edu/offices/preview/
1.029 Pierce College Council Charter
1.030 Pierce College Council Page Link  http://faculty.piercecollege.edu/pcc/
1.031 Pierce College Student Success Page Link  http://faculty.piercecollege.edu/success/
1.032 Pierce College Office of Institutional Research, Outcomes Data Link:  
http://info.piercecollege.edu/offices/research/Studentpercent20Outcomes/stud_outcomes.htm
1.032.1 Pierce College Web Site Link  http://piercecollege.edu/
1.033 Pierce College Academic Senate Opening Day Agenda 2012
1.034 Pierce College Leadership Retreat Agenda 2012
1.035 Pierce College Committee Self-Evaluation Template
1.036 Pierce College Planning Committee (CPC) Charter
1.037 Pierce College Council Completed Committee Evaluation 2012
1.038 Pierce College President’s First Monday Report Sample “The President’s ABCs”
1.038.1 Pierce College President’s First Monday Report Sample (02-06-12)
1.038.2 Pierce College President’s First Monday Report Sample (11-05-12)
1.038.3 Pierce College President’s First Monday Report (09-05-12)
1.039 Pierce College Resource Advisement Committee (RAC) Prioritization List 2011-2012
1.040 Pierce College Office of Institutional Research Link
http://info.piercecollege.edu/offices/research/
1.041 ARCC Data Link (06-11)
http://info.piercecollege.edu/offices/research/Student%20Outcomes/stud_outcomes.htm
1.041.1 Update to the Board of Trustees 11-07-12
1.042 Pierce College Resource Advisement Committee (RAC) Charter
1.043 Educational Planning Committee (EPC) Minutes (09-11)
1.044 UCLA Transfer Report for Pierce Honors Program 2012
Alondra Murcia  
Child Development

Alondra came to the U.S. at age six. Her mother had a third grade education, and her father never received formal training. Alondra earned her AA in Child Development at Pierce College, transferred to California State University, Northridge (CSUN), where she earned her BA, and is now working on her MA in Educational Psychology with an emphasis on Early Childhood Education.
Standard II Co-Chairs

Diane Levine (Faculty)
Donna Mae Villanueva (Administration)

Standard IIA Committee Members

Co-Chairs

Jill Binsley (Faculty)
Crystal Kiekel (Administration-Faculty beginning 2012)

Committee Members

Amara Aguilar (Faculty-Transferred)
Amy Sirott (Faculty)
Ann Hennessey (Faculty)
Beth Cheung (Faculty)
Elizabeth Atondo (Faculty)
John Zayac (Faculty)
Jose Luis Fernandez (Administration)
Kassem Nabulsi (Faculty)
Kathie Yoder (Faculty)
Kent Robbins (Faculty)
Kim Manner (Faculty)
Lila Snow (Faculty)
Liz White (Faculty)
Margarita Pillado (Faculty)
Marjorie Hoskinson (Faculty)
Meg Wessling (Faculty)
Monika Del Bosque (Faculty)
Robert Wonser (Faculty)
Sally Kassamanian (Faculty)
Sara Harvey (Faculty)
Shannon DeVaney (Faculty)
Tesi Low (Faculty)
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

There are several ways in which Los Angeles Pierce College ensures that all institutional offerings, regardless of location or means of delivery, fit the stated mission of the institution. Pierce College offers a comprehensive array of higher education programs for residents of the west San Fernando Valley and parts of the Conejo Valley.

Instructional programs include transfer preparation, career and technical education, and basic skills courses. Pierce College offers instructional programs both on campus and at a number of high schools in the San Fernando Valley. Pierce College currently offers courses in over 60 disciplines. As of 2012, the College offers 89 degrees (AA and AS) and state approved certificates. The College’s course offerings are extensive and diverse, reflecting the comprehensive nature of the community.

The College’s Curriculum Committee (CC) is responsible for ensuring that all courses and programs align with the mission of the College and are adequately rigorous. Faculty submit new course outlines of record approved by the department faculty, the department chair, and the department dean. They are then sent to the Curriculum Committee. Only those courses that are consistent with the College mission are approved and forwarded to the college president for final approval (CC Page Link: 2.001).

The College ensures that the programs and services are high quality and appropriate. The academic integrity of the instructional programs rests on four pillars: (1) the knowledge and preparation of the instructors; (2) the peer-review process exemplified by the CC, program review, and program viability; (3) outside evaluations, articulations, advisory committees, and surveys; and (4) research data.

Faculty, in collaboration with academic administrators, recommend the fields of study to be offered at Pierce College. Recommendations for new instructional programs are based on a wide variety of sources, including faculty professional knowledge and growth, institutional learning outcomes, transfer institutions, advisory committees, industry and employment trends as demonstrated through labor market information and employer surveys, funding opportunities through grants, changing student interests, the College financial outlook, and physical resources.

Pierce College ensures that its programs and curricula are current by systematically reviewing and updating programs and teaching strategies. This examination includes all aspects of discipline-specific knowledge, program interaction with relevant outside entities, such as advisory committees, and improvement in instructional skills. All of the course outlines of record are reviewed every six years to validate that course content is current. Program review also occurs every six years for the general education and transfer programs, and every two years for career and technical education programs. These reviews
include validation of articulation and transfer agreements for all courses. For career and technical education programs, advisory committees meet to discuss and validate program and course content.

Evaluation

The College’s Academic Senate and its sub-committee, the CC hold the primary responsibility for ensuring the quality and integrity of the College curriculum. Programs are proposed and reviewed in a systematic way ensuring that they meet the mission of the institution regardless of the location and means of delivery. Pierce College meets the standard.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

The College conducts research to assess student learning needs and levels of educational preparedness by collecting data on academic and demographic trends. As a community college, Pierce College strives first to serve the citizens in its service area. Data are periodically collected on student success measures such as access, retention, English as a Second Language and basic skills completion, degree and certificate completion, and transfer. These data are grouped by race, ethnicity, disability, first language, and gender. In turn, this information is analyzed in order to identify potential needs. Faculty and administrators work collaboratively to offer programs to meet the identified needs of students.

Pierce College assesses student educational preparedness through the assessment process. In keeping with California community college matriculation regulations, Pierce College
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strongly recommends that all new students take both English and math assessment tests which have been validated according to state requirements and are used to determine appropriate course placement levels for student success. Counselors analyze the results to assist students in developing their educational plans, and recommendations are made to department chairs and academic deans for course planning.

In addition to examining the academic preparation levels of the students, the College also analyzes trends in the areas of student demographics and educational goals to ensure that student interests are being addressed (Pierce College Fact Book 2009-2010: 1.003). Three of the most dramatic changes documented in the last Self-Evaluation have continued, including student ethnicity, age, and the balance between career and technically-oriented and transfer-oriented goals. This information is incorporated into program planning through the work of the Student Success Committee (SSC).

The College researcher attends the meetings of the SSC and Educational Planning Committee (EPC), whose membership includes the vice presidents for academic affairs and student services, deans, and faculty members. The College’s researcher has provided these groups with a variety of data to use in informing the discussions and decision making, including the following: community demographics; student participation in recommended English and math courses; information about students who attend other colleges and universities; feeder high school data; placement distribution results; persistence data for first-time freshmen; success and retention rates by discipline, gender, ethnicity, and age; transfer data; and degrees and certificates awarded (Pierce College Demographics of Service Area: 2.002, Information for Students Who Have Attended Other Colleges and Universities: 2.003, Placement Test Results: 2.004, Pierce College Fact Book 2009-2010: 1.003, and Achieving the Dream [AtD] Data Team Full Report 02-12: 2.005).

Research is also being conducted to determine if students are achieving stated learning outcomes (SLOs) and General Education Learning Outcomes (GELOs). Faculty regularly assess courses based on these SLOs and have incorporated them into the course outlines of record available electronically through the LACCD Electronic Curriculum Development (ECD) Web site (2.006). Outcomes assessments are documented on the SLO database (1.017). In addition, at a program level, General Education Learning Outcomes (GELOs) are assessed (SLO Database Link: 1.017).

Evaluation

The College continues its transformation toward being a research-driven institution and is regularly assessing progress toward stated SLOs. Research is regularly conducted to collect data on student learning needs. Data are used in a variety of forums to inform conversations and decisions related to instructional programs. Program planning incorporates the use of data, including assessment data of student achievement of stated learning outcomes. The institution relies on research to expand the culture of evidence. Pierce College meets the standard.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

Pierce College’s CC is responsible for determining effective delivery methods. The course outline of record documents course objectives, student learning outcomes (SLOs), and topics covered in each course. For proposed online courses, an addendum is completed to document regular and effective contact.

In addition to the CC, the College’s Educational Technology Committee (ETC), a sub-committee of the Academic Senate, regularly discusses modality issues and makes recommendations on policies for online education at Pierce College (Pierce College Policy for Online Classes: 2.007 and ETC Link: 2.008). To ensure its effectiveness in facilitating student learning, the College hired a full-time Distance Education Coordinator to continue the management of resources for technology-based, distant student learning.

Pierce College is completing the objectives of Project OLA, the 2007 Title V grant, which runs through 2013. In order to institutionalize the structures initiated by the grant, the College created PierceOnline (PierceOnline Link: 2.051). This distance education office assists faculty in developing online courses and preparing for online teaching. PierceOnline has systematically moved the college toward the development of online courses. As a result of their efforts, the college has developed an AA degree available fully online and has submitted a substantive change request to ACCJC for approval of this online program.

Pierce College was recently awarded a Title V grant in fall 2012. Entitled Project IQ (Improving Quality), this new grant focuses on improving the quality of online course delivery and improving student outcomes.

Over the past five years, extensive training and support have been provided by Project OLA. For all new online courses, an academic development grant (ADG) has been provided to support one or two content expert instructors, who work with the distance education department staff to create or modify a course for online delivery. Each team is also given personal or group training in instructional technology and instructional design for online instruction, and is supported by the distance education staff throughout the development cycle.

The College regularly reflects on all of its delivery modes, from the 16-week semester to short-term and off-campus courses. These conversations happen at the departmental level where full-time faculty reflect on how their courses are meeting the needs of students. Conversations also occur formally in committees such as the Academic Senate, the SAC, which is a sub-committee of the Academic Senate, and the Departmental Council, composed of academic department chairs, deans, and the vice president of academic affairs.
The effectiveness of online classes in facilitating student learning is evaluated regularly. Although many students are succeeding in online courses, the success rate is not as high as in in-person courses (Pierce College Substantive Change Report for Distance Education: 2.009). As a result, Pierce College has implemented staff and faculty training to improve the quality of services and instruction in online learning. In addition, the Pierce College Educational Technology Committee created and the Academic Senate approved a set of instructor qualifications for teaching online. These qualifications include training in online pedagogy and the use of educational technology.

**Evaluation**

Pierce College’s Curriculum Committee maintains primary responsibility for reviewing and approving appropriate delivery systems and modes of instruction for courses and programs. Dialogue occurs in multiple forums about the effectiveness of delivery methods and how those methods meet the needs of students. Pierce College meets the standard.

**II.A.1.c.** The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**Description**

Discipline faculty collaborated to identify SLOs for 100 percent of its courses and degree- or certificate-granting programs. Using their discipline expertise, faculty from across the disciplines engaged in dialogue with SLO coaches to develop SLOs and the strategies engaged to attain them. Through the process of collaboratively developing and testing them, faculty members also verified that SLOs were collegiate. This verification continues through a process of data analysis and dialogue, when, depending on assessment findings, SLOs require adjustment.

Faculty assess SLOs, Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs), enlisting the assistance of SLO coaches and the Office of Institutional Research as needed. The results of these assessments are used in various ways, all aimed at improving student learning and institutional effectiveness. Faculty discuss assessment findings in order to make pedagogical, curricular, or other improvements, such as a resource allocation request (e.g., additional microscopes for the Biology Department since a shortage prevents students from achieving a certain learning outcome).

Faculty use a variety of assessments to measure outcomes. These may include essays, projects, presentations, and surveys. For faculty members instructing multiple-section courses, assessments are either uniform or, in those cases where multiple assessments are used, faculty engage in dialogue or use formal methods to norm results. The College is continually reviewing the effectiveness of its assessments. The GELO review process in particular has provided a college wide look at the effectiveness of course and program assessment.
At all levels, the SLO process involves incorporating SLOs into course outlines of record, listing PLOs and GELOs in the College catalog, enumerating SLOs on course syllabi, generating assessment plans, reporting assessment results, and planning improvements based on those results (LACCD Electronic Curriculum Development [ECD] Web Site Link: 2.006, Moodle Syllabus Repository Link: 2.011, PLO Report Form: 2.012, Sample Completed PLO Report from Architecture Spring 2012: 2.012.1, Sample Completed PLO Report from Registered Veterinary Technician [RVT] Spring 2012: 2.012.2, SLO Report Form: 2.013, Sample SLO Report Philosophy Spring 2012: 2.013.1, Sample SLO Report Library Science Spring 2012: 2.013.2 Pierce College Syllabus Example of SLOs: 2.010, SLO Database: 1.017, Pierce College SLOs Page Link: 2.014). Courses and programs are on an assessment cycle using an Academic Senate-approved assessment matrix (Course Assessment Cycle Planning Matrix Form: 2.016 and Program Assessment Cycle Planning Matrix Form: 2.017). PLOs are assessed through a review of SLO reports for the courses mapped to the particular PLO (Sample Course-to-Program Mapping Document: 2.018). GELOs are assessed by committees composed of representative faculty members for each GELO area (Pierce College SLO Database Link: 1.017, GELO Committees Senate Proposal 09-26-11: 2.019, and Sample GELO Report Fall 2011: 2.019.1 and Sample GELO Report Spring 2012: 2.019.2). These committees meet at the end of each semester to review SLO assessment reports from courses mapped to each GELO and generate an assessment report for each GELO (Course-to-GELO Mapping Document: 2.020, Outcomes Cycles At-A-Glance Chart: 2.021, and Assessment Planning Guidelines Chart: 2.021.1).

Dialogue has occurred about student learning outcomes since 2002, and now discussion has increasingly centered on how faculty can meaningfully assess outcomes (Pierce College President’s First Monday Report Sample 02-06-12: 1.038.1). To that end, the Student Learning Outcomes Team (SLOT) has held summer and regular term salons, where faculty informally and formally discuss and plan outcomes assessment, assessment tools, assessment results, and implementation of assessment results Course Assessment Cycle Planning Matrix Form: 2.016 and Program Assessment Cycle Planning Matrix Form: 2.017). The Academic Senate has endorsed policies supporting faculty involvement in completing the SLO cycle, including establishing the College Outcomes Committee (COC) in fall 2012 to strengthen and improve the outcomes process (COC Charter: 2.022).

One of the major avenues for all-College dialog about using assessment results to guide improvements to courses, programs, etc., includes a college wide “Pierce Assessment Day” (PAD) (PAD Report 01-12: 2.028 and PAD Flyer 06-12: 2.028.1). The twice a year event provides faculty an opportunity to discuss and submit reports on student learning outcomes and program learning outcomes assessments. Regular outcomes and accreditation reports are made at a variety of committee meetings, including Academic Senate and Pierce College Council (PCC) (Academic Senate and Pierce College Council Sample Meeting Minutes: 2.029).

In addition to on-campus events and meetings, SLOT members attend two or three SLO-related conferences each year in order to keep current in this area (Academic Senate for California Community Colleges Accreditation Institute Report 2011: 2.023, Academic
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Evaluation

One hundred percent of Pierce College’s courses and programs now have identified student learning outcomes. The College has a central repository for course and program assessment reports and has institutionalized College wide dialog on outcomes. Where the College will continue to grow is in using the data to identify strategies for improvement. Pierce College meets the standard.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

The criteria used by Pierce College to decide which programs it will offer are student need, faculty at the departmental level, and higher education curricular standards. The College currently offers programs in collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs regardless of type of credit awarded, delivery mode, or location.

Developmental and pre-collegiate coursework, approved through the normal curriculum process, are offered in a variety of areas, most notably in Learning Skills, ESL, English, and mathematics, in order to prepare students for success in college and transfer-level courses. The College defines pre-collegiate coursework as non-degree applicable courses. Developmental courses are those that carry credit but which generally are not transferable, including some ESL courses and all below-transfer level English and mathematics courses. Student need drives the number of pre-collegiate and developmental course sections offered as the College’s assessment instrument places students into particular English and mathematics courses. Reviewing the placement pattern enables the chairs and academic deans to plan future scheduling patterns.

Community and continuing education offerings are currently determined by the strength of past enrollment and by the Community Services/Extension and ENCORE Directors’ assessments of community interests. Community Services/Extension offers a wide variety
of not-for-credit courses and prospective community extension instructors develop proposals for new courses and offerings. Prior to being offered, courses are circulated to academic chairs to ensure that there is no overlap between these and the regular college offerings. Quality is assured by the needs of the local community. In addition, Community Services provides services for all of its programs and measures student learning outcomes (Kids on Campus Survey: 2.030 and Kids on Campus SLO Assessment Report (2011): 2.031 and ENCORE SLO Questionnaire: 2.032).

Currently there are over 165 international students enrolled (International Students Office Page Link: 2.033). The director, a member of the academic affairs team and a counselor, participates in the program review processes conducted by Student Services. The International Students Program acts as a college service center for international students providing guidance, academic counseling and planning, orientations, workshops, F-1 advisement, and referral to a wide variety of College and community resources.

Pierce College uses a variety of criteria to assure the quality and improvement of all instructional programs. All programs undergo a regular cycle of program review. General education courses undergo program review every six years, and career and technical education courses undergo program review every two years. Short-term, credit-based training programs are approved through the curriculum and program review processes.

Program review has been institutionalized and serves as the first step in data-driven program assessment. In determining what programs it will provide, Pierce College looks to
its mission, and the mission of a California Community College, and aligns its transfer offerings with the requirements of regional transfer institutions and its occupational programs with regional economic development needs in consultation with local advisory committees of employers.

The College ensures that all of the instructional courses and programs described above are of high quality through the outcomes assessment process using both outcomes assessments and student evaluations of courses and programs to improve student learning. For example, after the Math Department assessed its SLOs, it made the decision to create a collection of exercises related to the SLOs and post it online for faculty and student reference (Pierce College Math 115 Assessment Report for Fall 2011: 2.013.3).

**Evaluation**

The process of program review has been an important topic of discussion at Senate meetings, Departmental Council, and the Educational Planning Committee. Academic departments conduct a peer-validated program review every six years. Program review places an emphasis on learning outcomes and provides a basis for future direction and institutional planning. Peer faculty committees validate the program reviews and provide evaluative comments. Currently, the Educational Planning Committee, a standing committee of the Senate, is charged with integrating the results of the Annual Plans into the Educational Master Plan. Then, the Resource Advisement Committee (RAC) recommends allocation of instructional resources based on those program plans (RAC Prioritization List 2011-2012: 1.039). Pierce College meets the standard.

**II.A.2.a.** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**Description**

The College has established policies and institutional procedures to guide the development and evaluation of courses and programs, and it recognizes that the responsibility for the development and evaluation of courses and programs lies primarily with faculty. On June 24, 1999, The Academic Senate and the College President signed The Academic Senate and College Administration Shared Governance Policy detailing the role of faculty in instructional courses and programs (Pierce College Shared Governance Agreement: 2.034). Faculty, with input from a wide variety of sources, propose new or revised courses and programs. They work closely with the CC to complete necessary forms and develop the placement of proposed courses into the programs offered at the College (CC Page Link: 2.001).

Program Review is the College’s existing process for the faculty in a department to examine how programs and courses are developed, revised, and cohere. These reviews are
completed on a two-year basis for CATE programs and a six-year basis for academic programs (CATE Program Review Form 2013-2015: 2.035). In this process, faculty state the program’s purpose and evaluate its progress on previous goals. Faculty also examine the trends and outlooks based on environmental scans. Based on those analyses, the faculty develop or revise their programs and courses in order to meet future goals (Planning and Program Review Link: 1.027).

Faculty have an integral role in the institutional planning cycle, the process guiding the development and evaluation of courses and programs. Faculty in each academic department write an annual plan which reflects assessment of the previous year’s goals and asserts the next year’s goals (based on the College’s strategic plan) and the department’s long-range goals. It also lists any new curriculum, progress on SLOs and their assessments, and information included in the environmental scan. Based on this information and the information in the comprehensive program review, faculty establish new programs or courses as needed. Using these plans as frameworks, deans and the vice president of academic affairs discuss with department chairs and other faculty the quality of programs, scheduling of course offerings, personnel needs, equipment and supply needs, and new directions for the programs. These procedures lead to assessment of quality and improvement.

Course and program-level student learning outcomes are established and assessed by faculty. Through this evaluation, department chairs, deans, and the Outcomes Team members have the opportunity to reflect upon the alignment between outcomes and courses, and courses and programs, and adjust as needed (SLO Database Link: 1.017). Faculty regularly assess course and program outcomes according to outcomes assessment plans (Course Assessment Cycle Planning Matrix Form: 2.016 and Program Assessment Cycle Planning Matrix Form: 2017). Faculty are also responsible for developing the measurements and rubrics for courses and programs in their disciplines and departments. The resulting planning process is developed through outcomes data and professional judgment to support improvement in student learning.

Courses and programs are evaluated effectively and regularly through numerous processes among which are enrollment management data, program review, advisory committee meetings, and viability studies. These types of evaluations provide information for faculty and academic administrators to change scheduling patterns, enhance course content, develop new courses, upgrade equipment, and set directions for each program at the College. Departments use these data also to ensure uniformity in SLO and course objective fulfillment. For example, in 2010 a viability review committee completed the Computer Aided Design (CAD), Computer Numeric Control (CNC), and Machine Shop Programs Viability Review Study (1.016). A thorough investigation of the existing program was conducted. Enrollment, staffing, marketing, and equipment reports were prepared, curriculum, degrees, and certificate programs were reviewed, and job trends were analyzed. The result was a stronger set of Industrial Technology programs (Pierce College Industrial Technology Program Link: 2.036).
Evaluation

The College incorporates student learning outcomes in its basic thinking about the student learning process. Program learning outcomes and accompanying assessments are the basis for evaluating learning at the level of degrees and certificates. SLOT members work regularly with departments and individual faculty members. Pierce College meets the standard.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Advisory committees for each occupational discipline meet to provide an opportunity for faculty and academic administrators to discuss skills and competencies with regional employers seeking new employees. These skills and competencies are used as foundations for occupational program SLOs and PLOs. Different disciplines use different methods to determine competency levels and measurable student learning outcomes. Career and Technical Education (CATE) disciplines including Automotive Service Technology, Computer Applications and Office Technologies, Computer Science and Information Technology, Multimedia, Computer Numerical Control (CNC)/Machine Technology, Architecture, Registered Veterinarian Technician (RVT), Nursing, and Child Development have advisory committees made up of representatives from industry and college staff (Sample CATE Advisory Meeting Minutes 1.006 and Sample CATE Leadership Meeting Minutes 05-03-12: 2.035.1).

The College has defined a relationship between student learning outcomes and competency levels for degrees, certificates, programs, and courses (Outcomes Cycles At-A-Glance Chart: 2.021 and Assessment Planning Guidelines Chart: 2.021.1). Each course has student learning outcomes which are then mapped to program-level outcomes for each individual program, which may be a certificate or degree (Sample Course-to-Program Mapping Document: 2.018). Several CATE disciplines have many program options to allow different emphases or time completion. College faculty regularly assess course-level student learning outcomes by following established cycles (Sample Course Assessment Cycle Plan: 2.016.1). Faculty then review all course-level outcomes assessments when determining the evaluation of program outcomes which reflect the skill and knowledge levels required by the course or program.

Since each course in a program is carefully mapped to the respective PLOs by faculty experts in their disciplines, students have a clear path to achieving the learning outcomes required. The College evaluates the effectiveness of learning at the course and program levels through reviewing both SLO achievement and successful completion statistics compiled by the Research Office.
Evaluation

CATE programs at the College have a distinct advantage in developing degree, program, certificate, and course SLOs as these have long been required to maintain industry certifications. Pierce College meets the standard.

ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA

Pierce College will continue to formalize the documentation of students completing CATE programs and securing employment. The LACCD Office of Workforce and Economic Development is working with College personnel to identify a District wide procedure. Estimated completion is spring 2013.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The College monitors and ensures the quality of instruction in a variety of ways. Instructors have extensive backgrounds in the subject matter they teach, and many adjunct faculty are practitioners in their fields. Hiring processes and procedures include the rigorous evaluation of educational preparation to ensure successful candidates possess the appropriate breadth and depth of knowledge in their fields (Pierce College Hiring Procedures Training: 2.037).
Institutional effectiveness outcomes, such as the number of degrees and certificates awarded and the number of students transferring to four-year institutions, demonstrate indirectly but convincingly the knowledge gained by students. Pierce College actively pursues articulation agreements with four-year institutions, and its credits are widely accepted at public and private institutions in the state, nation, and internationally (Pierce College Transfer Center Articulation Agreement Link: 2.038).

Faculty are responsible for the breadth, depth, rigor, and sequencing of courses, as well as for synthesis of learning necessary for certificates of achievement, department skills certificates, and associate degree programs. These issues are addressed primarily through the curriculum process. At both the program and course level all curricular actions begin with a faculty initiator. At the course level, Pierce College has a District curriculum tracking system, Electronic Curriculum Development (ECD), used to track and approve curriculum. The curriculum tracking system moves the course through the College approval process and ensures broad review of all course and program proposals. The faculty initiator, department chair, area dean, technical review, curriculum committee, senate, vice president of academic affairs, and the college president are all a part of this process.

When courses and programs are submitted for approval, an essential component of the process is the faculty initiator describing to CC members that the courses are collegiate in nature, respond to an identified need, and fit within a program. The faculty initiator also addresses any concerns the committee may have on the quality and rigor of the curriculum being presented. Department chairs work with the Articulation Office, academic administrators, and individual faculty members to ensure that courses needed for a certificate or a degree are scheduled so that well-prepared students can complete a transfer or degree program in two years if they attend full-time (Pierce College Hiring Procedures Training: 2.037). In 2011, the College developed the SAC, a sub-committee of the Academic Senate established to develop recommendations to Academic Affairs on academic course scheduling. The recommendations are based on the mission, Strategic Plan, Educational Master Plan, program reviews, and annual plans. This participatory governance committee is made up of faculty and administrators who, through collegial consultation, ensure that the educational needs of the students are met through the breadth and volume of courses offered (SAC Charter: 2.039 and LACCD Program Approval Process: 2.040).

In the fall of 2011, the SAC identified that Pierce College’s CSU GE Breadth Certification Plan was out of balance in regards to the number of sections we offered in each general education area relative to the number of units students are required to complete in each area. We were offering too many sections in the Arts and Humanities, the Social and Behavioral Sciences, and Lifelong Learning and not enough sections in Oral Communication, Written Communication, Critical Thinking, and the Physical and Biological Sciences. The committee recommended realigning the course offerings so they balanced with student need. The realignment went into effect with the spring 2012 semester and the SAC followed up with an analysis of the realignment in summer 2012.
findings reflected adequate demand for the additional sections (Spring 2011 CSU GE Pattern Analysis 2.039.1 and Spring 2012 Allocation Memo: 2.039.2). Further recommendations will be based on the effectiveness of the initial realignment.

**Evaluation**

Pierce College has several mechanisms in place to ensure high quality instruction.

The CC and the Articulation Office serve to ensure that courses and programs are of high quality. In addition, data reflecting student success, persistence, and retention also speak to the quality of our instruction. Active faculty participation on the Academic Senate, Academic Policy Committee (APC), EPC, Scheduling Advisement Committee, and Student Success Committee also function as a system of checks and balances pertaining to the quality of courses and programs.

Pierce College’s SAC continuously monitors issues of concern regarding the academic programs’ schedule of classes. The College is sensitive to the scheduling needs of the students and frequently offers the essential courses in weekday, Saturday, and evening sessions to better accommodate student needs and facilitate time to completion. Pierce College meets the standard.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Description**

Pierce College assesses student learning styles through a college success course (Personal Development 40), part of which is devoted identifying students’ approach to learning. Some of the assessment tools used include “VARK (Visual, Auditory, Read/Write, Kinesthetic): A Guide to Learning Styles and The Learning Style Inventory,” by Jonelle Beatrice, personality inventories such as Myers-Briggs Type Indicator (MBTI), and “True Colors” to examine how personality characteristics relate to human interaction and learning. (VARK Learning Style Web Site Link: 2.041, Myers-Briggs Type Indicator Web Site Link: 2.042, and True Colors Personality Characteristic Web Site Link: 2.043) In addition to taking the assessments, tips on textbook reading, lecture noting taking, and general study strategies for various learning styles are distributed and explained.

Pierce College demonstrates it is meeting the needs and learning styles of its students in several ways. The Office of Institutional Research collects and disseminates data related to course success and completion. These data are then used by departments and faculty to improve teaching and learning. The SSC continually evaluates the learning needs of Pierce students and has as one of its objectives to 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. Spring convocation, for example, was focused on student success and included break-out sessions to help faculty better understand and reach their students.
One way that faculty and staff add to their knowledge of learning needs and pedagogical approaches is through the College’s Professional Development Committee (PDC) which provides opportunities for 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 (PDC Page Link: 2.044). The opportunities include workshops and training at the College as well as funding for faculty to attend external conferences.

Several faculty from the College have participated in the LACCD Faculty Teaching and Learning Academy (FTLA) designed to explore and test innovative methods of teaching and learning, facilitate the design of new classroom approaches and technologies to student success, and advance learning-centered practices (LACCD Faculty Teaching and Learning Academy (FTLA) Link: 2.045). For example, the graduates of the 2011 FTLA experimented with the use of Facebook groups in their classes and showed through student surveys that it increased students’ involvement with their classmates as well as their perceived connectedness to the College.

Student learning is assessed in a variety of ways both within and across courses at the College. Assessment methods include portfolios, labs, performances, and projects, as well as papers and exams. Through the SLO process, faculty, often in collaboration with SLO coaches, identify what methods of assessment will be used for the specific SLOs in each course. The CC plays an important part in determining what delivery mode (e.g., online, hybrid, or face-to-face) is appropriate for various courses.

Faculty also use educational technology in a variety of ways to teach and assess students. Examples include art classes where students post photos of their projects to a class Facebook page so they can benefit from a group critique before the class meets again. The
Math Department uses MyMathLab, a course management system and online resources available from a publisher, as well as several other Web-based software programs, including MyStatway™, WebAssign, xyzhomework, and WeBWorK (Pearson Education’s MyMathLab Site Link: 2.046, Pierce College Math Department Statway Page Link: 2.047, WebAssign Web Site Link: 2.048, xyzhomework Web Site Link: 2.049, and WeBWorK Web Site Link: 2.050).

The College uses a variety of delivery modes across the various departments and programs. One of the ways the College responds to diverse needs of students is in scheduling classes on and off campus in daytime, evening, and weekend time blocks. In addition, through Pierce OnLine (PierceOnline Page Link: 2.051), Pierce College’s Distance Education Office, the College offers distance education courses that reach students who may not otherwise be able to attend classes due to a range of circumstances including employment or lack of transportation. Pierce also offers the Program for Accelerated College Education (PACE) in which working adults can attend courses in a learning cohort through special evening and weekend classes (PACE Link: 2.052).

The College also offers several learning communities and contextualized basic skills courses to help students testing into developmental English and math to succeed across the curriculum. For example, the “Algebra Success at Pierce” (ASAP) program offers an immersion program that blends a college success course (PD 40), a beginning algebra course (Math 115), a math study skills course (Math 103), and an algebra course (Math 125) into a single semester (ASAP Link: 2.053). This program is aimed primarily at students coming directly from high school who are below college level in math. The PD 40 course also helps students learn how to succeed in college, read a math textbook, and study for a math test. The Counseling Department, the Library, and faculty from various departments and disciplines also offer workshops for students that focus on the essential skills needed for college success, including workshops on career options for various majors, library research techniques, and applying to a four-year university (Pierce College Student Success Workshop Brochure Spring 2012: 2.054).

The College also offers the Summer Bridge program which provides incoming freshman the opportunity to take a blended developmental English course and college success course during the summer before they begin Pierce College. In this program, new students are acclimated to the College while they begin their developmental English courses (Pierce College Summer Bridge Link: 2.055).

For developmental English and math students who are unable to enroll in a full learning community, Pierce College also offers a series of courses and workshops that contextualize essential reading, writing, math, learning, and study skills into other disciplines. For example, the College offers developmental English for students interested in Automotive Service Technology, American Sign Language, and Child Development. Math also offers a beginning algebra course for high school and college students enrolled in Automotive Service Technology. In addition, Philosophy, Psychology, Physics, and Art History offer workshops that teach the essential skills needed for success in those specific disciplines (Sample Workshop Flyer Philosophy: 2.054.1). These courses and workshops provide
Students with necessary knowledge but in an atmosphere that is more relevant and less intimidating for them.

Teaching methodologies are developed and evaluated in terms of discipline and program requirements and learning outcomes assessment results. The College has also investigated the effectiveness of its delivery modes. Through the SLO assessment process, faculty are actively involved in continuing discussions to assess the effectiveness of delivery modes and instructional methodologies on student success (PAD Report 01-12: 2.028, SLO Database Link: 1.017). Through this assessment process, faculty discuss and implement methods to improve teaching and learning in their departments.

As an Achieving the Dream (AtD) college, Pierce has gone through extensive data analysis related to student success in courses across the College including comparing courses with varying levels of successful completion and learning about best practices in other AtD colleges in order to leverage what works. The next phase of the AtD project involves implementing changes aimed at improving student success in several areas. A range of faculty and administrators is actively involved in reviewing data and engaging in discussions to determine the initiatives that the College will put into place.

**Evaluation**

Data from the Office of Institutional Research show that Pierce College students are at least as successful as those at other community colleges in the district and across the state. The College also recognizes that there is room for improvement in these success rates and is actively engaged in activities to improve them. The SSC was created in 2008 to improve students’ likelihood of success by developing opportunities and increasing access to programs and services in order for students to fully achieve their learning goals. Programs such as ASAP have received state awards due to their innovative approach to teaching and improving student learning and success. By becoming an AtD College, Pierce continues its focus on student success in part by improving its delivery modes and teaching methodologies.

Through a Title V grant, the College has expanded its distance education course offerings. In fall 2011, the College offered 31 fully online and 18 hybrid classes. However, this is only three percent of the total sections offered whereas surrounding colleges offer approximately 12 percent of their classes online. Approximately 60 percent of faculty use Pierce OnLine which uses Moodle as the Learning Management System (LMS) to web-enhance their classes providing materials and information such as lecture slides, class hand-outs, links to relevant media such as YouTube, and discussion forums. Over 150 faculty have received training on the use of Moodle through workshops, boot camps, and one-on-one training. As these instructors are becoming more comfortable with the online environment, an increase in future distance education course offerings is expected. With the budget cuts, however, the College is not growing, and therefore future offerings would likely result from the conversion of face-to-face courses to hybrid or fully online delivery modes. Pierce College meets the standard.
II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

The College evaluates the effectiveness of its courses and programs regularly through the processes of the Pierce College Comprehensive Planning Cycle (1.028). This institutional planning cycle is made up of Annual Plans, Program Reviews, the Strategic Plan, and the Educational Master Plan.

This integrated, comprehensive planning cycle begins with Annual Plans which prompt faculty leaders to evaluate and report on the relevancy, appropriateness, and effectiveness of their respective courses and programs (1.008). Their evaluations include analyses in several areas, including student learning outcomes and external scans. These analyses lead to an overall evaluation of program trends and to the development of future plans, curriculum, and programs. This process is consistently followed for all College programs.

All academic courses are required to have student learning outcomes, to undergo formal curricular review at least every six years, and are informally reviewed on a semester basis by discipline experts who reflect on their own work and engage in dialogue with colleagues. In the annual plans, academic departments report on the number of courses for which student learning outcomes are written and included in the course outline of record. The annual plans also prompt faculty to reflect on and report the lessons learned from the assessment of those outcomes and to describe the changes and improvements in programs that have occurred as a result of the student learning outcomes assessment results.

Annual plans also prompt faculty leaders to report on the results of an annual external scan which includes information about opportunities and challenges presented by changes to university requirements, changes in the labor market, and input from advisory committees. Career and technical education programs are required to hold advisory committee meetings that provide essential input into the relevancy of each program. The insights gained and recommendations made through those advisory committee meetings are integrated into the annual plans (Career Services Advisory Committee Meeting Minutes Sample: 2.056).

Program plans include descriptions of each program’s trends which are derived from the data collected through the program planning process. Finally, each program establishes its next year’s program goals based on this holistic analysis. Program goals are linked to the College’s strategic goals, and learning outcomes are linked to the College mission and institutional learning outcomes.

These annual plans become the basis for comprehensive Program Reviews (Program Review Template (Academic): 1.011). The Program Review criteria include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum. Career and technical programs prepare a program review every two years;
academic programs, student services, and administrative services prepare a program review every six years.

Data from various sources are used in the program review process, specifically to determine relevance. Faculty keep current with trends in their disciplines and synthesize them with program and course objectives and learning outcomes. Through conferences, departmental dialogues, advisory committees, university program requirements, and student interest, Pierce College faculty continually maintain relevant courses and programs.

Faculty also have access to demographic data for the College community, local community, and local high schools:

- Success,
- Retention,
- Persistence,
- Completion rates for students down to the program and course level,
- Information about changes in articulation agreements or university admissions requirements,
- Labor market data,
- Advisory committee input from local businesses and university stakeholders, and
- Student learning outcome assessment data.

Quantitative data, web pages, meeting minutes from advisory committees and College meetings, evidence of new or relevant emerging technologies, reflections and notes from conferences and journals, and other data are used to determine or demonstrate how the program is staying current and relevant in a changing educational environment. Faculty may request any other needed data from the Office of Institutional Research.

The outcomes assessment process helps departments determine the extent to which students are achieving stated learning outcomes. Faculty regularly assess their SLOs and report the results of those assessments in the SLO database ([1.017](#)). Based on those assessments, faculty make improvements to their courses and programs. General education
programs are assessed through review of the individual course assessments mapped to each of six General Education Learning Outcomes (GELOs). The GELO assessment process involves faculty teams organized into one of the six GELO areas, and the faculty teams review the course assessments. Based on their review, the teams prepare a GELO assessment report for their GELO area (Course-to-GELO Mapping Document: 2.020).

Programs and courses can also be evaluated outside of this planning cycle through viability studies and outcomes assessments. A viability review is conducted before making recommendations for program initiation, discontinuance, modification and improvement, or department reorganization (Pierce College Academic Senate Viability Review of Educational Programs Policy: 2.057). The viability study process examines the extent to which a program relates to the College mission and master plan. It examines program reviews, level of student demand, labor-market demand, and service area demand. A program’s overall effectiveness is determined based on its impact on the College community, four-year universities, and local industry.

**Evaluation**

Pierce College is engaged in a continuous cycle of program review, beginning at the course level. Faculty enlist data to aid them in determining the relevance and success of programs. Pierce College meets the standard.

**II.A.2.f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Description**

The College fully understands and embraces the notion of ongoing planning. Faculty are an integral part of the institutional planning cycle that guides the development and evaluation of courses and programs. Faculty write annual plans which assess past goals and establish short-term and long-term future goals as well as provide updates on activities, student learning outcomes, and outcomes assessments.

Annual plans also include requests for resources needed to meet the unit’s goals. Resource requests are prioritized at three levels: the department, dean, and vice president of academic affairs. That prioritized list then goes to the RAC. That committee, which is made up of faculty, staff, and administrators, submits recommendations to the PCC regarding how the College’s resources could be allocated to meet the needs identified in the annual plans.
These Annual Plans are the basis for comprehensive Program Reviews. These reviews are completed on a two-year basis for CATE programs and a six-year basis for academic programs, and establish long-term goals and directions for the program, which are based on the College’s strategic goals as well as internal and external scans and analyses. Using these plans, faculty incorporate systemic evaluations of programs and services into a process of improvement, planning, implementation, and re-evaluation (Pierce College Planning and Program Review Link: 1.028).

This cycle of annual plans and program review incorporates the results of learning outcomes assessment into the educational master planning and strategic planning processes. This cyclical planning process continues as program reviews are synthesized and used to create an updated educational master plan. Once adopted and approved by the Academic Senate, it is introduced to all college constituencies through the PCC. Institutional data about the College and its students are also readily available on the research Web page, open to the public, providing enrollment patterns, demographics, student educational goals, and institutional measures of success such as the number of degrees and certificates awarded and the number of students transferring to four-year universities (Pierce College Office of Institutional Research Link: 1.040). Information from the Office of Institutional Research (OIR) is used throughout the integrated planning process. Departments and committees make use of the institutional research available on the OIR Web site. In addition to these data, requests for additional data and analyses can be made to the OIR. (Pierce College Office of Institutional Research Link: 1.040)

Other planning activities include identifying resources needed for new courses reviewed by the Curriculum Committee, industry input for the Perkins Title IV funding requests, and program review data use in Faculty Position Priority Committee recommendations to the president on full-time position allocations. Departments must commit to measuring the impact of the funds on their student learning outcomes.

**Evaluation**

The Educational Planning Committee (EPC) is responsible for the “continual process of strategic educational planning,” as stated in its declaration of purpose. The EPC will also guide the College in the “systematic cycle of evaluation, integrated planning, implementation, and reevaluation.” The OIR provides necessary data and regularly sends staff to the meetings as a resource. Pierce College meets the standard.

**ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA**

The College will utilize a variety of strategies to communicate, including the president’s First Monday Report, discussions at regular meetings such as Departmental Council and PCC (and its subcommittees), and monthly management team meetings.

The effectiveness of this communications campaign will be assessed in June 2013 through a survey of faculty, staff, and administrators. The findings of the survey will be reviewed by Pierce College administration and shared with faculty and staff leadership to determine if additional communication is warranted.
II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

With the exception of Mathematics, departments at the College do not currently use departmental course or program examinations (Pierce College Math Department Math Exit Test (MET) Link: 2.058). However, each department assesses its student learning outcomes through measures agreed upon by the department. SLOs are assessed and changes are made to the assessment tool and/or the course content based on that assessment. This process of evaluation and revision validates the effectiveness of these assessment tools.

Evaluation

Math faculty come together as a group to develop, review, evaluate, and, if needed, modify common exams. The reviews are annual, and the process randomized: faculty are randomly assigned to the review panel, and within the group, exams are randomly assigned for grading. In this way, discipline faculty ensure that the exams test students on learning outcomes and that the exam instruments minimize test biases. Pierce College meets the standard.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

Faculty teach course content as stated in the Course Outlines of Record (COR) with the objective of accomplishing the learning outcomes defined therein (SLO Addendum for Course Outline of Record: 2.059). They assess student mastery of these outcomes and award credit based on student performance.

Pierce College complies with all applicable California Code of Regulations Title 5 regulations on the review and approval of each COR which establish robust standards of good practice and accepted norms. Faculty have ready access to all CORs through the Electronic Curriculum Development System (Achieving the Dream (AtD) Data Team Full Report (02-12): 2.005).
Standard IIA: Student Learning Programs and Services, Instructional Programs

Evaluation

Pierce College awards credit for career and technical education, college transfer, and basic skills classes based on norms accepted in higher education in California and by articulation with public and private colleges and universities. This credit is based on systematically assessed student achievement and is overseen through systematic faculty evaluation, curriculum review, and articulation. Pierce College meets the standard.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Description

Degrees and certificates are awarded when students complete a program of required coursework. Degree programs are reviewed at the College, LACCD, and state wide community college system levels. Each course has specific learning outcomes established when the course is submitted to the Curriculum Committee for approval. Student achievement of these learning outcomes has been shown traditionally through grades and thus credit received for a particular course.

Through discussions of course and program outcomes and general education learning outcomes, institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate. Recent examples of such discussions have been at Academic Senate meetings and the Pierce Assessment Day (PAD) in January and June 2012 (Pierce College Academic Senate Minutes Approving Assessment Cycle Planning Matrices (09-26-12): 2.015, Pierce Assessment Day (PAD) Report (01-12): 2.028 and Pierce Assessment Day (PAD) Flyer (06-12): 2.029).

The College has identified student learning outcomes for its degrees and certificates through the development of program learning outcomes for those departments with complete programs. Discipline faculty, under the supervision of department chairs, have written program learning outcomes (Pierce College General Catalog 2012-2014 Sample PLOs, p. 83: 2.060) and mapped these outcomes to each of the courses in the program (Pierce College SLO Database, see Art PLO page: 1.017). The Student Learning Outcomes Team (SLOT), in consultation with department chairs, developed General Education Learning Outcomes (GELOs) (Pierce College General Education Learning Outcomes (GELOs): 2.061).

Evaluation

The College has been developing Program Learning Outcomes for all degrees and certificates of achievement. These outcomes are aligned with the applicable courses in the respective degrees or certificates of achievement. For general education disciplines, the College has developed general education learning outcomes (GELOs). Representative
faculty from across the GE curriculum assess each GELO by reviewing the student learning assessments for the applicable courses. Pierce College meets the standard.

**II.A.3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general curriculum by examining the stated learning education outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

- An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

- A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

- A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Description**

The *Pierce College General Catalog* contains a general education philosophy statement developed by the CC and approved by the Academic Senate (Senate Minutes Approval of General Education Philosophy Statement 05-07-12: 2.062). Beginning in fall 2013, the CC will review this statement at the first curriculum committee meeting of each academic year. The catalog informs students that general education courses help them to develop the knowledge and skills necessary for enhancing the quality of life for them as individuals and for society at large.

The College requires that all students in academic and vocational degree programs complete a general education component. Relying on the expertise of faculty, the College determines the appropriateness of each course for inclusion in the general education areas based on the stated learning objectives for each course.

Courses submitted for general education consideration must have defined outcomes that lead to students’ attainment of general education knowledge and skills. In order to reflect Pierce’s philosophy clearly on general education attainment, the faculty have developed a
comprehensive set of General Education Learning Outcomes (GELOs). Each general education course is mapped back to at least one of these GELOs, and because the College faculty are involved in their development, implementation, assessment, and reporting, there has been widespread communication about and participation in the process.

**Evaluation**

The College has developed and articulated a clear philosophy of general education, and student learning outcomes form the basis for courses to be included in general education curriculum. Pierce College meets the standard.

**II.A.3.a.** An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

**Description**

Discipline faculty determine the content and methodology of traditional areas of knowledge in general education according to their expertise, and to align courses with existing standards of higher education. Faculty typically confer with colleagues in department meetings, ad hoc work groups, and in the Curriculum Committee. In addition, Pierce College faculty actively participate in curriculum discussions with counterparts from other community colleges, California State University (CSU), the University of California (UC), and private colleges through professional organizations and intersegmental meetings. Local general education plans are approved for placement within the general education areas through the curriculum process. For inclusion on either the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Plan, faculty must request that the College articulation officer submit the courses to the CSU and UC faculty for consideration.

Depending on the type of degree or outcome a student is pursuing, general education requirements vary. For students planning to transfer to a UC campus, the majority of students are best served by completing the IGETC (UC and CSU Intersegmental General
Education Transfer Curriculum (IGETC): 2.063. Students pursuing transfer specifically to a CSU may complete the CSU General Education Breadth Plan as an alternative to the IGETC (CSU GE Curriculum: 2.064). Students pursuing an associate’s degree in one of the College’s career and technical areas must take eighteen units of general education course work. Students pursuing an associate’s degree in General Studies may complete the IGETC, the CSU GE Breadth Certification Plan, or our local plans (Pierce College General Catalog 2012-2014, pp. 68-69: 2.060). Students can also complete an AA-T or AS-T. Pierce College currently offers two SB1440 degrees. (Please see II.A.4 below for further discussion.)

The process of curricular approval and the assessment of the College’s General Education Learning Outcomes (GELOs) ensures that general education courses include the appropriate content and methodologies. General education courses demonstrate student achievement of comprehensive learning outcomes, GELOs. The GELOs are taught in general education courses, and each general education course is associated with at least one of these outcomes.

Students are able to apply their understanding to subsequent coursework, employment, and other endeavors. Faculty monitor students moving through a sequence of courses to ensure that the outcomes of those courses align with the entry skills of subsequent ones.

Evaluation

General education in courses and disciplines required for degree programs includes an understanding of the basic content and methodology of the major areas of knowledge. Learning outcomes assessment for general education courses is implemented according to departmental course assessment cycle plans and twice-yearly General Education Learning Outcomes (GELO) reviews, which are conducted by cross-disciplinary committees. Pierce College meets the standard.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

Pierce College has developed criteria (General Education Learning Outcomes) to determine if general education students have achieved the goals involved in being productive individuals and lifelong learners. There are six GELOs: Communication, Critical Thinking, Research and Information Literacy, Civic Responsibility and Ethical Reasoning in a Diverse Society, Quantitative Analysis and Scientific Reasoning, and Arts and Cultural Awareness (Course-to-GELO Mapping Document: 2.020). These GELOs are assessed by faculty committees who review the SLO assessments for general education courses that correspond with each of these categories.
The College process of GELO development and assessment assures that the required skill level meets collegiate standards. The consistent process for assuring that expected skill levels are included in course outlines is the six year cycle of COR review and revision overseen by the Pierce College Curriculum Committee. Student skill is measured by general education course assessments which are in turn evaluated by GELO committees. Overall, the College is satisfied that these measures are effective, but more time is needed to determine the long-term impact of the GELO assessment cycle.

Student skills are first measured when students enter the College and take the English and math placement exams that have been validated for placing students in appropriate courses. All courses, when initially approved or revised, go through the curriculum process which ensures that learning outcomes are clear. Student skills are assessed in individual courses through a variety of methods including but not limited to written exams, research papers, oral presentations, class projects, portfolios, demonstrations, and performances.

Students are able to apply their skills to subsequent coursework, employment, and other endeavors. Faculty monitor students moving through a sequence of courses to ensure that the outcomes of those courses align with the entry skills of subsequent ones. CATE programs monitor student achievement and informally track student achievement rates. Beginning in the fall 2012 term, CATE enlisted the Career Center to work with faculty and advisory committees to report job placement through College Central Network (College Central Network Link: 2.065) Formally, Pierce College tracks transfer achievement data annually (Pierce College Transfer Center Statistics Link: 2.066). One example of transfer review is the Honors Program’s tracking of Pierce student transfers to UCLA (UCLA Transfer Report for Pierce Honors Program 2012: 1.044).

Evaluation

The above measures are assured with the learning outcomes process in place for courses, programs, and degrees, including the general education courses included in these areas. Pierce College meets the standard.
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

One of the General Education Learning Outcomes (GELOs) focuses on ethics and citizenship. The courses mapped to this GELO were determined by discipline faculty from across the curriculum. The College offers a wide variety of courses which cover topics in ethics, interpersonal skills, cultural diversity, historical and aesthetic sensitivity, and assuming civic, political, and social responsibility. In many cases, these topics are interwoven into the content of courses by faculty. For example, Philosophy 20 is an ethics class which focuses on understanding human conduct, rules, institutions, and moral order; History 41 focuses on African American history in the United States, while History 43 focuses on Mexican-American history and History 52 focuses on the role of women in the history of the United States; Political Science 19 focuses on women’s role in politics; and English 219 focuses on literature of American ethnic groups (Pierce College General Catalog 2012-2014: \textit{2.060}). Many of these courses are included in GELO 4: “Civic Responsibility and Ethical Reasoning in a Diverse Society: The student will demonstrate proficiency in understanding, and engaging with, contemporary notions of the public good in a democratic and diverse society and the relevant principles, concepts, and arguments that guide ethical decision making.” (Pierce College General Education Learning Outcomes (GELOs): \textit{2.061})

Another general education learning outcome that includes respect for cultural diversity; historical and aesthetic sensitivity is GELO 6: “Arts and Cultural Awareness: The student will demonstrate proficiency in the identification, recognition, description, and explanation of his or her interaction with, and understanding of, cultural practices and social structures.” (Pierce College General Education Learning Outcomes (GELOs): \textit{2.061})

In addition, students can directly apply these concepts and skills through involvement in the Associated Students Organization (Pierce College Associated Students Organization (ASO) Link: \textit{2.067}) or one of the many student organizations on campus.

Faculty routinely model ethical behavior in their classrooms and in their interactions with students. The Pierce College Ethics Committee has for many years spelled out standards for collegiate ethical behaviors, and faculty engage in frequent discussions of these issues (Pierce College Faculty Code of Ethics: \textit{2.068}). The chair of the Ethics Committee has a standing agenda item on the Academic Senate agendas to make reports and to bring forward emerging issues.
Evaluation

GELO 4, in particular, addresses ethics and social responsibility. Discussions in committees such as the Academic Senate, Academic Policy, Ethics Committee, or departmental meetings, as well as informal faculty conversations, express a commitment to these important areas. Pierce College meets the standard.

**II.A.4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

Degree programs at Pierce College include at least one area of focused study or an interdisciplinary core. The *College Catalog* describes the four options for associate’s degrees offered by Pierce College: the transfer option for students planning to transfer to (1) a California State University or (2) University of California campus, (2) the career and technical option for students planning to complete a degree at Pierce College, and (4) the general studies option for students planning to complete a degree at Pierce College but not intending to transfer to a California public university or to complete a career and technical degree.

This fourth option was introduced in fall 2011 with the passage of Senate Bill 1440 (Senate Bill 1440 at the California Community Colleges Link: 2.069). This bill was updated to require all California community colleges have two degrees approved and in place by summer 2012. Approximately 80 percent of all degrees Pierce College offers must be developed as AA-T and AS-T degrees by fall of 2013 and 100 percent must be developed by fall 2014. No students will be accepted to the CSU without completing an AA-T or AS-T degree, which will become the new method of certification. To date, Pierce College has two state approved degrees (in Business Administration and Math), five locally approved degrees awaiting state approval from the California Community Colleges Chancellor’s Office (CCCCO) (in Political Science, Sociology, Music, Administration of Justice, and Journalism), and at least one planned in Early Childhood Development.

Evaluation

Currently the College offers instruction in 104 disciplines through 62 departments leading to one of 51 associate degrees and 53 state approved certificates in 12 CATE areas. Each of these programs has a defined area of focused study or an interdisciplinary core as in the case with the transfer degree. Pierce College meets the standard.

**II.A.5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
Description

Pierce College students who complete career and technical degrees and certificates meet employment competencies, are prepared for licensures, and/or are prepared for certification by external agencies. The College approves career and technical majors and certificates based on input from advisory committees and labor market research. The Los Angeles/Orange County Workforce Development Leaders (LAOWDL) then submits these programs for endorsement. In conjunction with program review, these processes contribute to the standards demanded by employers, certification agencies, and external licensing agencies.

Several programs at the College are subject to review and licensure by external agencies such as Addiction Studies by the California Association for Alcohol/Drug Educators (CAADE), Automotive Service Technology by the Bureau of Automotive Repair (BAR) and the National Institute for Automotive Service Excellence (NAISE), Child Development by the Distance Education Training Council (DECTC), Computer Numerical Control CNC/Machine Shop by the National Institute for Metalworking Skills (NIMS) and the Manufacturing Skill Standards Council (MSSC), Nursing by the Board of Registered Nursing (BRN) and the National League of Nursing (NLN), and Registered Veterinary Technician (RVT) by the American Veterinary Medical Association (AVMA) and California Veterinary Medical Board (CVMB). Students in these programs are prepared to pass the licensing exams conducted by these agencies.

The College relies on licensing agencies for exam passing rate data. Nursing in particular is part of an effective state wide licensing system through the BRN. Improvements in the National Council Licensure Examination (NCLEX) testing and reporting process have allowed faculty and students to access results within days of taking the NCLEX.

The RVT exam has also been recently converted to a computerized test which provides immediate results to the applicant. Both programs have pass rates that consistently meet or exceed state pass rates. The Nursing and RVT programs regularly administer surveys to their graduates that offer useful feedback to the faculty in these programs (RVT Pass Rates Samples: 2.070 and Nursing Pass Rates Link: 2.071).

The College acquires reliable information about its students’ abilities to meet these requirements through surveys. For example, in nursing and veterinary technology, surveys are sent out to hospitals and employers to determine information about the students’ abilities to meet skills criteria and employment. The Nursing Department also regularly attends meetings of the Valley Nursing Education Council, an alliance between the clinical and academic sides of the nursing profession.

The nursing and RVT programs also acquire pass/fail rates from their respective state and national boards. These scores are further broken down into percentages for various areas of required instruction and can be compared to overall pass rates of all test takers, very useful information in determining the strengths and weaknesses of required areas of instruction.
The Nursing Department must meet state mandated percentage rates in order to maintain accreditation. The RVT program must report pass/fail rates annually to the AVMA.

Other programs, such as Business Education and Industrial Technology, rely on input from advisory boards to acquire this information (Sample Pierce College CTE Advisory Committee Minutes (05-02-12): 1.006). The CATE programs also benefit from very strong industry ties to both local businesses and major corporations. Supervisors who have contact with students through mentor programs, internships, and work experience classes provide feedback about employment readiness.

**Evaluation**

The College enlists multiple measures of students’ abilities to meet requirements set by employers, licensure, and certification by external agencies. Pierce College meets the standard.

**II.A.6.** The institution assures that students and prospective students receive clear and accurate information about educational course and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.
Description

The institution assures that information about its programs is clear and accurate by engaging in a quality control process. Discipline experts produce information about their programs, including student learning outcomes, and review it for clarity and accuracy. Area deans work in consultation with department chairs to conduct further reviews prior to releasing it for print and online publications.

Program information is published in both the print and web-based versions of the College Catalog, in department-prepared brochures (Media Arts Program Brochure Link: 2.072 and Horse Science Program Brochure: 2.073), planning sheets, and on the Departments/Programs page, the Admissions and Records page, and the Transfer Center page on the Pierce College Web site. Information in the catalog is reviewed annually by the department chairs, various committees, the Academic Senate, and academic administrators to ensure that the listings of educational programs are current and correct and that each educational program lists its title, certificates and/or degrees, and the constituent course work it requires including credit hours.

It is college policy that all faculty prepare and distribute a syllabus including student learning outcomes at the first class meeting (Student Success Syllabus Checklist: 2.074). Department chairs verify course syllabi include student learning outcomes. Faculty are also encouraged by their department chairs, through faculty orientation sessions, and in a letter distributed every fall by the vice president of academic affairs, to post their syllabi on their faculty Web and Moodle pages. College policy requires that all faculty, both full-time and adjunct, are to submit copies of their syllabi for all their classes to both department chairs and an online syllabi repository available through Moodle (Moodle Syllabus Repository Link: 2.011). An element of the faculty basic and comprehensive evaluation processes is a review of the inclusion of SLOs in class syllabi (American Federation of Teachers Contract (AFT), Appendix C, p. 193: 2.075).

Department chairs are responsible to ensure that faculty adhere to the course outline of record as measured by in-class observations conducted during faculty evaluations. There are two questions on the official faculty evaluation form that directly relate to this requirement (Pierce College Faculty Evaluation Form: 2.076). Another question on the student course evaluation form asks the students whether the instructor provided a complete course syllabus in a timely manner.

Evaluation

Information about degrees and certificates is widely available to students. The catalog includes degree and certificate program learning outcomes. The College Catalog, Schedule of Classes, student orientation, financial aid, articulation, and a broad array of services are available via the College’s Web site. Pierce College meets the standard.
ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA
The dean of career and technical education is responsible to develop a repository listing all current membership of college advisory committees. A regular process to review and update these lists will be in place by June 2013. Additionally, the dean of career and technical education is developing an advisory handbook to include information on the roles and responsibilities of advisory committees. This handbook will be completed by June 2013 and all committees will review the handbook at their 2013-2014 meetings.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description
Pierce College has policies to address transfer of coursework in and out of the institution. These policies are communicated to students in a variety of ways. Articulation agreements between Pierce and public and private colleges and universities are developed by the College’s articulation officer, a member of the California Intersegmental Articulation Council (CIAC) which holds regional and state wide meetings and also operates an active listserv. The articulation officer works closely with faculty, department chairs, academic administrators, and is a member of the College’s Curriculum Committee.

The College’s current practice is to accept credit from other accredited colleges and universities. When students request the use of course credit from other institutions of higher education for a Pierce degree or certificate, the transcripted courses are compared first by title and course description to appropriate Pierce College courses (Pierce College Placement Test Results: 2.004). When SLOs are not explicitly available from another institution, major course objectives are scrutinized. Although a less favorable method, until outcomes are made available by the transferring institution, the relevant discipline faculty are consulted.

The institution has a full-time articulation officer to ensure appropriate development, implementation, and evaluation of articulation of agreements. The articulation officer is a non-voting member of the Curriculum Committee and also has a standing item on the Academic Senate agenda to advise faculty of articulation and curricular issues. Additionally, the articulation officer developed a document for faculty that explains the articulation process. While the articulation officer spearheads the articulation process, the College recognizes that fundamentally the responsibility for creating courses and articulable programs is an academic and professional responsibility of the faculty.
Evaluation

Pierce College policies on transfer-of-credit are transparent to students and ensure that only comparable courses are accepted for credit. The articulation officer regularly communicates with faculty regarding the accuracy and currency of the College’s articulation agreements and maintains regular office hours for consultation with students. Transferability to the California State University or University of California systems is indicated for courses listed in both the catalog and schedule of classes. In addition, transfer courses are also listed on the Assist Web site (2.076). The College’s Articulation Web page has a comprehensive listing of the articulation agreements, accessible from any computer (2.038). Pierce College meets the standard.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

Pierce College has a policy to address elimination of or major changes in programs. In April 2005, the Pierce College Academic Senate adopted the current guidelines for viability review (Pierce College Decision-Making and Planning Handbook, pp. 31-34: 1.022). LACCD Board of Trustees rule 6803.10, Education Code 78016, and Title 5 51022(a) require that a viability review be conducted in order to make recommendations for program initiation, discontinuance, modification and improvement, or department reorganization (LACCD Board of Trustees Rules Relating to Viability (6803.10): 2.077, California Education Code 78016 (Title 5 51022(a)): 2.078, and Title 5 51022(a): 2.079). This document is accessible on the Academic Senate Web site (2.080). Viability review is conducted under the auspices of the Educational Planning Committee (EPC) and may be initiated by a request or motion on the part of any of the following: the department, the college president or vice president of academic affairs, the EPC, or the Academic Senate (Pierce College Educational Planning Committee Charter: 2.081).

When programs are eliminated or modified, students are allowed to complete their program of study.

Evaluation

Since 2007, several viability studies have been conducted. In 2007, a viability review of the horticulture and equine programs was completed (Horticulture Viability Review Committee Report: 2.082). To complete this study, faculty, administrators, and community stakeholders were interviewed, and plans of study, marketing materials, enrollment trends, budgets, program reviews and facilities were reviewed. The committee recommended that the College hire one full-time faculty member in each program to meet the needs of the horticulture and equine science programs, and that the College discontinue the mule...
handling program. Results of the study were communicated to students through department faculty. Pierce College meets the standard.

**II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Description**

The College has historically produced an annual catalog in both printed and electronic form which describes policies, degrees, certificates, courses, and student responsibilities and services after having been reviewed by department chairs, Student Services personnel, administrators, and other College offices to ensure accuracy (*Pierce College General Catalog 2012-2014: 2.060*). Individual departments have Web pages on the College’s Web site which describe the department, its majors and certificates, courses, and the faculty in the programs. Beginning in 2012, the catalog is printed once every two years.

There are three main venues for providing information on student achievement to the public: the College’s Web site on the Office of Institutional Research Web page (Student Outcomes Link: 1.040), program review, official programs, and press releases from the College’s public information officer. The Office of Institutional Research, along with faculty, deans, and the public information officer ensure that this information is current and accurate.
Evaluation

Publications used by students such as catalogs and schedules of classes are updated both in print and online. The College accurately presents itself and is mindful in its representation of all college-related activities and functions. Pierce College meets the standard.

-II.A.7.-  In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Description

The Los Angeles Community College District Board of Trustees has publicly-stated and approved policies on academic freedom. (LACCD Board of Trustees Discrimination and Compliance Policy: 2.083) The College has developed its own policies on integrity in the teaching and learning process which are laid out in several widely disseminated and freely available documents.

The Faculty Code of Ethics outlines faculty responsibility for academic integrity; it is available on the Academic Senate Web page and is incorporated into the Faculty Handbook (Pierce College Faculty Handbook: 2.084). Additionally, the Ethics Committee regularly discusses academic integrity, reports its discussions to the Academic Senate, and produces informational fliers posted on the web. The LACCD Board Rules cover the conduct of non-academic employees and academic administrators (LACCD Board of Trustees Rules Link: 2.085).

Expectations for student academic integrity and consequences for integrity violations are outlined in the Student Academic Integrity Policy, available in the College catalog, schedules of classes, and on the College Web site. General conduct expectations of students are laid out in the LACCD Student Code of Conduct, published in the College catalog. As a public community college, Pierce College does not promote specific beliefs or worldviews.

Evaluation

Policies regarding academic freedom, integrity, and responsibility are set by the governing board of the District, supported in local policies developed by the College, and made available in widely distributed print publications and on the College Web site. Pierce College meets the standard.
II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Pierce College has developed policies that demonstrate institutional commitment to free pursuit and dissemination of knowledge. In March 2001, the Academic Senate adopted a code of ethics based on the code developed by the American Association of University Professors. The Pierce College Faculty Code of Ethics (Pierce College Faculty Code of Ethics: 2.068) is reviewed periodically and widely dispersed to faculty through the Academic Senate’s Web page as a stand-alone link (Ethics Committee Link: 2.068.1) and it is incorporated into the Faculty Handbook (2.084).

The College has several modes of communicating its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline. Faculty are recognized by the Board of Trustees, the Faculty Guild Agreement, under the academic and professional responsibilities of Title 5, and the Academic Senate’s Code of Ethics as being responsible for the academic integrity of courses they teach. The Ethics Committee meets at least three times per semester (Ethics Committee Meeting Minutes Sample (09-19-11): 2.086) and regularly discusses academic integrity in these meetings. After every meeting, the committee chair reports to the Academic Senate. Additionally, the Ethics Committee periodically produces relevant informational flyers which are distributed to faculty via the Web site (Ethics Committee Page Flyer Link: 2.086.1).

Pierce College faculty successfully make the distinction between personal conviction and professionally accepted views in a discipline in several ways. Prospective faculty are screened through the hiring process which includes this distinction as an element. (Sample Faculty Hiring Interview Questions: 2.087.) Current faculty commitment to the distinction is continuously validated through a peer review evaluation process which includes classroom observation and discussion. (Sample Peer Review Classroom Observation: 2.088)

Evaluation

The Faculty Code of Ethics addresses the expectation for faculty to distinguish between personal convictions and professionally accepted views in a discipline. The Ethics Committee provides training on the Faculty Code of Ethics in the orientation of new and adjunct faculty. In addition, the committee develops information fliers on academic integrity and distributes them widely. Being responsible in the pursuit of free inquiry and exercising intellectual honesty are items discussed during the instructor peer evaluation process. If a student has a complaint that an instructor has violated the code of ethics, Pierce College has implemented a process that assists the student in pursuing a grievance against the faculty member. This process is described on page 38 the Pierce College General Catalog (2.060). Pierce College meets the standard.
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description

College policies on academic honesty are communicated to students through three primary means: the College’s General Catalog, the schedules of classes, and faculty who both announce and present them through course syllabi.

The Student Academic Integrity Policy Statement can be found in the two most widely accessed institutional publications: the College’s General Catalog, under the Scholastic Policies section, and in the Schedule of Classes under Standards of Student Conduct (Pierce College Academic Integrity Statement: 2.089). Both publications are available in printed form and on the College’s Web site. An additional point of access to the College’s Academic Integrity Policy can be found in the Pierce College Library Web site under the section Library Guides and Tutorials: “Plagiarism: What It Is and How Can You Avoid It” (Pierce College Library Plagiarism Guide and Tutorial: 2.090). In addition, plagiarism policies are included in faculty syllabi.

Enforcing policies on academic integrity is a College wide effort. Formally, one of the student services deans oversees student discipline. Faculty report violations of academic integrity which are detrimental to the education of the student and to the educational mission of the College following procedures outlined in the Academic Integrity Policy. For example, students may be required to attend an online plagiarism court (Fairfield University “Plagiarism Court” Link: 2.091). Informally, there is a general appreciation among the faculty that they are in a unique position to help shape how students view topics such as plagiarism and academic honesty because this impacts not only their performance in a particular course but also sets a pattern of personal integrity vital to future success. Additionally, faculty understand that part of their role as college educators is to foster in students an appreciation of academic pursuit, integral to which is honesty, openness to contrary points of view, a willingness to research and credit ideas to others, and a desire to explore concepts and prepare original interpretations.

Evaluation

Faculty discuss academic honesty as part of their classes, and students are aware of the concern. An increasing number of faculty are reporting instances of academic dishonesty to the administrator in charge of discipline. First offenders are sent a letter and must meet the dean in person. They may then be required to complete an online tutorial on academic honesty. Second time offenders are subject to dismissal. In addition, interaction and rapport between faculty and students is an important deterrent of academic dishonesty. Pierce College meets the standard.
II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

Requirements of conformity to codes of conduct are communicated in several ways, including the Faculty Handbook, the Staff Handbook, the Ethics Handbook, the Student Handbook, and the Pierce College General Catalog. These resources are available in print and online.

Pierce College subscribes to an employee code of conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other code of conduct. It was e-mailed to all employees in May 2006 (LACCD Board Rule 1204 Code of Conduct (Ch 1, Article II. 1204.13): 2.092) and it is posted on the District Web site. The faculty’s current code of ethics, published on the College’s Web site, was adopted by the Academic Senate in May 1990 and last revised in 2009.

As a public community college, Pierce College does not espouse a specific belief or worldview. Faculty at the College pride themselves on independent thought and their dedication to impartiality in presenting academic concepts. Faculty are free to express their personal points of view or thoughts in relation to class concepts under discussion. The Academic Senate has established an Ethics Committee which meets regularly providing a structured forum for discussion of issues related to ethical conduct of faculty members and non-instructional faculty.

Evaluation

The Ethics Committee reports to the Academic Senate on a regular basis ensuring ethical issues relating to the College are communicated broadly and effectively to the College community (Ethics Committee Meeting Minutes Sample (09-19-11): 2.086). Pierce College meets the standard.

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

Description

Pierce College does not offer curricula in foreign locations or to students other than U.S. nationals.
Standard II Co-Chairs

Diane Levine (Faculty)
Donna Mae Villanueva (Administration)

Standard IIB Committee Members

David Fолосco (Administration)
Rosario Carachure (Staff)
Cristina Rodriguez (Faculty—On Leave 2011)

Committee Members

Abbey Klein (Staff)
Abbie Sandico (Faculty)
Anafe Robinson (Staff)
Beth Benne (Faculty)
Brad Saenz (Faculty)
Bruce Yoshiwara (Faculty)
Jim Dawson (Faculty—Retired 2012)
Joan Schneider (Faculty)
Joseph Roberson (Faculty)
Liz Strother (Faculty)
Myriam Altounji (Faculty)
Olivia Alvarado (Staff)
Paul Anthony Quintero (Faculty)
Phyllis Schneider (Staff)
Stephanie Schlatter (Administration)
Sunday Salter (Faculty)
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

The Student Veteran’s Association of Pierce College was selected to Represent California Community College veterans on the cover of the State Chancellor’s annual report in September 2011.
Description

As an open access institution, Pierce College has developed a clear set of admissions procedures. Students complete an application for admission which provides the College with relevant information about student demographics, educational goals, and other pertinent information.

The institution determines student recruitment needs by way of its enrollment policies, which are presently concerned with, among other things, newly graduated high school students and, in general, student equity.

The institution enlists several methods to determine that admitted students are able to benefit from its programs. For example, students take placement exams in math and English, and on the basis of the results, are advised and able to develop a Student Educational Plan (SEP).

College wide discussions about how to consistently support student access, progress, learning, and success occur regularly in committee and departmental meetings and informally between college faculty, staff, and administrators. The Enrollment Management, Scheduling Advisement, and Student Success committees are three venues that address access, progress, learning, and success issues.

Evaluation

Students benefit from a clear application and assessment process. In addition, students are able to access information on the College and its programs through the College Web site. Pierce College meets the standard.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Description

There are several means by which Pierce College assures the quality of student support services and demonstrates that these services support student learning. The College offers programs, support services, and activities to meet a variety of student needs and to promote student success. Departments, offices, and programs within the Student Services Division include:

- Admissions and Records
- Assessment/Matriculation
- Associated Students Organization/Student Activities
- Child Development Center
Despite substantial budget cuts to state categorical programs, Pierce College has strengthened its ability to serve students by moving to a new 47,000 square foot Student Services Building. This move has enabled the College to provide services more efficiently, taking advantage of adjacencies. The move also facilitates the use of technology and provides a setting conducive to student needs.

In addition to onsite services, the College has also made many services available online. Student Services provides comprehensive online orientation and an online advising program which assists students in identifying goals and developing an educational plan. In addition, students can make appointments online in many service areas as well as apply for admissions and financial aid, register for classes, and submit forms.

As part of the ongoing assessment of effectiveness, all units within the Student Services Division complete Annual Plans and submit program review documents. All units have identified Service Area Outcomes (SAOs), collected data to assess those outcomes, and have made informed decisions for improvement based on those findings (Sample SAO Assessment: Transfer Services 2010-2011: 2.093).

Annual goals are developed to align with the College’s Mission Statement and Strategic Plan. (Annual Plan Template [Student Services]: 1.009) The vice president of student services chairs monthly meetings with the managers and program directors to provide a venue to discuss relevant topics including SAOs, program review, and annual planning. (Student Services Meeting Agenda Sample Career Services 02-25-11: 2.094, Matriculation Program Review 2009-2010: 1.015, and Annual Plan Sample Career Services 2011-2012: 2.095).

The Assessment Program is an example of how Student Services assures the quality of its programs. The Assessment Program collaborates with College student services and academic departments including High School Outreach and the Counseling, English, Math, and Chemistry Departments to establish procedures for assessing English and math skills, setting appropriate placement cut scores, and delivering results to students. The Assessment Program utilizes SAOs and conducts program review in order to measure
program strength. The current goals incorporate the evaluation of student access to service, effectiveness of service, and additional support to at-risk and basic skills students. In order to ensure that service to students is effective, in fall 2011 the College began using a student satisfaction survey as an automatic component of the computerized assessment test that asks questions regarding the registration process, the exam day itself, and how the student felt about the office personnel’s level of service (Student Satisfaction Assessment Services Survey Form: 2.096, ASO Satisfaction Survey 2008: 2.097, ASO Student Activities Report 2010-2011: 2.098, ASO Shared Governance Student Representation 2011-2012: 2.099, ASO SAO Form: 2.100, ASO Officer Survey Completed: 2.101, ASO Survey Cards: 2.101.1, Outreach Activity Report 2010-2011: 2.102, Student Services Annual Satisfaction Survey: 2.103, Admissions and Records Student Survey Spring 2012: 2.104, and Sample SAO Report Counseling: 2.105). Results were evaluated in SAO reports (Sample SAO Reports 2.102.1 and 2.104.1).

Evaluation

Each academic affairs program evaluates its effectiveness and makes changes to improve the program. Pierce College meets the standard.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address (es), Telephone Number (s), and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
   - Acceptance of Transfer Credits
   - Grievance and Complaint Procedures
d. Locations or publications where other policies may be found

Description

Pierce College historically published its General Catalog on an annual basis. Beginning with the academic year 2012-2013, the College chose to publish the catalog once every two years. The catalog is available to students and the community at-large on campus via print and through the Web site. It is accurate and formatted for ease of use by both internal stakeholders and students. These features are ensured by a publication process that entails a review of information by administrators, a variety of faculty, and staff within Student Services and Academic Affairs.

The catalog provides a description including contact information, Academic and Student Services programs/departments, admissions requirements, and policies. Additionally, this information can be found in the schedule of classes each semester and is available on the College Web site. (1.032.1)

The catalog provides a description of major LACCD policies and California State laws affecting students such as the Equal Opportunity Policy/Prohibited Discrimination, Americans with Disabilities Act (ADA), and harassment policies on the president’s welcome message page. Information on how and where to direct complaints is also provided. Information on student conduct is found in the College catalog, schedules of classes, and on the College Web site (Pierce College General Catalog 2012-2014 Pages on Student Conduct and Grievance Process: 2.106 and Schedule of Classes Fall 2012, pp. 142-145: 2.107).

Students express satisfaction with College publications as evidenced by the results of the fall 2009 Student Survey. Students were asked if they felt that College publications reflected the College’s policies and procedures and a total of 91 percent agreed or strongly agreed with the statement. (Student Services Student Survey Fall 2009, Q#40, p. 14: 2.108) Regarding the use of the College Web site, only seven percent of respondents indicated that they never used it. Additionally, 76 percent of respondents indicated that they often used the internet to apply, register, check grades, add or drop classes, all of which is done via the College Web site and the student information system (Student Services Student Survey Fall 2009, Q#34, p.12: 2.109).

Records of student grievances are maintained in the Office of the Vice President of Student Services. Academic dishonesty, academic integrity, and student conduct violations are reported to the Office of the Vice President of Student Services. Follow-up investigations are conducted by a dean of academic affairs. Student disciplinary action follows the LACCD Board procedures (LACCD Board Policy on Student Conduct Link: 2.110). Students who are academically dishonest may be reported by faculty using the academic dishonesty form. (Pierce College Academic Dishonesty Report Form: 2.111)
As new programs, rules, regulations, and services affecting students emerge, publications and the College Web site are revised and updated.

**Evaluation**

The College has been successful in meeting student needs by providing students published information that is accurate and current. Students express satisfaction with College publications. Institutional processes exist to ensure the regular review and updating of materials. Pierce College meets the standard.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**Description**

Pierce College enlists several means to determine the support needs of its students. The Student Success Committee acts as the primary venue for a college wide review of student demographic data and discussions on how to support student access, progress, learning, and success. The focus of the Student Success Committee is on developing programs that prepare students to succeed and specific issues related to new students, learning communities, student engagement, student success, and completion/transfer. The committee is responsible for devising goals and action plans including the Student Equity Plan (SEqP), Basic Skills Plan, and Achieving the Dream implementation plan (Pierce College Strategic Plan Evaluation: 2.112).

The Summer Bridge Program exemplifies a program that has identified the learning support needs of students and provides appropriate services to address those needs (Pierce College Summer Bridge Link: 2.055). The program pairs developmental English courses and the college success seminar, Personal Development 40. It is designed for incoming high school graduates. The program is a collaboration of efforts from several programs: High School Outreach, Matriculation, English, Math, and the SSC. The team works with high school seniors, mostly Latino, year-round to complete the matriculation process. Students take the English and math placement tests early in the spring term of their senior at high school. Students also receive counseling and advisement services while still in high school. These services are offered at the high school site. Because of the limited number of courses, there is an application process to help establish students’ commitment to the program. Parents and students are involved in an orientation, socializing is encouraged, and a culmination event is held. Once students are in the program and classes begin, they receive ongoing counseling and faculty support. For the following fall semester, students are enrolled in the next English class in the sequence and usually a math class. Some students will enroll in ASAP, the learning community with an accelerated math curriculum. Summer Bridge has tracked cohorts for several years and the resulting data show solid improvement in persistence and success. (Pierce College Summer Bridge Data: 1.007)
Evaluation

The College has a long tradition of prioritizing student success. The SSC works to monitor the needs of students and develop programs to address the diverse student population. Pierce College meets the standard.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description

Pierce College Student Services promotes success for all students and is committed to ensuring that student needs are met regardless of service location by providing information and services both on campus and via its Web site. Through serving its local community, the College has been able to reach both a diverse student population as well as economically disadvantaged students. The fall 2009 Student Survey, for example, indicates that 30 percent of the College student population were of Hispanic ethnicity and that 49 percent of students considered themselves low income (Student Services Student Survey Fall 2009, Q#40, p. 14: 2.108). The SEqP, last revised and updated in 2012, focused on using student data to identify trends, establish goals, identify measurable outcomes, and assign responsibility to ensure that all students have equitable access to College services (SEqP 2012: 2.113).

The College Web site provides students with opportunities to submit general questions to the College at times convenient to them, often referred to as self-service. Students can address questions to staff and faculty either through a specific service area or program like Admissions and Records or directly to a faculty or staff member through the directory contact list on the Web site. Services such as Admissions and Records are organized so staff members are specifically assigned to respond to student inquiries in a timely manner. Recently, the College has begun to use online social networks such as Facebook to increase the visibility of student support programs and also to improve access to those services. Several student support programs have linked a Facebook page to the College Web site including the ASO and the Health Center.

Not only do students have access to critical online services that help them succeed but faculty can help students succeed as well with the use of online tools. Once students have enrolled in their courses, faculty have access to the online Early Alert roster system which allows faculty to alert students who appear to be struggling in their classes and refer them to appropriate support services.

In addition to services and courses offered in alternative formats, the College has many resources and important documents readily available online, including the College catalog, schedule of courses, course descriptions, information on associate’s degrees, and checklists of the transfer core curriculum which fulfills the lower division general education...
requirements for the California State University and the University of California. To ensure that all students can access it, the College’s Web site meets accessibility requirements for students with disabilities.

Most of the student support programs utilize student surveys to determine the needs of their students:

- Admissions and Records (A and R) works closely with Special Services (DSPS) to provide assistance with class registration.
- The Extended Opportunity Programs and Services (EOPS) office is fully accessible to all eligible students. Interpreters are provided when needed for limited English speaking students who, according to respondents from the fall 2009 Student Survey, represent 20 percent of the population. A computer laptop loan program was initiated in spring 2011 and provided 60 laptops to loan out to EOPS students enrolled in at least one online class who would otherwise not have access to a computer at home. This loan program is a collaborative effort with Pierce’s Distance Education office which received a Title V grant for Hispanic Serving Institutions (HSI).
- The High School Outreach and Recruitment Office works with a variety of academic affairs programs to coordinate assessments and counseling workshops on site at the high school campuses. Fifty assessment sessions at the high schools were offered in spring 2011 and over 900 students were assessed at those sites (High School Outreach and Recruitment Assessment Schedule 2011: 2.114).
• Counseling online services are provided for students to access from any internet connection. These services include online orientations, general advisement, financial aid appeals for reinstatement, career assessments, access to career related materials, articulation agreements, advising sheets, Transfer Admission Guarantees, and other transfer related information. In addition, students can make appointments to speak to a counselor or university representatives and can make probation workshop appointments as well as complete a probation workshop online (http://www.piercecollege.edu/offices/counseling_center/).

• The Counseling Department instituted the Student Advisory Board to help guide the work and the mission of the Counseling Center (Career Services SAO Assessment Results Sample: 2.115 and Student Advisory Board Flyer and Meeting Minutes Sample (09-08-12): 2.116).

Evaluation

To ensure that the College Web site is accessible to everyone, the College closely follows the standards defined in Section 508 of the Federal Rehabilitation Act of 1998 and endorses the Guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web Accessibility and compliance with the Americans with Disabilities as well as E-100 Criteria for Serving Students with Disabilities (Pierce College ADA Information Link: 2.117 and District Administrative Regulation E-100 Criteria for Serving Students with Disabilities: 2.118).

Strong partnerships internally within the College and externally in the community have led to the development of processes that benefit students. For example, outreach to the local CalWORKs District offices (public benefits such as cash aid, Medi-Cal, and Cal Fresh—formerly known as food stamps) have produced designated contacts who provide proof of eligibility for new students who do not bring documentation to intake appointments, thus negating the need for students to travel to the offices to retrieve such documents and enabling a quicker resolution of eligibility for the program.

At Pierce College, data provide the foundation for decision making. For example, statistical data published on a monthly basis by the LACCD Central Financial Aid Unit is used by the College’s Financial Aid Office (FAO) to make operational changes which both address student needs and increase efficiency. During the 2011-2012 academic year, priority review and financial aid packages were given to students who showed enrollment. This allowed the office to concentrate efficiently on providing financial aid packages to enrolled students by the first week of the semester. In order to meet standards and accommodate the increase of financial aid applications with limited resources, the FAO has automated several processes. For the 2011-2012 academic year, a document that all students were required to complete for their financial aid file was converted into an online document that could be completed through the Student Information System. This change allowed students to complete the requirement at any location without having to come to the FAO. According to the fall 2011 student survey, 71 percent of respondents indicated that they used the financial aid Web site to learn about the program and to obtain updates (Sample Financial Aid SAO Results: 2.119). Pierce College meets the standard.
II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

Pierce College provides an environment that promotes personal and civic responsibility and intellectual, aesthetic, and personal development for all its students. The ASO is the College’s primary organizational body promoting these attributes. Students who participate in the ASO programs are given direct opportunities to participate in dialogue that informs views on what constitutes a good learning environment. ASO members serve their College and community through participatory governance committees including the PCC, Academic Senate, and Student Affairs Committee, lobbying efforts, and community service projects such as voter registration drives, blood drives, AIDS awareness, and breast cancer awareness events. As a result of recent student survey results, the student government holds orientation programs every semester in order to educate its members on ways they can participate in College and community enrichment programs (Pierce College Orientation Link: 2.120). The effectiveness of the orientation is evaluated via a separate survey provided to committee chairs and executive officers (ASO Officer Survey Completed: 2.101 and ASO Survey Cards: 2.101.1). The ASO also has specialized committees to ensure their active promotions of these areas, including the Social/Cultural Committee, Public Welfare Committee, and Shared Governance Committee (ASO Shared Governance Link: 2.121 and Pierce College ASO Constitution: 2.122).

DSPS contributes to the College environment by providing counseling and guidance for students with disabilities. Its goal is to maximize disabled students’ independence, decision making, and awareness of their strengths and limitations so that they can self-advocate. Professional staff outline responsibilities, procedures, and timelines to obtain appropriate accommodations. Students are provided academic, personal, and career counseling to ensure they are informed, set realistic goals, and manage their emotional and physical health. Special Services incorporates and maintains student education plans including signed forms for accommodation agreements, counseling sessions, consent to release information, proctoring contracts, and acknowledgement of academic counseling recommendations.

Pierce College uses its SAOs results to identify areas in need of improvement. The Office of Student Activities tracks the number and type of events held per semester. This information is often included in the SAOs assessment report and the Annual Plan (ASO SAO Form: 2.100 and ASO Annual Plan 2011-2012: 2.123). The results are discussed with the vice president of student services who uses them to assist the ASO with its goals. Recent changes based on assessment include the establishment of the Student Community Center and the Student Services Office Assistant position. Similarly, a discussion of SAOs assessment led to the implementation of stronger voter registration drives. Through assessment of the types of community and civic awareness events held and/or sponsored by the ASO, the ASO executive officers and advisor determined that ASO’s events in this area
are inconsistent. For example, some semesters are dominated by Red Cross blood drives and little else. To assist with this, in the summer of 2011, the student government decided to include environmental awareness events once a semester, such as campus cleanups, as part of its community service.

**Evaluation**

The College is providing an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students. In particular, the ASO exemplifies student development of personal and civic responsibility. Pierce College meets the standard.

**II.B.3.c.** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Description**

Pierce College develops, implements, and evaluates its counseling program on an annual basis through program review and assessment of service area outcomes. The SAOs for the Counseling Center focus on evaluating student access to counseling services as well as evaluating whether students feel they have learned information through participation in counseling activities, workshops, and counseling appointments. Counseling services are assessed using the following methods: workshop evaluations and sign-in sheets, drop-in advising sign-in sheets to determine both the attendance and quality of the student experience, University of California Transfer Admission Guarantee (TAG) and Data Share reports, local California State University campuses data on the number of applicants and admits, and the LACCD data on the number of students receiving IGETC and CSU GE Breadth Certification.

Pierce College evaluates all of its counselors according to the LACCD/AFT Collective Bargaining Agreement (LACCD Collective Bargaining Agreements Link: 2.124). Counselors must possess a master’s degree or higher in counseling or a related field. Tenured and adjunct counselors are evaluated at least once every three academic years. Probationary counselors are evaluated on an annual basis for their first four years of employment. A comprehensive written evaluation is provided containing findings and recommendations of the tenure review committee (Student Services Faculty Evaluations Progress Form: 2.125).

As a method to solicit student input, the Counseling Center created the Student Advisory Board (SAB) which provides direct access to the Pierce College student population. Board members voice concerns, make recommendations, and evaluate the usefulness and viability of services offered by the Counseling Center (Student Evaluation of Counselor Survey Spring 2011: 2.126). The SAB has enhanced the Counseling Center’s ability to respond to
the needs and concerns of students by offering meaningful input that led to updating the Counseling Center Web site and the creation of programming such as “Slice and Advice,” an event where students were provided pizza and were able to meet with counselors, get brief academic advisement, and make a counseling appointment (SAB Flyer and Meeting Minutes Sample 09-08-12: 2.116 and Pierce College ADA Information Link: 2.117).

The Pierce College Counseling Center provides counselors with in-service personal counseling training and other professional development opportunities. Additionally, all counselors meet weekly as a department to discuss current events and/or professional development/counseling techniques and best practices as they relate to counseling services. During these meetings, counselors also have the opportunity to share information obtained through their participation in professional development workshops (Pierce College Counseling Center Meeting Minutes 09-08-11: 2.127). To enhance student development, Pierce College counselors receive ongoing training in new processes such as Pass-Along petitions and pre-requisite clearance. They also serve as liaisons to academic departments (Counseling Liaisons Roster: 2.128).

**Evaluation**

The College develops, maintains, and evaluates its counseling program through its annual plan and program review processes and by reviewing and assessing its service area outcomes. Based on the assessments, changes are made to the counseling program to enhance student development and success. Feedback from the counselors’ annual
evaluations, student evaluations of counselors, student evaluations of the counseling department, and input from both faculty and the Pierce College Counseling Center SAB are discussed to address and/or identify student needs thereby enhancing a supportive learning environment. Pierce College meets the standard.

**II.B.3.d.** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

**Description**

The Office of Student Activities (OSA) participates in diversity projects both as its own department and as part of the College, specifically through the Pierce College Diversity Committee (DivC). The PDC, a sub-committee of the PCC, is composed of representatives from across the College community, including administrators, classified staff, the Academic Senate, and the ASO (DivC Link: 2.129). One of the programs ASO and PDC maintains to promote student understanding and appreciation of diversity is an annual film festival, initiated in 2007, featuring contemporary films and documentaries followed by panel discussions by students, faculty, staff, and administrators.

The success of Student Activities/ASO/PDC programs is also measured through student evaluations at the end of each semester (ASO Survey Cards: 2.101.1). The number of cultural events held each semester is tracked to gauge the need for events in upcoming semesters (ASO Annual Plan 2011-2012: 2.123). The types and numbers of clubs created every semester are tracked to assist in future recruitment efforts. Over the last four years, the average number of registered clubs per semester has more than doubled from 20 to 40 (ASO Club List 2011: 2.130, ASO Events Calendar: 2.131, and ASO Annual Plan 2011-2012: 2.123).

**Evaluation**

Pierce College has a vibrant and active student organization working closely with College faculty, staff, and administrators to promote the understanding and appreciation of diversity. In addition, the OSA promotes diversity through a variety of projects while the DivC involves members from all facets of the College community to participate in diversity-centered events. Pierce College meets the standard.

**II.B.3.e.** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Description**

Pierce College is an open access institution and does not use an admissions instrument. The College ensures that assessment and placement processes for English and math are accurate, effective, and reliable by performing exam validation every six years. The
selection of assessment tools is governed by the California Community College Chancellor’s Office (CCCCCO) which also validates the assessment exams used.

The Assessment Center previously used Accuplacer and in spring 2012 began using the Mathematics Diagnostic Testing Project (MDTP). After reflection and discussion on tools most appropriate for the Pierce College student body, Accuplacer and MDTP were chosen from the list of approved tools (California Chancellor’s Office 2008-2009 Approved List of Assessment Instruments: 2.132).

Pierce College minimizes cultural and linguistic bias in the instruments and processes by adhering to the CCCC CO list of tools. Assessment exams are offered for the following areas: English as a Second Language (ESL), English Native Language (ENL), mathematics, and a chemistry readiness test. Using multiple measures to assess for English Native Language placement, the College also requires students who take the ENL test to complete a supplemental written essay exam that is internally validated every six years for reliability and reduction of bias (Interview with Student Services Dean, Phyllis Braxton: 2.133).

For the International Student Services (ISS) program, per Federal Code 22 C.F.R. 41.61(b)(1)(iii), the Department of State requires applicants to be sufficiently proficient in English to pursue the course of study to which they have applied. To receive an F-1 visa, international students must submit proof of English proficiency as part of the admissions process (NAFSA Manual 2010 Edition: 2.134). An international student admissions evaluator reviews all applications and documents submitted to determine student eligibility. For example, English proficiency is determined by a variety of measures including a score of 45 on the internet-based version of the Test of English as a Foreign Language (TOEFL) administered by Educational Testing Services, a non-profit organization performing validity research on its tests (TOEFL Validity Link: 2.135). During the 2010–2011 academic year, admissions tools were reviewed and updated. International students use the same English and math placement tests as resident students. Cultural and linguistic biases are minimized because admission to the College is based upon English proficiency test scores, school grades, sufficient funds, and educational goals.

Evaluation

During the fall 2011 semester, the CCCC CO began a process to assist colleges and commercial vendors with the assessment validation process. There had been a moratorium on the entire assessment validation process after severe budget reductions in 2009 caused the state Chancellor’s Office to suspend its assistance with the process. However, colleges needed guidance on how to conduct validation studies to continue using validated placement instruments. As a result, the Chancellor’s Office staff began to sponsor assessment validation workshops to update colleges and vendors on the assessment validation process during spring 2012. As a result of the new process, staff and faculty at Pierce have begun validation of the locally-managed writing sample administered as part of the English placement test. The College also expects the vendors of Accuplacer and MDTP to complete their validation of those assessment instruments as well (Interview with Student Services Dean, Phyllis Braxton: 2.133). Pierce College meets the standard.
II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

As part of the LACCD Student Information System, student records are backed up and maintained at the District office. The LACCD and Pierce College, in compliance with federal and state law, have established policies and procedures governing student records and the control of personally identifiable information. Records are secure. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code (Title 5 of the California Education Code Link: 2.136). No student records, other than directory information, will be released without written consent of the student except as authorized by the law. In addition, no Directory Information will be released regarding any student who has notified the Records Offices in writing that such information shall not be released. Pierce College makes it a policy to keep a log, maintained by the Records Officer, of persons and organizations requesting or receiving student record information (LACCD Board Rules, Chapter VII—Article VII 7700, 7703.13, 7705: 2.137). To ensure that staff members are continually trained in the area of records confidentiality, admissions staff attend the LACCD legal counsel’s workshops on confidentiality, security, and maintenance of student records.

Students may access their own English and math placement results as well as academic transcripts by using the Web-based Student Information System which is password protected. Pierce College staff have access to these records as authorized by LACCD Administrative Regulation B-28 using the Student Information System, which is also password protected (LACCD Administrative Regulation B-28: 2.138).

By law, the Health Center medical records must be maintained for seven years after the cessation of treatment. During July 2010, the Health Center went to Electronic Medical Records (EMR), so all medical records are now handled and stored electronically. Records are backed up daily at the Pierce College Information Technology (IT) Department on the Health Center server, again under the direction and protection of IT. Standardized procedures in the health care industry have been followed with the institution of EMR. Release of records requires a written consent, signed by the patient, directing the Health Center to release records in accordance with federally mandated guidelines (Health Insurance Portability and Accountability Act Link: 2.139). Patient record confidentiality is addressed with every employee, contractor, and student worker (2.140 Family Educational Rights and Privacy Act [FERPA] Link: 2.140). All medical providers are bound by their licensing agency to patient confidentiality. All student workers sign a Security of Records Code annually after Health Information Portability and Accountability Act of 1996 (HIPAA) training (HIPAA Security of Records Code: 2.141).
Student financial aid records are imaged and saved on the College server. Staff are assigned different security levels to access financial aid records. At the office counter, all students are required to provide a picture ID such as a driver’s license, passport, or student ID to confirm their identity. Since financial aid records are accessed with social security numbers, keypads have been added on all counter computers for students to key in their social security numbers thus avoiding the students stating their personal information aloud.

**Evaluation**

The College is meeting the standard for confidentiality, security, and maintenance of student records. Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by District staff. Data are backed up daily and are recoverable per District protocol. Students access their own information by entering their student identification number and personal identification number (PIN) through the student portal. LACCD employees access student records through the District interface or DEC (named after the company that created the program) using their user name and password.

The Health Center server is located on campus and is backed up daily. It is covered by a maintenance contract that provides immediate support upon notification (Pierce College Health Center Annual Plan 2011-2012: 2.142). The Financial Aid Office data and digital images are housed on their own separate servers outside of the College’s server and are managed by Pierce College IT staff. The servers are backed up by IT weekly. Staff are trained in record confidentiality and security. Pierce College meets the standard.

**II.B.4.** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Description**

All program units within Student Services complete program review and annual plan documents which include goals and service area outcomes assessment activity through data collection, analysis, and action plans for improvement (Program Review Template [Student Services]: 1.012 and Annual Plan Template [Student Services]: 1.009). In addition, to ensure that the program review process is meaningful, the Educational Planning Committee organized peer review teams to provide input. The team for academic affairs is comprised of faculty and staff both within and outside of Student Services. Some examples of the evaluation and improvement in student services follow.

As a result of the annual plan (Student Services Annual Assessment Plan for Matriculation 2012-2013: 2.143) and program review processes (Matriculation Program Review 2009-2010: 1.015), Assessment/Matriculation Services made the following changes in the past four years:
• moved to computerized testing,
• moved to an online appointment system with automatic phone call appointment
  reminders,
• added Friday test dates,
• added a student satisfaction survey in fall 2011.

As a result of the assessment findings of the 2009-2010 student learning outcomes, the
Counseling Department determined the need to transition to SAOs which were developed
during the fall 2010 semester (General Counseling Annual Plan 2011-2012 [Updated
March 2011]: 2.144). The SAOs were assessed in the spring 2011 semester and the results
were discussed at the Counseling Department end-of-the-year meeting (Pierce College
Counseling Center Meeting Minutes 09-08-11: 2.127). In addition, a committee discussed
how the assessment results can be implemented into future program and service design and
delivery (General Counseling Annual Plan 2011-2012 [Updated March 2011]: 2.144).

Personal Development (PD) courses have implemented a built-in evaluation process for
defined student learning outcomes. PD 40 courses embedded within learning communities
are subject to the same assessment criteria as stand-alone courses. Faculty, program
directors, and administrators use the assessment results to make recommendations for
improvements as outlined in the annual plans. Any changes implemented to improve upon
the delivery and outcomes of the courses or programs are reevaluated through the SAOs
assessment loop, surveys, focus groups, and success trends.

**Evaluation**

All program units within Student Services complete the program review and annual plan
documents which include goals and SAO assessment activity (Counseling Program Review
2009: 2.145). Some examples from student services programs follow.

The Pierce College Counseling Center uses a systematic process of self-evaluation that
takes place both in weekly departmental meetings and in annual year-end meetings
(Counseling Year-End Meeting Minutes 05-25-11: 2.146). This process involves the
assessment and critical analysis of SAO assessment results and goals that focus on SLOs,
student development, access, progress, and success. In addition, feedback from counselors’
annual evaluations, student evaluations of counselors, student evaluations of the
Counseling Department, and input from both faculty and the Pierce College Counseling
Center SAB are discussed to address and/or identify student needs to enhance a supportive
learning environment.

These examples are solid evidence that student services programs effectively evaluate their
service area outcomes and use those results to improve programs. Pierce College meets the
standard.
Standard IIB: Student Learning Programs and Services, Student Support Services
Standard II Co-Chairs

Diane Levine (Faculty)
Donna Mae Villanueva (Administration)

Standard IIC Committee Members

Florence Robin (Faculty–Retired 2011)
Kathy Boddicker (Faculty–Retired 2012)
Paula Paggi (Faculty)

Committee Members

Lori Nelson (Faculty–Resigned 2012)
David Soto (Faculty)
Lauren Valdes (Faculty)
Craig Kramer (Faculty)
Ben Smith (Faculty)
David Phoenix (Faculty)
Jill Connelly (Faculty)
Tom Fortune (Faculty)
Shane Mooney (Student)
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training.
The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description

The Pierce College Library serves as a hub of learning on campus. In addition to hard copy texts, as of fall 2012 the College Library houses 250 study carrels, wireless Internet access, four group-study rooms, an open access laboratory with 47 networked computers, 20 networked computers in the reference area for academic and database access and use, a microfilm reader/printer, and two networked printers (Pierce College Library Map: 2.147).

Students and faculty have access to a library collection with sufficient breadth, depth, and variety to the support the learning programs of the College. The collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use (Library Databases List: 2.147.1).

The acquisition process allows the library to respond directly to course curriculum and departmental needs, thereby supporting student learning and the achievement of the College mission. The library regularly asks faculty to make recommendations for books by filling out a Book Request Form (2.147.2). Faculty in academic and service departments define the quality of materials necessary for their department curriculum and make recommendations. These requests are compiled, discussed by the library faculty, and used in deciding what new and replacement materials will be purchased for the library.

In addition to recommending educational materials, faculty are encouraged to provide copies of their textbooks in the Instructor Reserve Section. Reserve textbooks represent many disciplines, such as art, business, chemistry, economics, English, mathematics, psychology, and others.

The CC course approval process also validates that the library has the most current and appropriate resources to support courses and programs. The Library Department chairperson is a standing member of the Curriculum Committee’s Technical Review
Subcommittee, and every Course Outline of Record (COR) requires the library chair’s review and acknowledgement that adequate resources are available (CC Link: 2.001).

When considering the purchase of materials, the library faculty consult standard bibliographic resources and reviews including resources listed in the Library Journal, American Libraries, College and Research Libraries, Choice, publishers’ catalogs, Amazon.com reviews, and others. Reviews of electronic databases are available on the California Community College Consortium’s Electronic Access and Resources Committee’s Web site.

**Evaluation**

The Pierce College Library has sufficient depth and variety of materials to meet the learning needs of its students. The faculty of the College are actively engaged in providing recommendations for educational materials, and, as curriculum is proposed, the library faculty validate available resources.

In preparation for the move to the new library/learning resources building, the entire library collection has been reviewed. This review has identified materials to be weeded out of the collection as well as potential materials to be added to strengthen the breadth of resources available to students. Pierce College meets the standard.

**II.C.1.b.** The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Description**

In both formal and informal ways, the library provides ongoing instruction and is responsible for primary efforts to ensure students understand and demonstrate information competency.

The library offers Library Science 102 each spring. The course includes outcomes related to information competency and assesses student competence (Sample SLO Report Library Science Spring 2012: 2.013.2). The course includes assessments of student learning outcomes with a pre-test, i-search journal, final project, post-test, and forum questions.

The library provides structured student and faculty orientations which introduce students to the library and provide instruction on how to develop a library search and locate and cite a variety of educational resources. In 2010-2011 the library provided orientations for over 110 class sections. Library faculty complete a pre- and post-assessment of students during orientations.
Workshops have been developed and are conducted each semester. Topics have included “Wikipedia: To Trust or Not to Trust” and “How and When to Trust the Web.” (Library Workshop Flyer Sample “Work Smart, Not Hard”: 2.148). These workshops further instill in students the concepts of information literacy and provide a forum for discussion of strategies to evaluate information.

The library offers on-demand, informal, and one-on-one instruction at the Reference Desk. These individualized sessions are focused teaching moments and allow the librarians to work with students to refine thesis questions, learn how to narrow or broaden topics, select specific print or electronic sources of information, and evaluate search results.

Finally, to broaden access to library resources for students with limited access to on-campus library services, an online, self-instructional tutorial allows students to develop or strengthen their information literacy skills, specifically in the area of library research. The tutorial covers the research process from initial topic selection to citing of sources including a definition of and ways to avoid plagiarism (Library Online Tutorial Link: 2.148.1).

Evaluation

The library provides instruction in a variety of ways and assesses the competencies in information retrieval and use that it teaches. Varieties of assessments are used to measure student achievement of objectives, and results demonstrate the library is effective in teaching students the outcomes it purports. Evaluation of its teaching effectiveness and future goals for improvement are guided by reflection on various assessments. Pierce College meets the standard.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

The Library is open during semesters for 51.5 hours each week and is staffed by four permanent faculty librarians and the library department chair, who functions as a .6 librarian and a .4 department chair), 30.5 per week of adjunct faculty librarians, two library assistants, three library technicians, and two instructional assistants for the Open Access Computer Lab.

The College has worked to maintain access to the library despite the regular reduction of the College budget over the past three years. Although staffing has remained relatively constant, a spring 2010 library survey indicated that 52 percent of student responses noted that current library hours do not meet students’ academic needs (Library Survey Results 2010: 2.149). 35 percent of the students who responded “no” would like to see the library open earlier Monday–Thursday and 37 percent would like to see the library stay open later
Monday–Thursday. Library faculty, staff, and the administration of the College are working together to validate that current staffing patterns maximize existing resources (Library Staffing Documents: 2.149.1).

Students are supported by library services regardless of location. Online access to the library’s resources is available. Besides the online book catalog, the library owns two online book collections, *EBSCO eBooks* and *Gale Virtual Reference Library*, and subscribes to 13 online periodical and reference databases. Through the library’s Web site, students have access to various guides and tutorials as well as to Pierce College’s version of the Online Library Research Tutorial. This online resource allows students to have 24/7 access for research and use.

Remote access to the library’s electronic resources is available to all current Pierce College students, faculty, and staff through the library’s Web page. The library uses a proxy server to authenticate remote users (Library Proxy Login Page: 2.150). Directions on how to use the library’s resources remotely are available on the library’s Web site and are periodically e-mailed to instructors (Library Database Access Change: 2.151).

In addition to the library, the College offers learning support services through the Center for Academic Success (CAS). Currently, the center is housed in swing space awaiting transition to the new Library and Learning Crossroads building and is housed away from the library in the campus Village. The center is open for tutoring Monday through Thursday from 9:00 a.m.—5:00 p.m. In addition to subject area tutoring, learning skills assessments and workshops are provided to promote student success.

The CAS has developed resources available on a Moodle Page to provide workshop materials, links to reading support materials, interactive power point presentations, and quizzes related to English grammar and writing fundamentals. In addition, there are links to audio files and podcasts to develop fluency in English listening skills. These resources are available in three locations: the Tutoring Center (Village 8401), the Language Arts Lab (Village 8407), and online thus allowing students to access information during their convenient times.

The CAS also offers online tutoring (Online Writing Lab, or OWL) which, along with face-to-face tutoring, is available to all students enrolled in classes at Pierce College. The online writing laboratory has been successful in providing students who have limited access to campus or who attend courses outside of the center’s hours with access to feedback and tutoring (OWL Screen Shot: 2.151.2).

**Evaluation**

Pierce College librarians and the faculty leaders of the CAS work to ensure that library and learning support services are available for students in all educational programs offered at the College. Through on-campus and online formats, the library and CAS ensure that
students can utilize resources and services regardless of their location. Pierce College meets the standard.

**II.C.1.d.** The institution provides effective maintenance and security for its library and other learning support services.

**Description**

The library has a security system in place monitored by the Los Angeles County Sheriff’s deputies stationed on campus. The library has two security gates at the circulation counter and one in the reference area to maintain the security of the book collection. All library books are embedded with security strips.

The library has the following equipment:
- Magnisight Explorer CCTV—1
- Elevating computer desk—2

The library has the following software:
- Jaws—1 license
- Zoomtex—2 licenses

The new library, which is scheduled to open in Spring 2013 is scheduled to have available for students with disabilities:
- Large monitors (e.g., 27 Inch)
- Refreshable Braille display keyboards
- Jaws
- Zoomtext
- Dragon
- Kurzweil 3000 color professional
- Flatbed Scanner

The library computer laboratory is supervised by two instructional assistants. The computers have a firewall in place as well as Deep Freeze software to protect against online viruses and hacking. To protect against viruses and hacking with off-campus access, EZproxy is used, thereby aiding the library’s accessibility efforts. Library computers and printers are maintained through the College’s IT Department. The College’s Plant Facilities’ custodial staff clean and repair all facilities.

**Evaluation**

The security measures the current library building has in place are adequate; however, the exterior system and sensor gates will be greatly improved in the new Library and Learning Crossroads building. Both the library and the CAS will enjoy state-of-the-art security and the new equipment will be supported by existing College departments. Pierce College meets the standard.
II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Pierce College librarians cooperate with the eight other District libraries and provide an intra-library loan system for books (LACCD Library Intra System Loan Policy: 2.152). Sirsi is the provider for the Integrated Library System (ILS) for all of the libraries of the LACCD, and the contracts are negotiated by the District contracts office. The library also uses the California Community College Library Consortium (CCL) for the purchase of most of its electronic resources (California Community College Consortium Purchase Order Form: 2.153). CCL membership is purchased each year and includes discounts for database subscriptions from the CCL Consortium.

Evaluation

The collaboration with the other libraries in the Los Angeles Community College District is regular. Monthly meetings of library chairs provides opportunities for collaboration. In addition, informal communication occurs by e-mail and phone. The library and CAS do not rely on any external contract services to support their instructional programs. Pierce College meets the standard.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

The library regularly evaluates the effectiveness of its services and develops plans for improvement. Statistics gathering by way of surveys and pre-/post-tests enables the library to evaluate its services.

Statistics are compiled annually detailing the number of resources in the collection, both print and online, the number of searches performed in each of the online databases, the number of reference questions asked, the number of items circulated, the number of
orientations taught, and the number of students who attended these orientations (Library Database Statistics 2008-2010: 2.154).

Library evaluation includes input from both students and faculty. The library administers a student survey and a faculty orientation survey each spring thereby helping the library see where improvements can be made (Faculty Library Orientation Survey 1: 2.155, Faculty Library Orientation Survey: 2.156, Faculty Library Orientation Survey 3: 2.157, and Library Survey Summary Spring 2010: 2.158).

Student learning outcome assessments are conducted in several of the library orientations to measure information competency skills.

The CAS surveys students at the conclusion of all in-class presentations and workshops and once each semester to collect feedback about tutoring services. The data collected are reviewed to ensure that services are aligned with students’ needs (CAS SLO Survey Summary Spring 2011: 2.159, CAS Workshop Survey Summer 2011: 2.160, CAS Tutoring Survey Results Spring 2011: 2.161, CAS Workshop Survey Results Spring 2011: 2.162, CAS Presentation Summary Summer 2011: 2.163, and CAS Workshop Survey Summary Fall 2010: 2.164). CAS faculty use the data and their analyses to adjust content for future and ongoing presentations.

The current offering of learning skills courses includes Reading Comprehension (LS 1) and Fundamentals of English Grammar (LS 2). These classes serve students who need to improve their skills to succeed in the workplace or academic environment. They also address the needs of students who are learning English as a second language. All courses incorporate current research in literacy, educational learning theory (in terms of pedagogy and method of delivery), and critical thinking with subject matter content.

Students may attend a variety of free workshops each semester to improve language arts skills (Student Success Language Arts Workshops List Link: 2.165). Learning Skills 80CE—a noncredit course that focuses on English reading, grammar, and study skills—has been developed and is awaiting final approval from the District office.

**Evaluation**

Both the library and CAS faculty leaders collect data to evaluate the effectiveness of their programs and services. Regularly, faculty and students are asked to provide feedback to improve services.

In spring 2010, the library’s SLOs assessment indicated that 80 percent of students are successfully able to locate books in the library’s online catalog after participating in a library orientation. Students were able to locate a magazine or journal article using one of the library’s electronic databases. Improvements included spending more time in Bibliographic instruction, checking more often for understanding, and planning on newer and better online tutorials.
A satisfaction survey designed and administered in spring 2010 measured the general users’ satisfaction with library services: 71 percent rated the overall quality of the library very good or good and 79 percent rated Reference and Circulation services as very good or acceptable (Library Survey Summary Spring 2010: 2.158). Of those who had participated in a library orientation, 82 percent agreed that the session helped them better use the library’s resources.

In the faculty survey, 65 percent noted that the Library Orientation definitely helped the students’ papers or assignments improve with another 29 percent noting other positive influences of the library orientation experience, and 97 percent noted that the quality of the resources found in the library were at the appropriate level to meet their students’ needs (Library Survey Summary Spring 2010: 2.158). Pierce College meets the standard.
Standard II Actionable Improvement Plans/Planning Agenda Items

Standard IIA

- II.A.2.b. Pierce College will continue to formalize the documentation of students completing CATE programs and securing employment. The LACCD Office of Workforce and Economic Development is working with College personnel to identify a District wide procedure. Estimated completion is spring 2013.

- II.A.2.f. The College will utilize a variety of strategies to communicate, including the president’s First Monday Report, discussions at regular meetings such as Departmental Council and PCC (and its subcommittees), and monthly management team meetings.

  The effectiveness of this communications campaign will be assessed in June 2013 through a survey of faculty, staff, and administrators. The findings of the survey will be reviewed by Pierce College administration and shared with faculty and staff leadership to determine if additional communication is warranted.

- II.A.6. The dean of career and technical education is responsible to develop a repository listing all current membership of college advisory committees. A regular process to review and update these lists will be in place by June 2013. Additionally, the dean of career and technical education is developing an advisory handbook to include information on the roles and responsibilities of advisory committees. This handbook will be completed by June 2013 and all committees will review the handbook at their 2013-2014 meetings.
Standard II Evidence List

Standard IIA

2.001 Pierce College Curriculum Committee Link
http://faculty.piercecollege.edu/curriculum/

2.002 Pierce College Demographics of Service Area

2.003 Information for Students Who Have Attended Other Colleges and Universities

2.004 Pierce College Placement Test Results

2.005 Achieving the Dream (AtD) Data Team Full Report (02-12)

2.006 LACCD Electronic Curriculum Development (ECD) Web Site Link
http://ecd.laccd.edu/

2.007 Pierce College Policy for Online Classes

2.008 Pierce College Educational Technology Committee Link
http://faculty.piercecollege.edu/edtech/

2.009 Pierce College Substantive Change Report for Distance Education

2.010 Pierce College Syllabus Example of SLOs

2.011 Moodle Syllabus Repository Link

2.012 Pierce College Program Learning Outcomes Report Form

2.012.1 Sample Completed PLO Report from Architecture Spring 2012

2.012.2 Sample Completed PLO Report from Registered Veterinary Technician [RVT] Spring 2012

2.013 Pierce College Student Learning Outcomes Report Form

2.013.1 Sample SLO Report Philosophy Spring 2012

2.013.2 Sample SLO Report Library Science Spring 2012

2.013.3 Pierce College Math 115 Assessment Report for Fall 2011

2.014 Pierce College Student Learning Outcomes Page Link
http://faculty.piercecollege.edu/outcomes/

2.015 Pierce College Academic Senate Minutes Approving Assessment Cycle Planning Matrices (09-26-12)

2.016 Course Assessment Cycle Planning Matrix Form

2.016.1 Sample Assessment Cycle Plan

2.017 Program Assessment Cycle Planning Matrix Form

2.018 Sample Course-to-Program Mapping Document

2.019 GELO Committees Senate Proposal (09-26-11)

2.019.1 Sample GELO Report Fall 2011

2.019.2 Sample GELO Report Spring 2012

2.020 Course-to-GELO Mapping Document

2.021 Outcomes Cycles At-A-Glance Chart

2.021.1 Assessment Planning Guidelines Chart

2.022 College Outcomes Committee Charter

2.023 Academic Senate for California Community Colleges Accreditation Institute Report (2011)

2.024 Academic Senate for California Community Colleges Accreditation Institute Report (2012)
Standard II: Evidence List

2.025 ACCJC Conference Report from Long Beach City College (04-12)
2.026 ACCJC Conference Attendance for College of the Canyons (2012)
2.027 LACCD Online SLO Workshop Attendance Receipt (2012)
2.027.1 LACCD District SLO Symposium Attendance Receipt (2011)
2.028 Pierce Assessment Day (PAD) Report (01-12)
2.028.1 Pierce Assessment Day (PAD) Flyer (06-12)
2.029 Academic Senate and Pierce College Council Sample Meeting Minutes Outcomes Reports
2.030 Kids on Campus Survey
2.031 Kids on Campus SLO Assessment Report (2011)
2.032 ENCORE SLO Questionnaire
2.033 International Students Office Page Link
http://www.piercecollege.edu/offices/international_students/
2.034 Pierce College Shared Governance Agreement
2.035 CATE Program Review Form 2013-2015
2.036 Pierce College Industrial Technology Program Link:
http://info.piercecollege.edu/students/updates/associate/Programs/IndTech.html
2.037 Pierce College Hiring Procedures Training
2.038 Pierce College Transfer Center Articulation Agreement Link
http://www.piercecollege.edu/offices/transfer_center/artagreemet.asp
2.039 Pierce College Scheduling Advisory Committee Charter
2.039.1 Spring 2011 CSU GE Pattern Analysis
2.039.2 Spring 2012 Allocation Memo
2.040 LACCD Program Approval Process
2.042 Myers-Briggs Type Indicator Web Site Link http://www.myersbriggs.org/
2.043 True Colors Personality Characteristic Web Site Link http://www.truecolorstest.com/
2.044 Pierce College Professional Development Page Link
www.piercecollege.edu/offices/profdev/index.asp
2.045 LACCD Faculty Teaching and Learning Academy (FTLA) Link
http://ftla.laccdssi.org/about-2/
2.046 Pearson Education’s MyMathLab Link http://www.mymathlab.com/
2.047 Pierce College Math Department Statway Link http://mystatway.org/welcome/
2.048 WebAssign Link http://www.webassign.net/
2.049 xyzhomework Link http://www.xyzhomework.com/
2.050 WeBWorK Link http://webwork.maa.org/
2.051 PierceOnline Link http://online.piercecollege.edu/
2.052 Pierce College Program for Accelerated College Education (PACE) Link
http://www.piercecollege.edu/departments/pace/
2.053 Algebra Success at Pierce (ASAP) Link
http://www.piercecollege.edu/offices/counseling_center/learncomm.asp
2.054 Pierce College Student Success Workshop Brochure Spring 2012
2.054.1 Sample Workshop Flyer Philosophy
2.055 Pierce College Summer Bridge Link http://www.piercecollege.edu/sumbridge/
2.056 Career Services Advisory Committee Meeting Minutes Sample
2.057 Pierce College Academic Senate Viability Review of Educational Programs Policy
2.059 SLO Addendum for Course Outline of Record
2.060 **Pierce College General Catalog** 2012-2014
2.061 Pierce College General Education Learning Outcomes (GELOs)
2.062 Senate Minutes Approval of General Education Philosophy Statement (05-07-12)
2.063 UC and CSU Intersegmental General Education Transfer Curriculum (IGETC)
2.064 CSU GE Curriculum
2.065 College Central Network Link [http://www.collegecentral.com/](http://www.collegecentral.com/)
2.066 Pierce College Transfer Center Statistics Link [http://www.piercecollege.edu/offices/transfer_center/TransferStatistics.asp](http://www.piercecollege.edu/offices/transfer_center/TransferStatistics.asp)
2.068 Pierce College Faculty Code of Ethics
2.068.1 Pierce College Ethics Committee Link: [http://faculty.piercecollege.edu/ethics/](http://faculty.piercecollege.edu/ethics/)
2.069 Senate Bill 1440 at the California Community Colleges Link [http://www.sb1440.org/](http://www.sb1440.org/)
2.070 RVT Pass Rates Samples
2.071 Nursing Pass Rates Link
2.072 Media Arts Program Brochure Link [http://issuu.com/amara_media/docs/piercemediaartsbrochure](http://issuu.com/amara_media/docs/piercemediaartsbrochure)
2.073 Horse Science Program Brochure
2.074 Student Success Syllabus Checklist
2.075 American Federation of Teachers Contract (AFT), Appendix C, p. 193/pp. 185ff
2.076 Pierce College Faculty Evaluation Form
2.077 LACCD Board of Trustees Rules Relating to Viability (6803.10)
2.078 California Education Code 78016 (Title 5 51022(a))
2.079 Title 5 51022(a)
2.080 Pierce College Academic Senate Link: [http://faculty.piercecollege.edu/senate/](http://faculty.piercecollege.edu/senate/)
2.081 Pierce College Educational Planning Committee Charter
2.082 Horticulture Viability Review Committee Report
2.083 LACCD Board of Trustees Discrimination and Compliance Policy
2.084 Pierce College Faculty Handbook
2.085 LACCD Board of Trustees Rules Link [http://www.laccd.edu/board_rules/](http://www.laccd.edu/board_rules/)
2.086 Ethics Committee Meeting Minutes Sample (09-19-11)
2.86.1 Ethics Committee Page Flyer Link [http://faculty.piercecollege.edu/ethics/](http://faculty.piercecollege.edu/ethics/)
2.087 Sample Faculty Hiring Interview Questions
2.088 Sample Peer Review Classroom Observation
2.089 Pierce College Academic Integrity Statement
2.091 Fairfield University “Plagiarism Court” Link [http://www.fairfield.edu/library/lib_plagiarismcourt.html](http://www.fairfield.edu/library/lib_plagiarismcourt.html)
2.092 LACCD Board Rule 1204 Code of Conduct (Ch 1, Article II. 1204.13)
Standard IIB

2.093 Sample SAO Assessment: Transfer Services 2010-2011
2.094 Student Services Meeting Agenda Sample (Career Services)
2.095 Annual Plan Sample Career Services 2011-2012
2.096 Student Satisfaction Assessment Services Survey Form
2.097 ASO Satisfaction Survey 2008
2.098 ASO Student Activities Report 2010-2011
2.099 ASO Shared Governance Student Representation 2011-2012
2.100 ASO Service Area Outcome (SAO) Form
2.101 Association Students Organization (ASO) Officer Survey Completed
2.101.1 ASO Survey Cards
2.102 Outreach Activity Report 2010-2011
2.102.1 Sample SAO Report Outreach
2.103 Student Services Annual Satisfaction Survey
2.104 Admissions and Records Student Survey Spring 2012
2.104.1 Sample SAO Report Admissions and Records
2.105 Sample SAO Report (Counseling)
2.106 *Pierce College General Catalog* 2012-2014 Pages on Student Conduct and Grievance Process
2.107 Schedule of Classes Fall 2012
2.108 Student Services Student Survey Fall 2009 (Q#40, p. 14)
2.109 Student Services Student Survey Fall 2009 (Q#34, p.12)
2.110 LACCD Board Policy on Student Conduct Link
http://info.piercecollege.edu/info/conduct/Student%20Discipline%20Procedures.pdf
2.111 Pierce College Academic Dishonesty Report Form
2.112 Pierce College Strategic Plan Evaluation
2.113 Pierce College Student Equity Plan 2012
2.114 High School Outreach and Recruitment Assessment Schedule 2011
2.115 Career Services SAO Assessment Results Sample
2.116 Student Advisory Board Flyer and Meeting Minutes Sample (09-08-12)
2.117 Pierce College ADA Information Link
http://www.piercecollege.edu/offices/compliance/adacomp.asp
2.118 District Administrative Regulation E-100 Criteria for Serving Students with Disabilities
2.119 Sample Financial Aid SAO Results
2.120 Pierce College Orientation Link https://webapps.piercecollege.edu/orientation/
2.121 Pierce College ASO Shared Governance Link
http://pierceaso.webs.com/sharedgovernance.htm
2.122 Pierce College ASO Constitution
2.123 ASO Annual Plan 2011-2012
2.124 LACCD Collective Bargaining Agreements Link
http://www.laccd.edu/faculty_staff/hr/union_contracts.htm
2.125 Student Services Faculty Evaluations Progress Form
2.126 Student Evaluation of Counselor Survey Spring 2011
2.127 Pierce College Counseling Center Meeting Minutes (09-08-11)
2.128 Counseling Liaisons
2.129 Pierce College Diversity Committee Link
http://www.piercecollege.edu/offices/diversity/
2.130 ASO Club List 2011
2.131 ASO Events Calendar
2.132 California Chancellor’s Office 2008-2009 Approved List of Assessment Instruments
2.133 Interview with Student Services Dean, Phyllis Braxton
2.135 TOEFL Validity Link http://www.ets.org/toefl/research/topics/validity/
2.136 Title 5 of the California Education Code Link
http://www.cde.ca.gov/ls/fa/sf/title5regs.asp
2.137 LACCD Board Rules, Chapter VII—Article VII 7700, 7703.13, 7705
2.138 LACCD Administrative Regulation B-28
2.139 Health Insurance Portability and Accountability Act Link
http://www.hhs.gov/ocr/privacy/
2.140 Family Educational Rights and Privacy Act (FERPA) Link
2.141 HIPAA Security of Records Code
2.142 Pierce College Health Center Annual Plan (2011-2012)
2.143 Student Services Annual Assessment Plan (Matriculation) 2012-2013
2.144 General Counseling Annual Plan 2011-2012 (Updated March 2011)
2.145 Counseling Program Review 2009
2.146 Counseling Year-End Meeting Minutes (05-25-11)

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2.147 Pierce College Library Map
2.147.1 Pierce College Library Databases List
2.147.2 Learning Express E-Mail Announcement
2.147.3 Learning Express Flyer
2.147.4 Library Book Request Form
2.148 Library Workshop Sample Flyer “Work Smart, Not Hard” 05-03-11
2.148.1 Library Online Tutorial Link
http://info.piercecollege.edu/students/library/onlinetutorial/index.html
2.149 Library Survey Results 2010
2.149.1 Library Staffing Documents
2.150 Library Proxy Login Page
2.150.1 Library Database Access Change
2.151.2 Pierce College Online Writing Lab (OWL) Screen Shot
2.152 LACCD Library Intra System Loan Policy
2.153 California Community College Consortium Purchase Order Form
2.154 Library Database Statistics 2008-2010
2.155 Faculty Library Orientation Survey 1
2.156 Faculty Library Orientation Survey 2
2.157 Faculty Library Orientation Survey 3
2.158 Library Survey Summary Spring 2010
2.159 CAS SLO Survey Summary Spring 2011
2.160 CAS Workshop Survey Summer 2011
2.161 CAS Tutoring Survey Results Spring 2011
2.162 CAS Workshop Survey Results Spring 2011
2.163 CAS Presentation Summary Summer 2011
2.164 CAS Workshop Survey Summary Fall 2010
2.165 Student Success Language Arts Workshops List Link
http://207.62.63.167/departments/academic_success/workshops.asp
Lu Dao
Veterinary Medicine

Lu’s family emigrated from Vietnam. As a child, Lu often visited Pierce College’s farm. A love of animals developed into a commitment to becoming a veterinarian. After completing his pre-vet degree at Pierce, Lu transferred to UC Davis’ School of Veterinary Medicine in 2009.
Standard III Co-Chairs

Ken Takeda (Administration–Transferred 2011)
David Schamus (Faculty)
Wendy Bass (Faculty)
Anna Davies (Administration)
Rolf Schleicher (Administration)

Standard IIIA Committee Members

Co-Chairs

Bruce Rosky (Administration)
Kathy Oborn (Faculty)

Committee Members

Anna Bruzzese (Faculty)
Jose Luis Fernandez (Administration)
Mofe Doyle (Staff)
Paul Whalen (Administration–Retired 2012)
Randy Brooks (Staff–Retired 2012)
Sylvia Silva (Administration–Transferred 2011)
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Description

Pierce College enlists several methods to assure that qualifications for each position are closely matched to specific programmatic needs which align with the College’s mission. Department chairpersons, managers, and administrators work collaboratively to determine programmatic staffing needs. Academic department chairs, in consultation with department faculty and deans, and through the program review process, identify staffing needs. Staffing applications are submitted annually to the Academic Senate’s Faculty Priority Position Committee (FPPC) for prioritizing, and the resulting list is submitted to the college president. Student services and administrative services managers identify staffing needs in collaboration with the appropriate vice president and in accordance with District policies, Personnel Commission rules, and state law.

Pierce College’s Academic Senate, guided by the District policy on minimum qualifications for academic positions, identifies and analyzes the appropriate criteria for each faculty recruitment (FPPC Charter: 3.001 and LACCD Human Resources Guide 100 Link: 3.002). Through extensive deliberation and discussion, the Academic Senate developed the Pierce College Faculty Hiring Procedures. First adopted in 2001 and then revised in 2009 and 2012, this document provides the framework for academic employee recruitment (Pierce College Faculty Hiring Procedures: 3.003).

The LACCD Human Resources Committee, with representatives from Pierce College and the Personnel Commission, works to support the needs of all nine colleges in the Los Angeles Community College District (Personnel Commission Human Resources Hiring Procedures Link: 3.004 and Personnel Commission Human Resources Committee Sample Meeting Minutes Link: 3.005). The Personnel Commission has established job classifications to achieve two ends: to respond to college and District needs and to solicit the broadest possible pool of qualified candidates. Extensive testing procedures are in place to ensure that candidates who are placed on eligibility lists have the required skills to guarantee the integrity of programs and services (Pierce College Home Page: 1.032).

Evaluation

Pierce College’s participatory governance committees work in conjunction with the LACCD’s committees and the Personnel Commission to set appropriate standards to meet the program needs of the College. These groups meet regularly and frequently to ensure that college staffing needs are addressed. The standards are vetted by all constituent groups and revised as needed to ensure continued high standards of staffing. Pierce College meets this standard.
ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA

By the end of 2013, the RAC will have clarified the process for assessing and prioritizing the additional resources for classified and administrative positions.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

The recruitment, employment, assessment, and development of all college staff are defined in the LACCD Board Rules, Personnel Commission rules and processes, and college hiring procedures (Personnel Commission Laws and Rules Link: 3.006, Pierce College Job Announcement Sample: 3.007, Pierce College Job Description Link: 3.008, and Pierce College Job Classification Plan: 3.009). Minimum qualifications for academic staff are established through the District Office of Human Resources, which aligns with the State of California Education Code §87400 (LACCD Minimum Qualifications HR Guide 100 Link: 3.010, LACCD HR Guide R-101 Faculty Equivalence Process Link: 3.011, District Academic Senate Equivalency Instruction Sheet Link: 3.012, Pierce College Faculty Hiring Procedures: 3.003).

The hiring process for all employee groups follows strict guidelines established either by the College or the LACCD District office and Personnel Commission. By design, the recruitment process varies from employee group to employee group to be tailored to each employee group’s work function and to allow the selection of the most qualified staff. The
foundation for all staff recruitments (classified and academic) is clearly defined in the Los Angeles Community College District’s Human Resources Guides (LACCD HR Guide R-000 Recruitment, Selection, and Employment: 3.013, LACCD HR Guide R-100 Academic Employees: 3.014, LACCD HR Guide R-200 Classified Employees: 3.015, and LACCD HR Guide R-300 Unclassified Employees Link: 3.016). The hiring process for each group of employees, including classified staff and full-time faculty, is defined and structured to ensure the selection of appropriate highly qualified individuals who, as such, can contribute to fulfilling the College’s mission.

The Pierce College Faculty Hiring Procedures describe the role of the Faculty Position Priority Committee, the process for evaluating employment eligibility, establishment of the hiring committee, creation of position announcements (online at the LACCD and Pierce College Web sites, and via the California Community College Registry [CCCR]), and the selection process (Pierce College Hiring Procedures Training: 2.037 and Pierce College Faculty Hiring Procedures: 3.003). It is the role of the Academic Senate to create hiring selection committees. At the same time the hiring committees are established, the critical qualities of the recruitment are defined, and position announcements are posted on the College Web site, the District Web site, the CCCR, mailed to regional specific institutions of higher education, and mailed to all candidates who have submitted interest cards. For unique recruitments, the College advertises in discipline specific publications to get a broader reach in industry.

The College hiring process involves several phases that ensure the faculty selected have subject matter knowledge as well as effective teaching skills. The selection process includes not only minimum qualifications as mandated by the state of California but also discipline specific desirable qualifications such as a more advanced degree, specialized experience, writing samples, and portfolios of work (Pierce College Faculty Hire Application Form 2012: 3.017, LACCD Verification of Experience Form: 3.017.1). Multiple application screenings, including the review of transcripts, are completed prior to creating a short list of candidates for interview.

Interview questions are chosen from a pool of questions suggested by the committee members to highlight the candidates’ qualities and attributes as they apply for the position. During the interview process, a teaching demonstration is evaluated by subject matter experts for subject area knowledge and appropriate level of pedagogy for a community college environment. The administrator who serves on the hiring committee then completes thorough reference checks on the finalists for the position. In addition to the screening done at the College level, the District office verifies the final candidate’s education, experience, and qualifications (Hiring Committee Chair Responsibilities: 3.018, and Hiring Committee Panel Training Presentation: 3.019).

The hiring of classified employees is overseen by the Personnel Commission (PC) which administers the merit system of the LACCD (3.006 and PC Responsibilities and Duties Link: 3.020). The PC posts weekly open and promotional job opportunities, develops and administers merit system examinations, and establishes eligibility lists from which classified employees are selected for interviews (PC Job Opportunities Bulletin Sample:
Eligibility lists are maintained for all job classifications for up to two years; when a college has an opening, a list of candidates is sent to the College for contact. At the College, hiring committees are formed to interview candidates referred by the PC. Interview panel rankings for each candidate are documented, and the committee’s recommendations are submitted for approval to the appropriate college vice president (Classified Hiring Ranking Sheet: 3.022 and Interview Tabulation Sheet: 3.023).

To ensure that college policies and procedures are consistently applied, interviews are monitored by an Equal Employment Opportunity (EEO) Representative (EEO Representative Training Guide: 3.024). To be consistent with the standards of minimum qualifications for both academic and classified recruitments, candidate degrees are required to be from Department of Education accredited United States institutions. Candidates who have earned their degrees from non-U.S. accredited institutions are required to have their transcripts evaluated by an accredited U.S. foreign transcript evaluation agency accredited by the Commission for Foreign Transcript Evaluation (Commission for Foreign Transcript Evaluation Link: 3.025).

Evaluation

With clear processes on faculty recruitment, well-defined personnel guides, and detailed plans developed through the LACCD Personnel Commission, the College has succeeded in attracting qualified and competent professionals. The selection process is collaborative and comprehensive, involving as wide a range of College personnel as possible to participate in defining, interviewing, and selecting new faculty and staff. Evidence of successful hiring
practices includes peer recognition of College faculty and the College’s strong transfer record and job placement. Pierce College meets the standard.

**III.A.1.b.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Description**

Pierce College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals with clearly defined institutional responsibilities for personnel participation. The collective bargaining agreements between the LACCD and the various unions representing faculty, administrators, and classified staff provide the evaluation process for all employees. In addition, the regulations and rules of the LACCD PC stipulate the performance evaluation procedures applicable to unrepresented probationary and permanent classified employees (PC Rule #702: 3.026). Unrepresented employees are evaluated according to LACCD Board policies, and the evaluation process includes college vice presidents and presidents. (LACCD Administrative Regulations Link: 3.027).

Employee performance is evaluated according to contractually specified criteria. Evaluation forms are designed to provide employees with an assessment of their work performance as well as their interpersonal performance and to provide recommendations for improvement and growth. Personnel are required to sign their evaluations to acknowledge receipt. All employees have the opportunity to respond to areas of their evaluation where they do not agree with the findings of their supervisor or evaluation committee (PC Laws and Rules Link: 3.006, Bargaining Unit Contract Requirements: 3.028, PC Evaluation Forms: 3.029, and American Federation of Teachers Contract [AFT], Appendix C, p. 185ff: 2.075).

The schedule of evaluations is one of the mechanisms the College has for assuring that evaluations lead to improvement of job performance. Probationary academic staff are evaluated annually for the first four years of employment by committees comprised of faculty colleagues and administrators. Thereafter, tenured faculty are evaluated at least once every three years (AFT, Appendix C, p. 185ff: 2.075). Once completed, the evaluation committee reviews the evaluation with the faculty member, and it is sent to the District office for processing. If recommendations are made during any evaluation process, the faculty member incorporates them and responds to the recommendation. Those recommendations become the basis for subsequent evaluations.
The District’s Human Resources Department administers the performance evaluation system for classified staff, who are evaluated annually. Each employee’s supervisor is notified electronically of the required evaluation. The Staff Guild contract also provides for the ability to recognize outstanding work performance (1521A Staff Guild Contract, Article 16: 3.030). Completed evaluations are maintained at the District office.

**Evaluation**

Recommendations made for employee improvement are documented and evaluated again in subsequent evaluation cycles or earlier if specified in the evaluation. Pierce College meets the standard.

**III.A.1.c.** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

**Description**

The evaluation of all classroom faculty, counselors, and librarians includes the expectation that members participate in the student learning outcomes cycle of development, assessment, evaluation, and action plan creation and implementation (AFT, Appendix C, p. 193/pp. 185ff: 2.075). Faculty, deans, and managers collaborate in College wide events where learning outcomes are addressed. Individual faculty members and department chairs share in the responsibility to produce and assess student learning outcomes, and department chairs are charged with monitoring the outcomes assessment process.

Faculty are continually engaged in assessing student learning and implementing action plans based on those assessments as documented not only in program planning and the Pierce College outcomes database but also in faculty evaluations, both tenure-track and comprehensive (Pierce College Student Learning Outcomes [SLO] Database Link: 1.017, and AFT, Appendix C, p. 193/pp. 185ff: 2.075).

Professional development opportunities involving SLO development and assessment have been hosted by both the Student Learning Outcomes Team (SLOT) and the Professional Development Committee (PDC) (Outcomes Team Presentation School or Department Meeting Agenda Sample: 3.031 and Pierce College Academic Senate Opening Day Agenda 2012: 1.033). The College’s faculty support and lead effective SLO production through the SLOT. This group of faculty members, with the support of the Academic Senate and College administration, produces strategic outcomes policies and supports all faculty members in the creation, assessment, and reporting of SLOs and SAOs. SLOT members also support department faculty on the process of implementing assessment results in programs of study (SLO Report Form: 2.013 and Sample SLO Reports: 2.013.1, 2.013.2, 2.013.3).
Evaluation

The College faculty and administrators support the student learning outcomes process from development to assessment and action both in terms of integrating outcomes into course and program planning and in terms of self-evaluation. The latter is documented on faculty evaluation forms, both tenure-track and comprehensive. Pierce College meets the standard.

**III.A.1.d.** The institution upholds a written code of professional ethics for all of its personnel.

Description

The institution fosters ethical behavior in its employees in several ways. The LACCD has defined the required code of ethics in Board Rule 1204 for all employees (LACCD Board Rule 1204 Code of Conduct (Ch 1, Article II. 1204.13): 2.092). At the College level, standards of conduct and ethics for classified staff are detailed in the *Classified Employee Handbook* which is distributed to new employees (LACCD Classified Employees Handbook, pp. 29-30: 3.032). The Pierce College Professional Ethics Committee, a sub-committee of the Academic Senate, looks to achieve objectives relative to reviewing, promoting, and maintaining a high standard of ethical conduct among faculty (Ethics Committee Link: 2.068.1). The Professional Ethics Committee (PEC) meets regularly to review issues and develop literature to raise awareness of ethical issues (Pierce College Faculty Code of Ethics: 2.068 and PEC Meeting Minutes Sample (09-19-11): 2.086).

Evaluation

The codes of professional ethics for all College staff are clear, concise, and available for all staff to read. Pierce College meets the standard.

**III.A.2.** The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Description

The institution determines the appropriate staffing levels each year in several ways (Pierce Employee Numbers June 2007-November 2012: 3.033). The foundation of all faculty hiring is student and programmatic need. The state mandates the full-to-part-time faculty ratio (California Code of Regulations Title 5, Section 51025 Faculty Obligation Number [FON]: 3.034). In addition, annual plans and program review provide decision makers with evidence of the appropriateness or insufficiency of all staffing levels. External scans are

The College’s personnel are organized to support its programs and services. Its effectiveness is evaluated on an annual basis by way of formal and informal reviews of its annual goals (Sample Goals: Pierce HR Goals 2011-2012: 3.036). The administrative staff includes the college president, who ensures the viability and integrity of the College by serving as a liaison between the College and the LACCD chancellor. The president sets the direction for the College in a number of areas through annual goals. The administrative staff also includes the vice president of academic affairs, the vice president of administrative services, and the vice president of student services. These vice presidents in turn oversee deans, classified staff, and, in the case of the vice presidents of academic affairs and academic affairs, the College faculty. This division of labor and expertise broadly supports the College’s mission to support student learning in all its facets.

Evaluation

The College has adjusted its faculty, administrative, and classified personnel in an effort to function more nimbly under tight economic constraints. Although not the ideal, the College strives toward sufficient staffing in all areas. To support the College’s commitment to academic planning and support, for example, the Counseling Office has partnered with California State University, Northridge (CSUN) to offer valuable experience to academic counseling interns who are able to work with more students than the full time staff can accommodate on their own (Counseling Office Intern Agreement: 3.037). It may be the case that increasing the number of expert faculty, staff, and administrators would elevate the quality of all the College’s efforts, but the existing personnel have a level of expertise and experience sufficient to support student learning under short-term adverse budgetary conditions. Pierce College meets the standard.
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description

Among the processes the College uses to develop and publicize its personnel policies are those developed in accordance with state and federal laws by the District Human Resources Department and the PC as published on the District Web site (LACCD HR Guide Link: 3.038). The Employee/Employer Relations Department at the District has written and posted publications for review by college personnel on the topics of employee discipline, employee recognition, fitness for duty, termination procedures, and grievance procedures (LACCD HR Link: 3.039).

Each of the six bargaining units further elaborates on processes and interactions with administration and staff (2.124). The College is represented on the District Human Resources Council which reviews proposals and changes to the District’s personnel policies and procedures. The council includes District wide representatives from the college presidents, vice presidents of academic affairs, student services, and administrative services, District Academic Senate, and staff.

The College Human Resources Department provides training and information to College personnel on human resources policies and procedures. Additionally, it provides training for interview panels on appropriate interaction, questions, and evaluation techniques (Pierce College Hiring Procedures Training: 2.037 and Hiring Committee Training Presentation: 3.019).

To ensure equitable application of personnel policies, the College consults with the District Employer/Employer Relations Department (EER) which supports the equitable administration of District policies and practices (LACCD Employer/Employee Relations Link: 3.040).

Evaluation

The PC, collective bargaining agreements, and Human Resources Guides provide comprehensive personnel policies and procedures which all staff can access. The College provides input to these policies through representation on the Human Resources Council and other District wide organizations. The College has established local procedures, guidelines, and documents to implement the District wide policies effectively and interfaces with the District Employer/Employee Relations Department (EER) on a routine basis. Pierce College meets the standard.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
Description

The LACCD has codified various policies designed to ensure fairness in all employment procedures in Board Rule 1204 (LACCD Board Rule 1204 Code of Conduct (Ch 1, Article II. 1204.13): 2.092). The PC administers the District’s merit system for classified employees, and its goals include recruiting qualified individuals from all segments of the community, selecting and advancing employees on the basis of merit after fair and open competition, and treating employees and applicants fairly and equitably without regard to political affiliation, race, color, religion, national origin, sex, sexual orientation, marital status, age, or disabling condition. The District’s fair employment practices policies and procedures, in accordance with state and federal laws, are published on the District Web site. Training is provided to supervisors to ensure that they adhere to fair employment practices (Sexual Harassment Training Documents: 3.041).

The District Office of Diversity Programs, in conjunction with the District Employer/Employee Relations Department (EER), supports the College’s effort of equitable treatment to all employees (citation: office of diversity Web site) by providing resources and staffing to assist in resolving sexual harassment and discrimination complaints, grievances, and interpersonal conflicts (Pierce College Diversity Committee [DivC] Link: 2.129).

Evaluation

It is important to the College that hiring processes are fair and equitable. All interview panels have an EER representative on them whose role is to ensure fair questions are asked and each candidate is asked the same set of questions. All the collective bargaining unit contracts have language to ensure fairness in treatment, and employees can address their concerns through the District’s Office of Diversity Programs or through their collective bargaining unit grievance procedures. The District EER provides training to the College to ensure District policies are applied consistently and fairly (EEO Representative Training Guide: 3.024). Pierce College meets the standard.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

The College makes provisions for keeping personnel records secure and confidential. Paper copies of employee personnel records are physically housed at the District office where employees can view them. Electronic personnel records are housed in the SAP. (Named after the company that produces the program, “SAP” stands for “Systems, Applications and Products.”) The confidentiality of applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees.
Under the direction of the equal employment opportunity officer, during the faculty hiring process, the College provides security and confidentiality of employee and prospective employee records. All employees are informed of their rights of access to their personnel records, and the District’s SAP Human Resources system provides an employee self-service component that provides online access to each employee’s personnel information (Panel Evaluation Sign-Off Sheet: 3.042).

**Evaluation**

All recruitment paperwork can be reviewed at the applicant’s request. LACCD employees have access to their records through the District Human Resources Division. The College’s Office of Human Resources facilitates employee-District communication in all instances when called upon. The various collective bargaining unit contracts specify the procedures for staff to access their personnel records (LACCD Board Rule on Employee Access to Personnel File: 3.043). Pierce College meets the standard.

**III.A.4.** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**Description**

Pierce College affirms its commitment to equity and diversity through the DivC, the Student Equity Committee (SEC), the Student Success Committee, various ASO chartered clubs, College publications, and various College wide events. The College also participates in District wide programs such as the Achieving the Dream initiative, as well as Project Match (Pierce College August 2012 Professional Development Day Letter and Schedule: 3.044 and LACCD Project Match Charter: 3.045).

The College completed a study in 2005, revised in 2012, called “The Equity and Diversity Policies, Practices, Programs and Services and Building a Stronger Community Project,” that identified issues of diversity and recommendations for creating an inclusive workplace (Pierce College Student Equity Plan [SEqP] 2012: 2.113).

**Evaluation**

Pierce College’s hiring policies and practices demonstrate an awareness of diversity and fairness in the way employees and students are treated. Pierce College meets the standard.

**III.A.4.a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**Description**

Among the ways in which the College determines the type of support its personnel need is through the District wide Employee Assistance Program (EAP) Committee which has
representatives from each college. Committee members consult on workshop topics focused on sensitizing employees to issues of diversity and equality. These workshops are sponsored by the District’s Human Resources Division and coordinated by the colleges’ Human Resources Departments (LACCD EAP Link: 3.046).

The College also enlists a number of organizational structures and tools to determine needed programs and services. For example, employee surveys are conducted annually (Pierce College Office of Institutional Research Link: 1.040). The Diversity Committee (DivC), a sub-committee of the Pierce College Council (PCC), promotes programs to support the diverse staff at the College (DivC Link: 2.129). These programs are produced throughout the academic year and are supported and attended not only by College personnel but also Pierce College students. Additionally, the College supports a Campus Violence Response Team to address unique issues for personnel as well as students to understand issues surrounding assault and abuse associated with diverse cultures (Pierce College News and Events “Denim Day” Article (04-12): 3.047 and LACCD Board of Trustees Agenda Sexual Assault Awareness Resolution (03-23-11): 3.048).

Every other year, the College has training for sexual harassment for supervisors and all personnel (Pierce College Compliance Office Link: 3.049). Through the District Office of Diversity Programs, the College provides for training through Leibert, Cassidy, Whitmore for supervisors to understand diversity in the workplace (Leibert, Cassidy, Whitmore Training Materials: 3.050).

Evaluation

The College follows both external mandates, such as those found in Title 5, and internal policies and procedures, such as employee surveys and relevant committee work. Pierce College meets the standard.

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Description

Consistent with its mission, the College is committed to both a diverse workplace and academic environment. To that end, the College routinely tracks efforts made to reach out to underrepresented groups in its hiring practices and tracks all candidates who interview for positions at the College. The College has a record of promoting diversity in the workplace beginning with its hiring practices. The District office, in a similar manner, also tracks diversity in the candidate pools when they are reviewed to become part of the eligibility list (Faculty Recruitment Assessment of Candidates Form: 3.051). Furthermore, through its Office of Institutional Research, the College annually assesses the equity and diversity of its employees and publishes a document with this information (Pierce College Fact Book 2009-2010: 1.003).
Standard IIIA: Resources, Human Resources

Evaluation

Pierce College demonstrates its commitment to diverse personnel in part by assessing its record in employment equity so that its practices are consistent with its mission. Pierce College meets the standard.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Description

Policies and procedures about the treatment of personnel are developed, implemented, and evaluated regularly at the College and the District through the collective bargaining units and the Personnel Commission. Employee handbooks, collective bargaining agreements, personnel policies, administrative regulations, and Board Rules all provide the College with appropriate structures to ensure that all employees are treated fairly (LACCD Collective Bargaining Agreements Link: 2.124, Pierce College Work Environment Committee [WEC] Meeting Minutes Sample 05-15-12: 3.053, and LACCD Administrative Regulations Link: 3.027).

Policies regarding student treatment are documented in the College catalog and schedules of classes (Pierce College General Catalog 2012-2014, pp. 33-35: 2.060). Student participation is valued in all aspects of the College. Students participate in the governance process and are invited to be members of many governance committees such as the PCC.

The College has formal and informal procedures to address student grievances (Pierce College Compliance Office Information on the Student Grievance Process Link: 3.054). For issues involving employee conflict, the District EAP provides counselors to facilitate a collegial work environment. Student, faculty, and staff grievances are resolved in a progressive manner at the College. There are two kinds of grievance process: formal and informal. These processes are detailed on the College Web site and collective bargaining unit agreements. In special circumstances, problems are coordinated through the District Office of Diversity Programs (LACCD Office of Diversity Programs Link: 3.055).
**Evaluation**

There are multiple structures and procedures in place to promote and ensure the fair treatment of all employees and students. Pierce College meets the standard.

**III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**Description**

Under the guidance of its coordinator, the PDC mounts a variety of workshops and training sessions each academic year such as sharing best practices, brown bag pedagogical discussions, student fish bowls (small focus groups), and technology workshops. Each semester, the College offers a daylong professional development event open to all College personnel. Attendance is mandatory for teaching faculty and highly encouraged for classified staff and administration (Pierce College Academic Senate Opening Day Agenda 2012: 1.033).

The PDC, a sub-committee of the Academic Senate, meets routinely to plan, develop, and assess professional development at Pierce College. Each year the committee schedules professional development throughout the year to meet the needs of faculty and staff (Pierce College Flex Events Calendar 2011-2012: 3.056). The College provides a mentor/mentee program to introduce new faculty to College processes to increase their success. The Pierce College Faculty and Staff Resource Center provides space for group training sessions, and computer terminals allow personnel to participate in online training. For example, faculty and staff can participate in the online ACCJC Accreditation Basics workshop.

The District provides professional development opportunities through the EAP lectures and tuition reimbursement for classified staff. Topics of EAP workshops during the 2010-2011 academic year were timely and targeted to the request of the College to align with the College mission (LACCD Employee Assistance Program (EAP) Link: 3.046).

**Evaluation**

Despite funding cuts, Pierce College continues to provide professional development opportunities to its personnel and takes advantage of such opportunities made available by the District. Pierce College meets the standard.

**III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.
Description

The institution plans professional development activities that meet the needs of its personnel. To identify the teaching and learning needs, the PDC develops and administers a faculty survey from which it develops workshops and training (Pierce College Faculty FLEX Survey Form Spring 2012: 3.057 and PDC Survey Form 2011-2012: 3.058). The faculty survey is also used to evaluate the prior year’s programs and workshops as a basis for improvement the following year. In addition, the District offers faculty funds to attend conferences as well as the opportunity to pursue advanced training or a degree through the College tuition reimbursement program.

Evaluation

Pierce College identifies professional development needs and develops activities to meet them. Pierce College meets this standard, but recognizes a need for more support of staff development opportunities.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

The institution supports a variety of professional development programs both on and off campus. These programs are developed based on the results of personnel surveys identifying professional development needs. The mentor/mentee program is one example of ongoing professional development opportunities for probationary faculty who are paired with mentors from the tenured faculty ranks (Pierce College Mentoring Agreement: 3.059).

Through staff surveys, classified staff request workshop opportunities on campus (Professional Development Schedule 2011-2012: 3.060), including Microsoft MOUS and two levels of Sexual Harassment Training. Every two years, all College staff are notified that they are eligible to take a web-based tutorial on sexual harassment so they have an understanding of sensitivity and diversity at the workplace (Campus Wide Sexual Harassment Training E-mail: 3.061 and Non-supervisory Sexual Harassment Training Information: 3.061.1). A second level is for supervisors (Sexual Harassment Training Mastery Test: 3.062), who are requested to complete it.

Workshops, programs, and training provided through PDC efforts are evaluated for their effectiveness. For any conference or activity that a faculty, staff, or administrator attends, he or she must submit a conference request and an evaluation of the activity to the college president for approval; the college president submits her conference evaluations to the chancellor for approval (LACCD Conference Attendance Form: 3.063 and LACCD Report on Conference Attendance Form: 3.064). In addition to the annual survey conducted by the PDC, the Office of Institutional Research conducts periodic surveys to assess the College’s
performance in providing professional development for College employees (Pierce College Annual Campus Wide Survey 2011-2012: 3.065). The surveys include open-ended questions allowing faculty and staff to respond in depth to issues of importance to them. The PDC reviews the evaluation and survey data annually as the first step in its planning process for the following year’s workshops and training.

The College embraces its mentor/mentee program that supports new faculty through the rigors of transition to the institution. Mentee participants evaluate the program each year to determine where improvements could be made. The Mentor/Mentee Committee reviews the data from the evaluation to institute any improvements for the next year (Mentor/Mentee Evaluation Form: 3.066). For example, feedback to the committee resulted in additions to Friday workshops. Mentee workshops range from how to read pay stubs properly to best practices in online pedagogy (Pierce College Flex Events Calendar 2011-2012: 3.056).

Evaluation

The College strives to support the most appropriate professional development programs for all College employees with available resources. The greatest share of these programs is offered to academic staff as required Flex hours. In collaboration with the LACCD EAP Committee, the College is able to access professional development workshops for all classified and academic employees. Additionally, classified staff have the benefit of applying for tuition reimbursements and work schedule relief to obtain college degrees. Pierce College meets the standard.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description

Pierce College assesses the use of its human resources beginning with annual plans, program review, and resource allocation requests and culminating in the College’s Educational Master Plan as implemented through the Strategic Plan. Through these integrated processes, the College actively addresses human resource planning as part of institutional planning.

Annual plans are the basis for resource allocation requests, be they additional faculty, staff, equipment, or other needs. All college departments prepare annual plans which are the basis of all human resource planning. These plans assess the prior and current years’ goals to align resources needed to implement and achieve goals (Annual Plan Template [Academic]: 1.008). For additional classified staff resources, justification and background are developed, prioritized by the College vice presidents and the college president, and presented for additional prioritization to the College’s Resource Advisement Committee (RAC) (RAC Prioritization List 2011-2012: 1.039). The RAC submits the resulting list to
the PCC, and the president subsequently reviews the recommendations. The College’s Faculty Position Priority Committee (FPPC), a sub-committee of the Academic Senate, collects data and departmental needs and evaluates those needs based upon the FPPC charter (FPPC Charter: 3.001). Following final evaluation, the FPPC makes recommendations to the Academic Senate on new faculty positions which are then approved by the full Academic Senate and forwarded to the president for consideration (Academic Senate Meeting Minutes of FPPC Recommendations 11-07-11: 3.067 and Faculty Priority Position Committee Faculty Hire Application 2012: 3.067.1).

The institution determines that human resource needs in program and service areas are met effectively through the various evaluation processes, annual plans, and student learning and service area outcomes assessment. The Annual Plan form specifically identifies changes in delivery of service and/or program which necessitates changes in staffing levels (Annual Plan Template [Academic]: 1.008).

**Evaluation**

Pierce College has a well-defined system for linking human resource needs with institutional planning. The current system is inclusive and collaborative, allowing for participation and consultation from all constituent groups at different levels of the institution. Pierce College meets the standard.

**ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA**

The college wide professional development plan to be completed by the PDC by the end of 2013 will clearly articulate a relationship between professional development and short and long term institutional planning. This will be accomplished through the integration of classified staff with existing PDC membership and a classified professional development needs assessment.
Standard III Co-Chairs

Anna Davies (Administration)
David Schamus (Faculty)
Ken Takeda (Administration—Transferred 2011)
Rolf Schleicher (Administration)
Wendy Bass (Faculty)

Standard IIIB Committee Members

Co-Chairs

Paul Nieman (Staff)
Bob Lofrano (Faculty)
Michael Flowers (Staff)

Committee Members

Beth Abels (Faculty)
Cindy Chang (Staff)
David Braun (Faculty)
Dean Kinzel (Staff)
Dominic Gasperi (Staff)
Gary Galukyan (Staff)
Herach Safarian (Staff)
Izzy Goodman (Faculty)
Kirsten Thorne (Faculty)
Larry Thouin (Faculty)
Marian Prochter (Staff–Retired 2012)
Mike Flowers (Staff)
Mike McMillin (Staff)
Miriam Gottlieb (Staff)
Rodney Allen (Staff)

Alternates

Danny Ilous (Staff)
Henry Chang (Staff)
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
Description

Pierce College evaluates the safety of its facilities by several criteria, both externally and internally mandated. Campus facilities are regulated by state safety standards (California Building Standards Commission Link: 3.068). All college buildings must be up to code, and all renovations and new construction are inspected for safety.

College-based Building User Groups (BUGs) include Plant Facilities to assist in the programming and design of new construction projects to assure safety and sufficiency in future buildings. In 2012, the PCC approved the Facilities Advisory Committee (FAC) charter, thereby strengthening the link between the College’s physical resources and institutional planning. Equipment-heavy programs, such as those in career and technical education, rely on College faculty and technician oversight. Maintenance agreements are developed with industry technicians for equipment that requires off campus expertise. All equipment is maintained in accordance with guidelines set by the Occupational Safety and Health Administration (OSHA), industry standards, and the Federal Office of Management and Budget (Occupational Safety and Health Administration Link: 3.069).

The College’s Plant Facilities staff regularly monitor the buildings and relevant equipment to ensure they are in working order. Requests for facilities repairs may be reported through a Web site interface in the form of an online work request as well as through daily observation by maintenance staff, students, faculty, staff, and administration (Pierce College Online TAMIS Plant Facilities Request Form: 3.070). In addition, the Plant Facilities unit completes routine maintenance and inspections according to existing timetables and researches new methodologies for executing maintenance and safety goals. Routine scheduled maintenance and work orders also address specific issues that may develop from the relevant faculty and staff according to program policies and state agencies (Plant Facilities Program Review Final 2011-2012: 3.071 and APPA Standard 3 Custodial and Maintenance: 3.072).

Determining the sufficiency of classrooms, lecture halls, and laboratories is a joint effort in the planning process among the Office of Academic Affairs, faculty, administration, and Plant Facilities personnel. A recent update of the Engineering Graphics Computer-Aided Design (CAD) laboratory was the result of faculty programmatic needs, a viability study, and approval of administration. Working through Plant Facilities, this lab was rapidly updated, rewired, and reorganized to accommodate a growing program within an existing building.

The room allocation list developed by the Office of Academic Affairs shows the allocation of space based on enrollment and classroom size. In supporting institutional services, departments with larger enrollments receive priority consideration. Once the first and second galley submissions are assigned rooms, all remaining unscheduled rooms are used to assist all other programs with scheduling.

Programmatic needs determine the type of environment required for optimal student learning, including the number of classroom desks or lab stations. Programmatic needs, in
turn, are determined by discipline faculty, enrollment figures, and academic, employment, and economic trends (Annual Plan Template [Administrative Services]: 1.010). For example, it is part of the task of the College’s Enrollment Management Committee (EMC) to maintain satisfactory enrollment numbers, which may determine class size and equipment needs. The Facilities Advisory Committee (FAC) determines actual classroom square footage standards. Participatory governance bodies then make recommendations to the college president about facilities priorities (FAC Link: 3.073).

The College employs evaluation mechanisms to assess the effectiveness of facilities meeting the needs of programs and services. Plant Facilities personnel conduct annual reviews of its goals and priorities in its Annual Plan (AP) and revise the Facilities Master Plan every six years (Plant Facilities Master Plan Link: 3.074). The Plant Facilities Department at Pierce College maintains a master listing via a five-year plan of all scheduled maintenance project work. The Plant Facilities department continuously evaluates the condition of the campus resulting in new scheduled maintenance projects being added to the five-year plan through an annual revision of the Scheduled Maintenance Plan (Plant Facilities Annual Plan Sample: 3.075).

A significant portion of facilities planning, goals, objectives, and strategies is linked to the 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 online, correlate to an increase in the number of custodial assignments as well as an increase in skills required.

Pierce College uses off-campus facilities. Outreach and Program for Accelerated College Education (PACE) programs both hold classes at local public high schools specifically scheduled during regular school working hours when host school staff are on duty to help ensure appropriate safety, security, and access to equipment for faculty and staff. Facilities and equipment are generally provided and maintained by the host school.

Pierce College also offers online classes and provides safe and equipment-rich locations on campus for faculty to develop and teach online classes. The Faculty Staff Resource Center provides computers, a multimedia cart, TV, video capability, conference-calling, and a conference area. A Title V grant has helped to augment and maintain equipment and access. Off-campus access is through the Web (Pierce College Faculty and Staff Resource Center Link: 3.076 and PierceOnline Link: 2.051).

Evaluation

Pierce College follows state regulations governing building standards and enlists internal quality control checks to ensure the safety and sufficiency of buildings and equipment. The College continually looks for ways to evaluate and implement the most effective tools for developing and maintaining our facilities and resources. Pierce College meets the standard.
III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

The College uses a state wide database of all colleges to analyze the needs of programs and services (Statewide Database of Colleges Link: 3.077). These needs are also based on the Facilities Master Plan to ensure that Pierce College provides the necessary resources to support its mission.

Linked processes determine program and service needs for equipment replacement and maintenance. The College Planning Committee uses annual reports from Plant Facilities to prioritize and fund maintenance projects systematically as state funding becomes available. The RAC and PCC review requests from College departments as part of the annual budget preparation process and review other requests throughout the academic year. The College Citizens Committee, an administrative committee, and the FAC, along with input from departments, support the College’s construction, modernization, and maintenance efforts. On a daily basis, the College maintains and upgrades areas in need of immediate attention via the following communication tools: telephone, e-mail, and the TAMIS work order.
system (TAMIS Priority Codes: 3.078, E-mail Request “Same Problem”: 3.079, and Pierce College Online TAMIS Plant Facilities Request Form: 3.070).

Classroom and laboratory equipment requests are submitted to the RAC annually and must be consistent with program review and annual plans. The RAC reviews and prioritizes requests based on identified College goals and objectives. These prioritized lists are then submitted to the PCC before being forwarded to the college president for review, approval, and to be funded if resources are available.

The College has effectively integrated Proposition A, Proposition AA, and Measure J general obligation bond funding along with other available resources, i.e., unrestricted and restricted college budgets, state capital outlay programs, federal grants, and local facility bond measures to help fund the maintenance and construction of facilities, current equipment, and to support landscaping. The various funds are used for building upgrades, maintaining safe and secure classrooms, and meeting Division of the State Architect (DSA) standards outlined in parts one through twelve of Title 24 of the California Code of Regulations (CCR) (3.080) DSA Access Compliance (DSA-AC) develops and maintains the accessibility standards and codes used in public and private buildings throughout California (DSA Access Compliance Link: 3.081). DSA-AC declares building regulations for making buildings, structures, sidewalks, curbs, and related facilities accessible to persons with disabilities (Americans with Disabilities Act [ADA] Link: 3.082). These financial resources are also used to maintain and improve existing facilities and to replace or upgrade the College’s equipment, furniture, and fixtures.

**Evaluation**

The prioritization system follows a governance process that represents all college constituencies and ensures that the most critical projects do not deteriorate over a period of years. Pierce College created the RAC to help plan the resources needed for the College effectively (RAC Prioritization List 2011-2012: 1.039). Pierce College meets the standard.

**III.B.1.b.** The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Description**

The College’s facilities must comply with California Division of the State Architect (DSA) standards for the safety and security of students, faculty and staff. The College must also be in compliance with ADA regulations. Plant Facilities maintenance personnel perform periodic campus inspections that, together with reports from the College community, ensure all systems are functioning properly and that any conditions that might adversely affect campus wide access, safety, and health are addressed. Facilities maintenance
personnel patrol campus facilities daily and respond immediately to hazards reported on campus following protocols such as found in the 152-page Hazardous Materials Control Plan that ensure the proper disposal of hazardous chemicals or waste (LASC-Hazardous Material Control Plan: 3.083 and Chain of Custody Lab Analysis Request Form: 3.084). In addition, routine inspections of facilities are done on an on-going basis, such as shown by recent inspections of campus building roofs (Roof Inspection Data: 3.085).

The District contracts with the Los Angeles County Sheriff’s Department (LASD) for its security and police services with sergeants, deputies, and security officers assigned to Pierce College to provide continuous service. The Sheriff’s College Bureau, located at Los Angeles City College, provides investigative and other support services available to the College as needed. These personnel work with the College to identify security issues and risks and to develop solutions. Every building on campus is connected to the fire alarm system monitored by sheriff’s personnel, and students, staff, faculty, and visitors are able to contact the Sheriff’s Office directly by using the emergency panic button kiosks (the blue phones) in the event of an emergency.

LASD personnel respond to campus emergencies and provide security to the College at large. Students, faculty, and staff are provided escort services upon request to travel safely to their classrooms or cars. College crime statistics are provided and posted on the College Web site as well as published in the College newspaper (Pierce College Protective Escort: 3.086 and Sheriff’s Department Crime Statistics 2008-2010: 3.087). The College fire alarm system is tested annually to ensure that it is in proper working order, and emergency blue phones are well lighted, strategically positioned across all sectors of the College, and connected directly to the Sheriff’s Office (LACFD Fire Protection Equipment Performance Certificate: 3.088 and Pierce College Blue Phone Link: 3.089).

The Pierce College Work Environment Committee (WEC) convenes throughout the academic year to address workplace environment issues. It makes recommendations to the college president.

Pierce College is not responsible for the safety, maintenance, or upkeep of offsite facilities but does perform due diligence to ensure that these features are in place for the Pierce College faculty and students working and learning there.

**Evaluation**

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Pierce College meets the standard.

**III.B.2.** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
Description

Pierce College regularly assesses the use of its facilities. The Pierce College Facilities Master Plan reflects a process that makes extensive use of data to determine planned projects’ size and scope. The process takes into account the College’s Educational Master Plan, enrollment growth objectives, and support services requirements (Pierce College Educational Master Plan: 1.023).

The College is continually committed to reviewing and updating its facilities plans including the improvement of methods to identify equipment needs, to developing strategies of more accurate equipment request prioritization, and to determining the appropriate funding source and dollar allocation. To meet this commitment, Administrative Services, Student Services, Academic Affairs, and the President’s Office submit annual planning documents including goals and action statements defining resource needs which include requests for equipment, faculty, and supplies. Beginning with these annual plans, a process is set in motion to make certain resource requests are prioritized and vetted by appropriate bodies in support of student learning and continuous institutional improvement (Annual Plan Template [Academic]: 1.008, Annual Plan Template [Student Services]: 1.009, Annual Plan Template [Administrative Services]: 1.010, and RAC Prioritization List 2011-2012: 1.039).
In addition, the College established the RAC which is charged with prioritizing resource allocations based on information received from the College’s four operational areas annual plans. Once the RAC makes its determinations for resource allocations, those recommendations are submitted to the PCC before being forwarded to the college president for review and decision.

Evaluation

Pierce College links budget decisions to annual planning documents, the College Strategic Plan, and the Educational Master Plan. To clarify and better link budgeting and planning processes, the College appropriated funds from the unrestricted general fund to replace the state instructional equipment and block grant funds, which were discontinued in 2009.

Besides equipment acquisition, consideration is extended to the student use of equipment, technology, classrooms, and other facilities. Historically, the Pierce College Academic Affairs Office, Information Technology Department, and Plant Facilities worked together to ensure appropriate classroom allocations, accessible locations, and access to technology to support student success, but the FAC is increasingly participating in the process through long-term planning which enlists studies of current and expected space inventory (FAC Space Inventory Report: 3.090 and TAMIS Work Order Sample: 3.091). Pierce College meets the standard.

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The College’s long-range capital plans are identified in the 2011-2012 Pierce College Facilities Annual Plan, the Facilities Five-Year Staffing Plan, the Information Technology Five-Year Staffing Plan, the Pierce College Environmental Impact Report, Proposition A/AA bond, and Measure J bond documentation, state capital outlay requests, and the Pierce College budget. Together these documents provide a comprehensive capital outlay program for the College. They are continually reviewed and updated as part of our bond, state capital outlay, state block grant, and maintenance and operations processes. The College created the RAC, which is charged with prioritizing all requests for financial resources. It reviews all requests to assure that long-term college plans, goals, and objectives have been taken into consideration before recommending any allocation of funds. The committee’s recommendations are sent to the PCC for review and approval, and then submitted to the president.

The total cost of ownership of a college asset is calculated by adding the initial cost of the asset to the cost of operating the asset over its expected life (including power and labor) with the cost of maintaining the asset. This final figure is divided by the expected life of the asset to arrive at the annual cost of ownership.
Evaluation

California state and local bonds A, AA, and Measure J have allowed the College to build much needed new facilities and renovate older facilities. New facilities and accompanying landscaping alone will have added almost 200,000 square feet to our current facilities, and there are plans for additional buildings in the near future. The bond guidelines allow bond funds to be used for future maintenance/warrantee of equipment, and the College has taken advantage of this option in some cases as a way to cover future costs for computer hardware and multifunctional devices.

The College’s Facilities and Information Technology (IT) Departments have developed staffing plans which project the additional personnel who will be needed to maintain the additional square footage, infrastructure, and equipment. These departments are currently working with the District to integrate the use of technology into the maintenance of all equipment on the campus. This new technology will improve the efficiency of maintenance and operations of all of our buildings and equipment. The new District wide allocation model includes a factor for funding the maintenance and operations of the new facilities.

In 2011, the LACCD placed new building projects under a moratorium as it investigated problems detected at various levels of the building process District wide. The moratorium has delayed additional square footage at Pierce College (Pierce College President’s First
Monday Report Sample 04-16-12: 1.038. Nevertheless, the College continues to plan for the long term maintenance and operation of this space upon completion. Pierce College meets the standard.

**III.B.2.b** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Description**

To ensure that student learning programs and services are supported, the College’s current physical resources are continually evaluated on a daily basis as the College staff and students navigate the physical resources. Deficiencies requiring attention are reported to Plant Facilities via telephone, e-mail, and the TAMIS online work order system (E-mail Request “Same Problem”: 3.079 and Pierce College Online TAMIS Plant Facilities Request Form: 3.071) These requests are prioritized into the general workflow for the Plant Facilities Department with safety issues given the highest priority (TAMIS Priority Codes: 3.078).

Plant Facilities produces an annual plan that details the resources needed to maintain the College for the upcoming year (Annual Plan Template [Administrative Services]: 1.010). An annual plan is produced for new budget funding requests; the requests are then prioritized and combined with the other operational areas in administrative services to be presented to the RAC for consideration (Plant Facilities Annual Plan Budget Request: 3.092).

The College provides an annual budget to adequately maintain all departmental needs for classrooms, laboratories, offices, administrative units, land, and equipment (Plant Facilities Maintenance and Operations Budget 2011-2012: 3.093). The budget is based upon the annual plans from Plant Facilities and all other disciplines at the College. Departmental requests for alteration and improvement jobs are required to be incorporated into their respective annual plans for consideration and possible recommendation by the RAC to the college president.

**Evaluation**

The College has successfully linked its resource and institutional planning to ensure its physical resources. All resource allocation recommendations are made in concert with the College Strategic Plan and the College Master Plan. All annual plans are submitted to the RAC for consideration. Every resource request from every area of the College is prioritized and recommendations are sent on to the PCC and then submitted to the college president.

Goals in support of efforts to maintain the facilities, equipment, land, and other assets in support of student learning programs and services and improved institutional effectiveness are documented in each area Program Review and Student Area Outcomes (SAOs) (Plant
Facilities Program Review 2012: 3.094). Measurements of the success of the goals are taken from surveys and other customer response methods to service such as e-mail (Pierce College Annual Campus Wide Survey 2011-2012: 3.065, Plant Facilities Work Order Satisfaction Survey: 3.095, and Plant Facilities “Thank You”: 3.096). The response information on these surveys and e-mail is used to maintain proper service levels, and to look for areas where improvement on service levels and customer satisfaction can be achieved. Pierce College meets the standard.

**ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA**
By the end of 2013, Plant Facilities, as part of Administrative Services, will develop an evaluation model to project the full cost of facilities. This model will include maintenance and operations costs, which will allow the College to monitor ongoing operations and provide for the replacement of specific amortized assets.

Small herds of cows, sheep, goats and horses graze on Pierce’s 226-acre farm in the city.
Standard III: Resources, Physical Resources
Standard III Co-Chairs

Anna Davies (Administration)
David Schamus (Faculty)
Ken Takeda (Administration–Transferred 2011)
Rolf Schleicher (Administration)
Wendy Bass (Faculty)

Standard IIIC Committee Members

Co-Chairs

David Schamus (Faculty)
Mark Henderson (Staff)
Sean McDonald (Faculty)

Committee Members

Cari Meyer Joiner (Faculty)
Sue Krimm (Faculty)
Tim Rosdahl (Faculty)
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.
**Description**

The institution ensures that various types of technology needs are identified through a formal collaborative process among faculty, administrators, and IT specialists (Pierce College Technology Plan: 1.026). The institution continually strives to meet the needs of learning, teaching, college wide communications, research, and operational systems.

Academic department chairs collaborate with faculty and staff to determine needs and articulate departmental priorities for necessary technologies, equipment, and software in their annual plans. Career and Technical Education (CATE) departments hold annual advisory committee meetings with outside industry specialists and four-year institution representatives (Sample CATE Advisory Committee Minutes 05-02-12: 1.006). The technological needs for the next academic year are identified in these meetings and then become the basis for all technology funding requests which are routed to the RAC for prioritization. The RAC submits its prioritized list to the PCC (Annual Plan Template [Administrative Services]: 1.010, RAC Prioritization List 2011-2012: 1.039, and RAC Charter: 1.042).

The LACCD office provides governance and guidance to assure that College equipment, operating systems, and software are compatible with District wide computer systems and meet District wide requirements for connectivity and performance.

Regular evaluations occur to assess the effectiveness of the institution’s technology in meeting the range of identified needs. The PCC consistently reviews survey data, proposals, and justifications based on program reviews, course and program development, education code guidelines, and input from the Technology Committee (TC) (TC Web Link: 3.097). The Academic Senate adopts or revises recommended policy from the Educational Technology Committee (ETC) (ETC Web Link: 2.008). College administrators review departmental requests and recommend priorities based on the College’s plans, goals, and objectives. In addition, the TC and ETC complete annual evaluations (Educational Technology Committee Self Evaluation Sample 2010-2011: 3.098).

The IT Department manages and administers the increasing academic and administrative network infrastructure along with all computers, peripherals, and District-owned mobile devices. The College information systems manager and the vice president of administrative services are responsible for the planning and implementation of major computer technology projects, researching equipment and software, and maintaining technologies. Comprehensive long-range staffing and equipment plans have been developed to meet the LACCD’s and the local college’s current and future technology requirements (Pierce College Technology Plan: 1.026 and Pierce College IT Staffing Proposal 2010: 3.099). The IT manager continually modifies them to develop pertinent College procedures to assure that technology processes are clear, concise, and congruent with industry best practices.

The passage of bond Propositions A and AA and Measure J in collaboration with bond task forces allowed for the necessary identification of many of the College’s future technology needs, including those related to infrastructure, support of renovated and new buildings,
and the implementation of future communications systems. These data were derived from studies and review of the College’s Educational Master Plan and the Facilities Master Plan (Pierce College Educational Master Plan: 1.023 and Pierce College Facilities Master Plan: 1.025). Through that planning, a large percentage of departments was able to identify their foreseeable needs, and the College was able to identify viable funding sources such as bonds, unrestricted general funds, block grants, Vocational and Technical Education Act (VTEA), and grants.

The College is continually reviewing previous procedures regarding the evaluation of new technology. The College closely adheres to state Telecommunications and Technology Infrastructure Program (TTIP) guidelines. The College’s internet connection is still being maintained by the Corporation for Education Network Initiatives in California (CENIC); however, the College has had to assume the fiduciary responsibility of the secondary CENIC communication link previously provided by the state as a result of state budget augmentations. The College supports the library automation and digital resources and has deployed newly accessible online databases for student use. The College utilizes a high-definition videoconferencing system and aspires to maintain a functional level of congruency with industry best practices and state chancellor’s office concepts, guidelines, and recommendations.

**Evaluation**

The College uses effective processes to plan, develop, review, approve, and implement College wide and departmental technologies. The administration, the PCC, faculty, and staff collaborate to establish priorities based on identified College plans and objectives. Approvals require substantial written justifications that consider program review, annual plans, and other performance standards. The institution further evaluates the effectiveness of its technology in meeting its range of needs by assessing the data in College surveys and measuring the completion rates of the strategic and tactical projects assigned to the technology departments. The College makes effective use of its various funding resources for technologies including unrestricted and restricted program funding and other sources. Pierce College meets the standard.

**ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA**

The College has reconstituted the TC to include members of the IT department in the committee leadership and body. In addition, the TC charter has been revised to reflect a revised process for vetting all procurements involving technology. In collaboration with the ETC, the TC will review and evaluate standards for hardware, software, and network related equipment, prior to any purchase or implementation. The first standards review will be completed by December 31, 2012. By the end of 2013, those standards will be implemented and applied to all future purchases.
III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description

The institution makes decisions about technology services, facilities, hardware, and software by collecting assessment data from the College information systems manager which is derived from survey data submitted to all College personnel. In collaboration with the Technology Committee, the IT Department then determines which areas to target for resolution and makes recommendations to the PCC.

Technology adequately accommodates the College’s curricular commitments for distance learning programs and courses. The College hired a Distance Education Coordinator who works with faculty, participatory governance committees, and IT to support the College’s Distance Education Program. This effort is enhanced via federally funded programs and includes the contractual arrangement with Remote Learner, the providers of Moodle, which is the College’s learning management system (PierceOnline Link: 2.051). The arrangement also provides for reliability, recovery, privacy, and security. At the conclusion of the federally funded programs, the College chose to institutionalize several of the initiatives that began under it, including OWL, Pierce College’s Online Writing Lab (OWL Screen Shot: 2.151).

The District provides and maintains several computer and network systems for both District and College applications. The District’s Systems, Applications and Products (SAP) system supports financial, procurement, and human resources applications. Other systems are in place for enrollment, student records, and other applications. Through these systems, the District also provides for reliability, recovery, privacy, and security (LACCD SAP Link: 3.100). The systems that support student and academic functions are currently operated from the District-controlled DEC system which controls student enrollment and protocols that support some class scheduling. These systems are due to be replaced with the deployment of a new Student Information System (SIS).

Evaluation

IT maintains the network infrastructure, system software, and departmental computers and peripherals, fiber network, and ShoreTel VOIP Telephone System. The IT department works in collaboration on some areas with the Plant Facilities Department, which is responsible for installation and maintenance of electrical systems, installation of new fiber but not the terminations, and voice over IP (VoIP) phone system. Technology systems are reliable, recoverable, private, and secure. Pierce College meets the standard.

ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA

By the end of 2013, the College’s IT department will develop and publish a process by which it considers significant changes in institutional technology policies. These changes
will be submitted as agenda items to the TC or ETC, as appropriate. The resulting information will be submitted to the vice president of administrative services for final approval.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

The institution assesses the need for information technology training in several ways, depending on the type of technology, where it’s applied, and by whom. The IT Department and the Professional Development Committee (PDC) assess College wide technologies such as e-mail, internet access, faculty and department Web sites, and classroom instructional support. Faculty are surveyed on an annual basis to identify areas and technologies in which training is needed. The IT Department uses feedback from various students, faculty, and departments to identify the needs for specific training (IT Survey Feedback: 3.101).

Whenever new technologies are deployed or existing ones updated, IT works with vendors, partner colleges, LACCD IT staff, faculty, and College staff to identify and assess the need for appropriate training. Departments identify their technology needs in detail in their annual plans. These plans are then prioritized by the RAC, and the resulting list is sent to the PCC.
Technologies related to distance education and the College-supported Learning Management System are currently managed by PierceOnLine staff and the Distance Education Coordinator. Technology training needs are identified by input from the annual faculty survey, faculty requests, Student Help Ticket submissions (through Moodle’s Student Help Desk), vendor recommendations, coordination with partner colleges, and informal focus groups (PierceOnline Link: 2.051). In addition, PierceOnLine staff regularly attend education technology-related conferences, workshops, and Webinars to stay current with the technologies used in education. Each semester, PierceOnLine staff in coordination with members of the PDC assess the needs identified to provide the appropriate training and resources.

Training is provided to students by the academic departments of Computer Application and Office Technologies (CAOT) and Computer Science and Information Technology (CSIT). This training ranges from introductory to advanced levels of both office applications to introduction to advanced levels of network protocols and methodologies. Training is provided to personnel upon request. If there are no new applications being deployed, there is no training provided. The institution does not ensure training and technical support to faculty beyond what was stated previously. The institution does provide limited training to staff based on the necessity of deploying District wide applications. The training is not as effective as could be; there are no opportunities to attend refresher courses nor are there services to facilitate questions faculty and staff may have about applications and utilities.

**Evaluation**

Pierce College meets the standard but recognizes that there is room for improvement. For example, while the College is working to provide IT Department personnel formal training in burgeoning technology methodologies, hardware, or software as funding becomes available, a lack of funding has negatively impacted these efforts. This issue has been identified by the College IT manager through assessments of current personnel skill sets. One solution has been to take advantage of free training from software vendors or hardware manufacturers. Pierce College meets the standard.

**III.C.1.c.** The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**Description**

The institution provides for the management, maintenance, and operation of its technological infrastructure and equipment through systematic planning, specifically the College’s Technology Plan, a plan congruent with the District’s Strategic Technology Plan (3.102, LACCD Technology Strategic Plan Draft Vision 2020: 3.102.1 and Implementation Task Force Prioritization: 3.102.2). Planning has also been achieved via infrastructure and technology refresh plans, created collaboratively by the College information systems
manager and the TC. These plans are being fulfilled with a combination of unrestricted general fund dollars and bond funding.

The IT manager continually works to improve the department’s efforts to identify IT needs, prioritize requests, and develop funding sources for new technologies and support. For example, to clearly identify needs for appropriate levels of technology support staffing in accordance with the state chancellor’s recommendations, the College is using IT Department survey data and work order reports to highlight existing technology staffing challenges. With the advent of newly added smart classrooms and student laboratories, the College has been faced with the challenge of effectively meeting those technology support requirements. IT deploys network infrastructure equipment that maintains a lifetime warranty, thus reducing the ongoing liability of maintenance costs. The College is also committed to deploying a thin-client methodology to fulfill the student and staff computer lab needs and proactively make changes while decreasing maintenance time (Pierce College IT Staffing Proposal 2010: 3.099).

The College does not maintain oversight of any student data developed within the student information system. Nor does it maintain any oversight on the financial/human resource system. The data for those enterprise systems are administered at the District level. However, the College does maintain administration of local academic and administrative data. This includes, but is not limited to, health center systems, student assigned tasks via academic departments and/or programs, and faculty and staff files and e-mail stored on the local area network. These systems are currently safely secured and stored on local disks within a secured data center.

Evaluation

Through systematic planning, Pierce College provides for the management, maintenance, and operation of its technological infrastructure and equipment. Pierce College meets the standard, although it recognizes the need for improving the current system of reliability and emergency backup given the emerging amounts of newly created data. Pierce College meets the standard.

**III.C.1.d.** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

The institution makes decisions about the use and distribution of its technology resources through the participatory governance process. The manager of information systems is responsible for College wide technology proposals which are also reviewed by the TC. The TC and the ETC make policy recommendations to the Academic Senate and the PCC, respectively (TC Charter: 3.103, ETC Link: 2.008, 1.030). The Academic Senate approves or modifies recommendations, and forwards them to the college president. At the
departmental level, resource requests are submitted to the RAC via annual plans. These requests are prioritized by the RAC in accordance with the College’s goals and objectives and then forwarded to the PCC.

Financial resources for technology are provided by the College’s unrestricted general and categorical funds, State Block Grants, VTEA funds, and, if appropriate, grant funding.

The institution has made a significant investment to improve technology college wide. More than 90 percent of all network switches have been connected by high-speed fiber. Software and hardware are used to monitor network performance, thereby enabling analysis of traffic and work to improve flow and network reliability.

The provisions of Propositions A and AA and Measure J bond funds provide continued opportunities to upgrade infrastructure. College bond task forces comprised of faculty, staff, and administrators are actively engaged in bond project planning, including major technology upgrades. Plans also provide built-in features to support future growth of the College network.

The institution has made several provisions to assure a robust and secure technical infrastructure thereby providing maximum reliability for students, faculty, and staff. Continual viability assessments of the existing technology infrastructure and formal discussions at both the ETC and the TC determine the future technology methodologies applicable to the College. The process ensures that the technical infrastructure strictly adheres to District Board Rules, network policies and procedures, and industry best practices.

The College is consistently planning for future expansion and improvements. The Proposition A, AA, and Measure J local bond programs include technology plans developed in cooperation with engineers, architects, technology consultants, and the LACCD office. The College IT Department and the TC continually review technology requirements and potential improvements such as the upcoming introduction of Microsoft’s 64-bit operating system and Exchange 2010. The College is developing a process for other...
departments to include their technology requirements in their annual plans for review by the appropriate committee.

In spring 2006, the College formed a task force to develop distance learning programs with a primary goal to develop a plan that included educational technology staffing, equipment, and supplies; Moodle; course, certificate, and degree inclusion criteria; online student services; and packaging and marketing plans for an effective Distance Education Program. To date, many of those milestones have been met and continue to receive review for potential enhancements.

**Evaluation**

The institution has processes in place to determine the distribution of its technology resources, to assure a robust and secure technical infrastructure, to keep that infrastructure reasonably up-to-date, and to give sufficient consideration to equipment selected for its distance learning program. Pierce College meets the standard.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Description**

The institution ensures that facility decisions emanate from institutional needs and plans for improvement by linking the technology planning process to the College Educational Master Plan and Strategic Plan. The planning process begins at the departmental level with annual plans. Program review provides departments with comprehensive, longitudinal improvement plans. The College’s Educational Master Plan is derived from program reviews, and, in the current planning cycle, the Strategic Plan operationalizes the Educational Master Plan.

The institution determines that technology needs in program and service areas are met effectively by executing comparative studies between annual plans and program reviews with items set forth in the Technology Plan and the IT Department tactical plans.

Technology resources, such as hardware and software, are purchased based on prioritized lists generated by the RAC and submitted to the PCC. The process for such decisions begins at the departmental level with annual plans which include technology purchase needs. These are then prioritized by the RAC. Because the College follows a process that links planning and budgeting, technology purchase decisions are effectively met.
Standard IIIC: Resources, Technology Resources

Evaluation

The institution ensures that facilities and technology decisions emanate from institutional needs and plans for improvement and has a prioritization process to determine that technology needs in program and service areas are met effectively. Pierce College meets the standard.
Standard III Co-Chairs

Anna Davies (Administration)
David Schamus (Faculty)
Ken Takeda (Administration–Transferred 2011)
Rolf Schleicher (Administration)
Wendy Bass (Faculty)

Standard IIID Committee Members

Co-Chairs

Ken Takeda (Administration–Transferred 2011)
Larry Kraus (Administration)
Martin Karamian (Faculty)

Committee Members

Don Sparks (Faculty)
Marco de la Garza (Administration)
Pam Brown (Faculty)
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description

The College’s budget has steadily declined over the past five years. Despite the declining resources, the College has exercised prudent planning and prioritized resource use to ensure sufficient revenues are available to support educational improvements.

Unrestricted General Fund

Final Budget
2008-09  59,777,383
2009-10  64,828,425
2010-11  68,212,208
2011-12  65,545,658
2012-13  55,950,252

Unrestricted General Fund Allocations over Five Years
The LACCD, through the District Budget Committee (DBC), establishes District goals and agrees on processes to allocate resources. Pierce College faculty, staff, and administrators participate on the District Planning Committee (DPC) and DBC, and contribute to the dialogue and decision making.

At Pierce College, fiscal planning begins annually with the completion of the College’s annual plans which ask departments to reflect on progress toward departmental and institutional mission and goals, document the assessment of student learning outcomes, and identify resources necessary for continued institutional improvement (Annual Plan Template [Academic]: 1.008, Annual Plan Template [Student Services]: 1.009, and Annual Plan Template [Administrative Services]: 1.010). To support the process of ensuring that College resources are allocated consistently with institutional mission and goals and to oversee the integration of financial and institutional planning, the College relies on committees to provide opportunities for dialogue and participation related to fiscal resource decisions.

The PCC, which reports to the president, is the institution’s participatory governance body with the responsibility of institutional planning. To link institutional and financial planning, the PCC reviews and revises the mission and vision on a regular cycle (PCC Action Item: Mission Statement Revision (10-27-11): 1.018). The Budget Committee (BC), a sub-committee of the PCC, ensures that financial resources are aligned with the institution’s mission and goals through the development and affirmation of the College’s annual budget and ongoing recommendations to support the institution’s operational and emergency needs (Pierce College Decision-Making and Planning Handbook, pp. 55ff: 1.022). Each year, the BC develops consensus on the College’s goals for the fiscal year (such as savings targets) and works to track the progress toward achieving those goals throughout the year. Monthly meetings review expenditures, transfers, as well as information on the achievement of College and District goals. The BC provides a monthly report to the PCC and asks for PCC approval of its recommendations.

The RAC, which makes recommendations to the PCC, was formed in 2010 to strengthen the link between planning and resource allocation (RAC Charter: 1.042). This committee reviews resource requests, documented in annual plans, for (non-faculty) staff positions, supplies, equipment, and applications. These requests have been prioritized in each of the College’s four areas: Administrative Services, Academic Affairs, Student Services, and the Office of the President. Although each area considers the College Mission, Educational Master Plan, and Strategic Plan as it prioritizes requests, the RAC closes the loop on this process by compiling all College requests, applying agreed upon criteria to each request, and developing a final priority list to recommend to the college president. In 2010-2011, the College set aside $100,000 of its general fund to support the recommendations of the RAC (RAC Prioritization List 2011-2012: 1.039). Unfortunately, due to dwindling reductions to College resources, in 2012-2013 this set-aside was not possible. However, the College has worked to continue to prioritize requests among the competing needs of the College and position itself to mobilize as future funding may come available.
Evaluation

The College’s financial planning is guided by institutional planning as evidenced by the agendas, minutes, financial plans, budget reports, and other documents archived by its main participatory governance bodies. These include documents from the PCC, BC, and RAC. The College uses mechanisms for the routine review of its mission, goals, and values, and financial planning is integrated into institutional planning throughout the budget development process.

The institution’s planning and decision-making structure and processes ensure institutional effectiveness. The BC creates alternative fiscal outcomes (best-case, intermediate-case, and worst-case), and participatory governance committees participate in forming strategic responses and prioritizing goals. In addition to enabling the College to respond rapidly to changes in its fiscal condition, these processes have preserved both transparency and shared expectations and ensure that planning proceeds in a collegial manner. The outcome has led to a spirit of mutual respect and cooperation among Pierce College faculty, staff, administrators, and students during volatile times. Pierce College meets the standard.

ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA

Although the College has made great progress in establishing a cycle of resource prioritization and allocation which relies on institutional planning, the College will benefit from continuing to clarify and improve the process for prioritizing classified staffing and administrative positions, as well supplies, equipment, and technology requests. By the end of 2013, the RAC will solidify its criteria for prioritizations.

**III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Description

In 2004, the College began shifting from a budget development model based on the prior year’s budget to a budget based on actual expenditures resulting in more accurate resource allocation planning. As part of the budget development process, department heads meet with their supervisors to review previous allocations and expenditures to ensure that departmental budgets are accurate (Pierce College Operational Plan 2011-2012: 3.104).

Institutional and fiscal planning at the College begins at the department and program level. Since 2007, each fall, departments and programs complete an annual plan. Across the College, these plans are reviewed and considered for prioritization at three additional levels: Schools/Departments, Areas, and the RAC.
Throughout the process, the Institutional Research and Planning Office as well as fiscal managers work to provide accurate information about program performance as well as available funds.

**Evaluation**

Institutional planning is based on a realistic assessment of the availability of resources and the costs associated with meeting students’ needs. The College’s financial resources are sufficient to support current programs and services and to improve institutional effectiveness for the near-term. The College’s operating and holding account balances provide a financial cushion, and past conservative planning has eased the College’s transition to an annual allocation 15 percent smaller than five years ago. With a process that supports prioritizing resource requests across the institution, the College is able to support learning programs in a variety of economic conditions (Sample of Pierce College Monthly Financial Projections: 3.105 and Sample of Open Orders and Carry Forward: 3.106). Pierce College meets the standard.

**III.D.1.c.** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
After reflecting on its budget and planning linkages, the College decided to strengthen its processes involving short-range financial plans in light of its long-range financial priorities (Budget Reduction Plan Documents 2011: 3.107). The College has a history of long-range financial stability. The initiation of the RAC, which makes recommendations to the PCC, focuses on long-range resource needs (RAC Prioritization List Sample: 1.039). Departmental annual plans lay out resource requests which the RAC then prioritizes. That prioritization list is then sent to the PCC for approval, and then the president for a final decision. Operational requests are prioritized through the BC, which reports and makes recommendations to the College wide shared governance committee, the PCC.

At the District level, the LACCD’s finance staff and the DBC produce multi-year funding and spending projections. The District also advises the colleges on their obligations to hire full-time faculty to enable the LACCD to meet its long-term goals based on the Faculty Obligation Number (FON) (LACCD FON Analysis: 3.108). The District’s bond program staff have created tools to guide the College’s strategic planning, such as maintenance and operations staffing models for supporting new campus buildings being delivered by the construction program.

At the College, individual departments have prepared multi-year projections of resource needs based on College trends. For example, Plant Facilities has projected staffing needs several years out corresponding to new square footage coming online from the bond program, while one science department developed an Environmental Science program built on an already established and academically strong set of relevant core disciplines serving emerging trends in environmental technologies and methodologies.

Anticipating a downward trend in state funding over the next several years, the College further reduced its discretionary costs in Fiscal Year (FY) 2012. For FY 2013, the Board of Trustees directed the District and the Colleges to base their budgets on an assumption that the governor-sponsored ballot initiative would not pass. As a result, the College prepared a budget that further reduced discretionary spending for FY 2013 by six percent. This includes holding unfunded Full-Time Equivalent Student (FTES) to a minimum, reducing variable labor costs, controlling expenditures for supplies and equipment, and minimizing losses from restricted programs that must be covered by the unrestricted general fund (LACCD Proposed Budget Reduction Plan 2011-2012: 3.109 and Pierce College Proposed Reduction Plan 2011-2012: 3.110). On the revenue side, the College is attempting to boost income generated locally such as from film shoots.

Long-term liabilities such as debt repayment, retiree health benefits obligations, and insurance costs are managed at the District level for Pierce College as well as the other District colleges. In spring 2012, the District introduced a new allocation model addressing an ongoing fiscal shortfall for three of the District colleges. Although the new allocation model improves funding for three colleges, the result has created a decrease in the regular allocation to this College. The College is working to adjust to the new allocation model.
Evaluation

The College’s short-range financial decisions are well integrated with long-term financial plans in the areas of facilities and infrastructure development, instructional technology investments, enrollment management, and hiring decisions. Pierce College has made improvements in linking its short- and long-term budget processes through a more clearly structured planning process represented by the inauguration of the RAC.

Of the long-term obligations handled by the District, debt repayment of general obligation bonds arising from the construction program and control of insurance expenses appear to be well managed. Health benefits costs for active employees are funded in the current year’s budget. Other post-employment benefits—i.e., retiree health benefits—are addressed in a contractual agreement with the labor unions for the District to contribute about $6 million annually to an Other Post-Employment Benefits (OPEB) trust established with CalPERS. While the amount does not equal the District’s calculated annual required contribution, the District appears to comply with the requirements of Governmental Accounting Standards Board (GASB Link: 3.111 and Proposed New Classified Positions 2010-2011: 3.112). Pierce College meets the standard.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

Pierce College follows the financial planning and budgeting model and calendar defined by the LACCD. Guidelines and processes for financial planning and budget development are described in Pierce College’s Decision-Making and Planning Handbook (pp. 55ff: 1.022). To ensure uniformity in its decision making, the College’s planning committees require that applications and reports be submitted using agreed upon forms.

The College follows a defined process for both financial and institutional planning. Processes are well documented and are reviewed and updated regularly by participatory governance committees including the BC, PCC, and the RAC. All College constituencies have the opportunity to participate in the planning activities of the College. These opportunities are formally articulated in the charter of each of the College’s participatory governance committees (Pierce College Decision-Making and Planning Handbook: 1.022).

Because financial decisions may impact stakeholders who are not represented by the College’s participatory governance process, the college president also seeks input about institutional planning at town hall meetings where employees, students, and the community
receive resource updates and are given the opportunity to provide feedback to the administration. Due to the difficult budget planning scenario for FY 2013, the president convened a Budget Task Force to advise her on budget preparations. This task force included the vice presidents of academic affairs and student services, the associate vice president of administrative services, a dean of academic affairs and a dean of student services, a Teamster representative (dean of institutional research), the Academic Senate president, the faculty co-chair of the Departmental Council, the Faculty Accreditation Coordinator, and faculty Guild and Staff Guild representatives.

Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. Agendas and minutes of the RAC and BC can be accessed through the College Web site (Pierce College Link, click on Faculty/Staff: 1.032).

**Evaluation**

The District’s budget calendar and instructions are distributed to the College and presented to the BC annually. The three stages of the budget—preliminary, tentative, and final—are reviewed extensively with the BC and reviewed with the PCC.

Pierce College, beginning in 2011-2012, is attempting to overlay a College process on the District process whereby funds are left uncommitted in various spending categories and the RAC is tasked to recommend allocations to departments based on annual plans (RAC Prioritization List 2011-2012: 1.039).

The College now ties its financial planning processes more directly to its mission statement and to the strategic directions and recommendations contained in its Educational Master Plan and Strategic Plans (Pierce College Educational Master Plan: 1.023 and Pierce College Strategic Plan: 1.024). As a result, the College is moving in the right direction to even more clearly base allocation and use of scarce financial resources to the support of student learning programs and services. Pierce College meets the standard.

**III.D.2.** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
Description

To ensure the financial integrity of the institution and responsible use of financial resources in support of Academic Affairs and Student Services, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

College responses to external audit findings are comprehensive, timely, and communicated appropriately (though audit findings have only been those covered by District level audits which require District input and correction where warranted). Recently, a review of District audits revealed a delay in the responsiveness to findings. The District, in collaboration with the College, is working to clarify processes and establish follow-up procedures to facilitate more timely responses. The District and College have agreed on an aggressive timeline of December 2012 to address all previous audit findings fully.

Evaluation

Transparency is evident in the wide dissemination of information about budget matters. Pierce College regularly performs well in local and District level audits. Although the College has performed well in audits, it recognizes the need to work closely with the District office to fully address District level audit findings.

The president sends out a First Monday Report eight times a year in which budget data are presented and explained (Pierce College President’s First Monday Report Sample 04-16-12: 1.038). The LACCD Chancellor’s Office also regularly provides information on changes in the state’s apportionments. Pierce College meets the standard.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description

Appropriate financial information is provided throughout the institution using multiple methods. Regular reports are made to participatory governance committees detailing the
financial health of the College. The PCC, BC, and Academic Senate, as well as other committees provide standing agenda items for administrative updates. Minutes of these meetings are made available through e-mail distribution as well as committee Web sites.

The budget and financial planning inform each other and are synchronized. The financial planning process includes development of a preliminary budget in March of each fiscal year, followed by a tentative budget in June and the final budget in September (1.028).

The college president’s First Monday Reports are e-mailed to the College every month. This series of reports has centered on accreditation, budget, and construction and provides up-to-date information for the College constituencies (Pierce College President’s First Monday Report Sample 04-16-12: 1.038).

The District chancellor has provided regular updates to the College which has included budget development information at the state level (LACCD Chancellor’s Update Sample: 3.114).

**Evaluation**

Pierce College widely disseminates detailed information regarding the financial plan, budget, and current and predicted budget conditions via the BC, the PCC, reports to the Academic Senate, the president’s First Monday Reports, and periodic town hall meetings to all members of the College community.

The information provided—such as inter-departmental budget transfers, monthly projections and financial plan, the budget for the fiscal year, and District budget updates—is sufficient in content and timing to support institutional and financial planning and management. Pierce College meets the standard.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Description**

Pierce College’s net ending balances of unrestricted general funds, after year-end adjustments, for the past three fiscal years are shown below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>$9,177,163</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$9,395,971</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$7,583,310*</td>
</tr>
</tbody>
</table>

*The adjusted carryover balance for FY 2011-2012 is $5,842,958 (including $454,402 of redistributed balances from ITV and DW) and $254,041 of open orders.
The carryover from FY 2011-2012 of nearly $5.8 million has been sufficient to cover the College’s shortfall in funding (District FY2012 Final Budget—Centralized Accounts Link: 3.115). In August 2012, the Board of Trustees recommended increasing the contingency and general fund reserves. This recommendation was made to address the ongoing reduction of District level resources and to provide a mechanism to protect the District from additional financial declines. As a result of this recommendation, a portion of the ending balance of Pierce College was set aside thereby reducing the actual ending balance available to the College (DBC Minutes 08-12 Link: 3.116 and President’s First Monday Report 09-05-12: 1.038.3).

The lion’s share of the College’s FY 2012 unrestricted general fund allocation of around $56 million is derived from state funding allocated to the LACCD and distributed to the colleges under the District’s internal allocation formula. Cash flow for Pierce and the other colleges is managed by the District, which has reserves to meet current obligations even as the state has resorted to payment deferrals to balance its budget. If needed, the LACCD could issue Tax Revenue and Anticipation Notes (TRANs), secured by its apportionment receivables, to cover payroll and other current obligations.

Business insurance for most risks is purchased by the District covering all locations, including Pierce College. The District carries self-insured retentions (SIRs) for workers’ compensation, general liability, employment practices, and bond-funded construction risks. The District periodically commissions actuarial studies of its claims and adjusts its reserves to cover its SIR exposures.

Health and welfare insurance for employees and retirees is purchased through a combination of CalPERS medical plans, dental and vision plans, a life insurance plan, and Accidental Death and Dismemberment (AD and D) plan. Health and welfare costs for active employees are charged through to college budgets while costs for retirees are covered in the District’s centralized accounts budget. For 2011-2012, the District allocated a portion of its contingency reserve to the colleges to cover estimated increases in employee benefits costs.

All-risk property insurance is placed by the District for all locations with a $25,000 per occurrence deductible. The College is responsible for payment of deductibles. Pierce College maintains a self-insurance fund of $50,000 annually to cover deductible expenses and can transfer money from the College’s unallocated balance to fund expenses exceeding this amount.

**Evaluation**

The College has sufficient reserves to cover emergencies, and the District has access to sufficient cash to cover Pierce College’s current obligations. The District maintains adequate insurance and the District and College together maintain adequate reserves to cover the College’s risks. Pierce College meets the standard.
III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

Pierce College effectively oversees its finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations such as the Foundation for Pierce College, and institutional investments and assets. The LACCD maintains staff to perform internal audits with results sent to the Board of Trustees. Audits may be conducted and reviewed for progress made toward addressing previous recommendations. Audits were conducted in 2011 for Community Services, Payroll, Career and Technical Education, and the Cal Card program. Among the findings of these audits were revisions to the process for appropriately tagging equipment (District Internal Audit Community Services CTE Payroll Calcard: 3.117).

The College operational divisions maintain oversight and respond to District managed annual external audit and intermittent internal audits. Improvements are implemented as part of corrective action plans (CAPs) submitted and included in the reports. The senior administration meets quarterly with District budget and enrollment management staff to review College financial performance.

The Office of the Vice President of Academic Affairs, Office of Vice President of Administrative Services, Office of Vice President of Student Services, and the Office of the President provide fiscal oversight for all expenditures and revenues. This includes funds managed by the Associated Students Organization (ASO), bookstore, Community Services, the Foundation, categorical programs, and specially funded programs such as the U.S. Department of Education’s Title V grant. The bookstore and categorical programs such as DSPS, CalWORKs, and EOPS are audited annually by an independent accounting firm. These findings are issued as part of the LACCD’s annual audit report. The Foundation for Pierce College, a 501(c)(3) tax-exempt organization, is audited annually (Pierce College Foundation By-Laws: 3.118). Audits have occurred regularly; however, there were some issues with the completion of the Fiscal Year (FY) 2011 independent audit being completed in a timely manner. The initial auditing firm was released in summer 2012 and replaced in fall 2012. The College expects the results of the FY 2011 audit along with the regular FY 2012 audit to be completed by December 2012.

The ASO, which is a college auxiliary organization, is funded by both student fees and fundraising activities. All ASO expenditures must be approved by college administration, but the ASO has not been independently audited. All nine ASOs are included in the annual District audit, along with the specific documentation within the audit showing that information.
Evaluation

The Audit Basic Financial Statements reported in independent auditing firm KPMG’s 2004 to 2010 audit reports specifically address the following areas:

- Financial Aid
- Grants
- External funding programs
- Contractual relationships
- Auxiliary organization or foundation
- Institutional investment and assets

The College’s grant programs, fundraising efforts, and auxiliary organizations have produced validated audits which demonstrate fiscal integrity (Pierce College Foundation Audit 2009-2010: 3.119). The Foundation for Pierce College’s audits are reviewed by the Foundation Board of Directors and the college president with copies sent to the District office and the California State Chancellor’s office (Pierce College Foundation Financial Statements 2007-2008: 3.120). Title V and other Department of Education specially funded programs are periodically audited by the funding agency with the last Title V audit performed in the spring of 2010. In addition, the accounting firm of Price Waterhouse Cooper recently conducted an independent audit of a career and technical education grant. Specially funded programs, the bookstore, Community Services, and the categorical programs have all demonstrated fiscal integrity based on the audits performed by the independent auditing firm KPMG. This firm was chosen through a competitive bid process. Pierce College meets the standard.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

The financial resources of the College are used with integrity and in a manner consistent with the goals of the College. Beginning in FY 2012-2013, cash controls were enhanced through a new accounting and business office manual that stipulates the policies and procedures for managing monies collected and disbursed throughout the College (Pierce College Business Office and Accounting Procedures Manual: 3.120.1).

The current vice president of administrative services, in conjunction with the college president attends Foundation Board of Directors meetings on a regular schedule to brief the Foundation Board about the events occurring at the College, and to ensure that the Foundation’s mission, goals, and fund-raising activities reflect those of the College (Pierce College Grants Master List: 3.121). As the final authority for approving Foundation
Standard IIID: Resources, Financial Resources

expenditures, the current president of the College monitors the Foundation’s activities, or delegates it to the vice president of administrative services.

Dedicated revenue funds generated by, for example, the rental of College facilities are deposited directly into Program 10100 College accounts which the vice president of administrative services reviews regularly to ensure that expenditures are consistent with institutional goals.

The College ASO trust account funds and grant funds have historically been managed at the program level. Individual faculty or departments have had opportunities to develop plans and expend funds without full consultation and validation that their plans align with College goals. As grant programs have expanded and fund-raising activities increased, the College recognizes the need to clarify processes in these areas.

**Evaluation**

The College ensures programs and services are consistent with the mission and goals of the College (Pierce College Foundation Meeting Minutes 02-17-11: 3.122). Loans and scholarship accounts are maintained by both the Foundation and the ASO. These accounts are set up with specific instructions for disbursement of funds with Foundation oversight provided by the Foundation’s executive director and the college president. ASO oversight is provided by the vice president of student services and the college president.

All external funding, either from private funds obtained by the Foundation or by public sources (grants and categorical) received by the College, is subject to procedures established by the College to ensure consistency with the College’s mission and goals (LACCD-Pierce College Foundation Contract 2007-2012: 3.123). Pierce College meets the standard.

**ACTIONABLE IMPROVEMENT PLAN/PLANNING AGENDA**

The College will benefit from reaffirming processes to approve expenditures of grants and funds from specific activities. Specifically, the ASO trust account, Foundation, and grant program expenditures need to be administratively managed to ensure alignment with the College mission and goals. The vice president of administrative services currently oversees these specific areas. The Foundation and grant procedures will be fully implemented by the end of 2013.

**III.D.3.** The institution has policies and procedures to ensure sound financial practices and financial stability.

**Description**

Pierce College has undergone a transformation in its method of assessing the effectiveness of resource allocations. The College has more clearly defined the relationship between its plans and fiscal planning. Additionally, governance structures have been modified to strengthen the linkage between planning and resource allocation. Annual planning
processes have become institutionalized and are now reviewed and prioritized at multiple levels within the College.

More recently, the College has taken the final step to full integration of planning and resource allocation with the establishment of the RAC in 2011. In 2011-2012, the RAC completed an institutional prioritization process leading to recommendations to the president. Although the process was successful, through an assessment of its effectiveness the committee recognized areas where improvement and clarity were needed. This led to a modification of the processes for prioritizing for 2012-2013. The established cycle of reflection and careful evaluation of effectiveness provides assurances the institution uses information for continuous improvements.

**Evaluation**

Pierce College systematically assesses the effective use of financial resources. More recently, a stronger link between planning and resource planning is emerging in the College. In its third year of an institutional prioritization process, the College has demonstrated regular improvement and designed systems which facilitate the reflection and analysis of the effectiveness of those processes. Financial resource decisions are linked to relevant measures of institutional performance. Pierce College meets the standard.

*I.D.3.a.* The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

**Description**

Each year, Pierce College budgets a contingency reserve equal to 1 percent of its annual allocation. The College also maintains funds with the County Treasury from the lease of some of its property to the Metropolitan Transit Authority. This lease earns interest which the College could use to offset unanticipated expenses. In addition, the College strives to maintain and grow its ending balance to address unforeseen expenses.

At the District Office, the Chief Financial Officer (CFO) reviews cash flows for the College on a regular schedule. While the College has attempted to develop and maintain a locally controlled balance of unrestricted general funds, recent changes in District policy have somewhat thwarted this effort. To assist with contingency planning at the District, the District wide contingency reserve was increased from 5 percent to 7.5 percent which required an additional 11.7 million dollars. Some of these funds came from the College, which resulted in the College’s cumulative cash reserve balance being substantially reduced. The College has been promised that the funds will be credited when fiscal conditions improve. In the meantime, this shift of funds has decreased the College’s ability to develop independent, contingency plans for emergency and unforeseen events.
In addition to the District wide contingency reserve, for the 2012-13 fiscal year the Board of Trustees approved funding a District wide general reserve of $23.5 million to help maintain cash flow. This reserve, which represents 5 percent of the State allocation for LACCD, was created and also funded using a portion of Pierce College’s FY 2011-12 ending balance. This resulted in the College’s beginning the 2012-13 fiscal year with a $5.3 million contingency reserve (Pierce College President’s First Monday Report 09-05-12: 1038.3).

**Evaluation**

While the College’s unrestricted general fund balance has been reduced from $9.3 million in FY 2010-11 to approximately $5.3 million, the College continues to have limited local control of its fund balance. The District’s financial plan is created through a District wide participatory governance committee called the DBC. The DBC includes representatives from all colleges, including faculty, classified staff, and college administrators. It is charged with developing strategies to maintain financial stability for each of the District’s Colleges. Thus, the College is directly involved in decisions that impact it and the other colleges of the LACCD. Pierce College meets the standard.

**III.D.3.b.** The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Description**

The college prepares a comprehensive budget for unrestricted programs and for reoccurring externally funded federal, state, and local categorical programs.

Annually, the college prepares a financial plan to monitor finances for the College’s unrestricted budgets. This plan is updated monthly and is reviewed by Senior Staff and the College’s BC. On a quarterly basis, the College reviews the plan with the District office.
budget staff to ensure that the College has sufficient funds to meet all fiscal obligations (citation financial plan). Each quarter, the College conducts a fiscal year-to-date financial review to determine how well each of the programs is performing against both the established allocated budget and compared to last year’s outcomes. Using the quarterly reports, enterprise department managers focus on discrete accounts which are not tracking in a consistent manner with the established norm. In cases in which an area requires attention, management meets with the impacted group and assists to correct the problem (Pierce College Enterprise Quarterly Reports Sample: 3.124).

Externally funded programs including grants have in the past been overseen by the program managers who have been assigned to the project. During the last twelve months, Administrative Services has been reviewing and assisting categorical, unrestricted general fund, and auxiliary programs such as Community Services, and grants. This assistance has also allowed for increased fiscal oversight of these areas.

The District Internal Audit Department meets with the Financial Aid Directors annually to discuss prior year audit findings, validate the audit findings and develop corrective action plans to address any negative findings. Audit findings for fiscal year ending June 30, 2011 were discussed with District Internal Audit Department on April 30, 2012. The independent certified audit firm conducts a follow-up audit of prior year findings.

The annual budget for the Associated Students Organization is determined by the College based upon a three year regressive analysis. Once an amount is determined, the Associated Students Organization Budget Committee determines how the funds will be spent based upon budget requests submitted by College groups/departments looking to utilize these funds. A clear process is in place to track expenditures against approved budgets (ASO Funding Request Letter: 3.125, ASO Regression Analysis: 3.125.1, ASO Budget Book: 3.125.2, ASO Requisition Form: 3.125.3).

The college president oversees and gives direction to the Foundation for Pierce College, which is a separate and discrete legal entity. The Foundation’s Board of Directors provides an extra layer of oversight for the president in management and operation of the Foundation. Furthermore, the president or, if delegated, the vice president of administrative services, provides specific approvals and authorizations for any activities and events associated with the College. The College periodically reviews internal controls and control activities to ensure accurate record keeping and compliance with the District and the College’s policies and procedures.

DSPS, CalWORKs and EOPS are all budgeted at the start of the fiscal year based on anticipated allocations from the State and each of these categorical programs are included in the College’s comprehensive annual budget. These categorical programs, each having their own distinct budgets, are funded using state apportionments and augmented by unrestricted general funds. Matriculation funds are monitored by College administrators who authorize expenditures and any other costs assumed by these programs. The College submits expenditure reports to the District and State Chancellor’s Office on a regular schedule.
Evaluation

The College’s financial plan is monitored on a regular basis with monthly updates. These monthly projections are reviewed by the president and senior staff. Each quarter, the college reviews the financial plan with the District office budget staff to ensure that the college projections match those which are computed by the District office budget staff.

Working closely with LACCD Central Financial Aid Unit (CFAU), Pierce College’s financial aid unit establishes and maintains internal control procedures ensuring integrity in the administration of financial aid programs. These internal control procedures and the financial aid disbursement process are reviewed and updated on an annual basis by the District’s Financial Aid Directors to ensure that policies and procedures are in compliance with current state and federal financial aid regulations.

An independent certified audit firm conducts a complete annual audit of all internal controls within the LACCD financial aid offices. All independent audit reports are submitted to LACCD Board of Trustees, Chancellor’s Office of the California Community College System and the U.S. Department of Education. The independent audit demonstrates that we are properly managing financial aids, and grants. Recent internal audits in the Foundation have not been finalized as of the writing of this document.

As a separate California corporation, IRS regulations require that the Foundation for Pierce College be audited on an annual basis by an independent accounting firm. The audit report is submitted to the college president, the LACCD Board of Trustees, and the State Chancellor’s Office. Pierce College meets the standard.

**III.D.3.c.** The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Description

The LACCD has taken significant steps to address the issue of its unfunded liability for retiree health care. The GASB-mandated accounting standards require public employers to determine and report their actuarial obligation for “other post-employment benefits (OPEB)”—primarily retiree health insurance—and to develop a plan for addressing those obligations.

The LACCD’s initial actuarial study in 2005 calculated its retiree health benefit liability as $623.2 million. The large figure was not surprising for a district that has provided pay-as-you-go retiree health care coverage since its inception in 1969, but the District’s unions and management recognized that the liability could be reduced by prudent pre-funding of a portion of the unfunded obligation through an irrevocable trust.
In fall 2006 the District’s six unions and the Board of Trustees approved a negotiated agreement to begin partial prefunding by annually directing 1.92% of the previous fiscal year’s full-time employee payroll into an irrevocable trust. The District’s full-time employees gave up almost one-third of the 5.92% Cost of Living Allowance (COLA) provided to community colleges in 2006-07 by the State of California. In effect, LACCD employees agreed that, on an ongoing basis, they would accept salaries almost 2% lower than they would otherwise have been in order to secure retiree health care for themselves and future District full-time employees. The money saved through this sacrifice of salary would create an ongoing annual stream of revenue into the District’s OPEB trust. In addition, LACCD management and unions agreed that an amount equivalent to the District’s annual Medicare D refund would also be diverted from the District’s operating budget into the OPEB trust.

The District and its unions conducted a thorough review of options for the irrevocable trust and chose CalPERS to manage it. The law at the time restricted access to CalPERS trusts to agencies that participated in the PEMHCA (Public Employees’ Medical and Hospital Care Act) health plans, the District and its unions worked actively to change the law to allow the LACCD (and other non-PEMHCA agencies) to pre-fund its OPEB obligation through a CalPERS-managed trust. In fall 2007 Governor Schwarzenegger signed AB 554 (Hernandez), and in spring 2008, the LACCD moved its accumulated funds from the Los Angeles County Treasurer to a CalPERS-managed irrevocable trust. As of June of 2012, the balance in the trust was $41,694,651.

**Evaluation**

The college meets this standard. If the District continues with this pre-funding plan in addition to the annual pay-as-you-go amount, it will accumulate sufficient funds over the next 15 to 20 years to fully fund the ARC. Even though the District received less funding from the state due to the budget crisis over the last three years, the District has not interrupted its annual contribution. The District is committed to ensuring that adequate cash will be available to pay for OPEB liabilities when those costs become due.
In order to maintain control over health benefit costs for employees, the District and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the JLMBC acted to reduce the cost of health care coverage for active and retired employees by voting to move to health care plans administered by CalPERS, which took effect January 2010. Because of the significantly lower retiree benefit costs under CalPERS, the District was able to reduce its GASB obligation by approximately $97 million. Pierce College meets the standard.

**III.D.3.d.** The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

**Description**

The LACCD engaged AON Hewitt to analyze its liabilities associated with retiree health benefits as of July 1, 2011 (the valuation date). AON Hewitt are members of the American Academy of Actuaries and meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion given to the LACCD. The 2011 actuarial study of current active and retired employees was intended to serve the following purposes—to provide information to enable the LACCD to manage the costs and liabilities associated with its retiree health benefits and to provide information to enable the LACCD to communicate the financial implications of retiree health benefits to the Board of Trustees, employee groups and retirees.

**Evaluation**

The liabilities and annual costs for the District's contributions where calculated in the July 2011 actuarial study in accordance with Governmental Accounting Standards Board Statement No. 45 (GASB 45). Pierce College meets the standard.

**III.D.3.e.** On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

**Description**

The LACCD has no locally incurred debt instruments.

**Evaluation**

Since the District has no locally incurred debt instruments, Pierce College meets the standard.
III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal loan requirements.

Description

The annual external audit which was conducted by Vasquez and Company LLP for the year ending June 30, 2011 revealed that the College/District is in compliance with federal requirements and ensures the College/District manages student loan default rates (2011 Audit: 3.126). Federal student financial aid program requirements state that if the college has cohort default rates of 30 percent or more during three consecutive years, the college will lose its ability to participate in Federal Financial Aid Title IV programs. For the past five years there have been no issues related to student loan default rates. Pierce College’s default rates during the last five years are as follows:

- 2010 = 13.7%
- 2009 = 12.8%
- 2008 = 5.6%
- 2007 = 7.9%
- 2006 = 8.1%

Evaluation

Pierce College Financial Aid Office monitors the cohort default rate annually. Although the cohort default rates during the past five years are under 30 percent, the Financial Aid Office modified its student loan process to include several steps in the application process. For example, the College requires students to log in the National Student Loan Database System (NSLDS) and provide a printout of their student loan balance so students are aware of their current student loan debt. The College also requires students to complete an online Life Skills Lesson to assist with money management. If the cohort default rate continues to increase, the college will be evaluating the loan application process and may implement a default management plan. Pierce College meets the standard.

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description

Contractual agreements are entered into with external entities when necessary to conduct the business of the College in accordance with its mission and goals. Civic Center Permits (CCP) and Permit For Use (PFU) agreements, which authorize the lease of real property for 14 days or less per year and short-term agreements which are for one year or less and do
not exceed $5,000, are normally approved at the College by the president or vice president of administrative services (Heritage Foundation Days PFU 887: 3.124 and Amateur Radio Emergency Services CCP 20: 3.125). All other long term and higher cost agreements are handled by the Contracts Office at the District and may be subject to the review of the District’s general counsel. As necessary, risk exposure is mitigated by requiring external entities to carry their own insurance and indemnification.

Most contractual agreements issued by the College contain termination language which permits Pierce College to terminate with or without cause upon 30 days’ notice to the other party. All agreements including CCP and PFU agreements contain provisions allowing the College to terminate the contracts if the property being leased is required for academic purposes. To eliminate potential conflicts of interest, the agreements also stipulate that the person obtaining the permit cannot be an agent or employee of the LACCD (Procedures for Processing CCP and PFU Agreements: 3.129 and LACCD Conflict of Interest Policy 2010: 3.130). Agreements which exceed $5,000 are publically bid and are awarded based on acceptable limitations in accordance with the California Education Code.

**Evaluation**

The College follows policies and procedures established and enforced by the LACCD’s District office. All signed legal agreements are maintained at the District office which serves as the central repository. The integrity of the institution is maintained by requiring agreements to contain termination language.

The president and vice president of administrative services are responsible for ensuring that all contractual agreements generated by the College are consistent with the College’s mission and goals. Once they are approved at the College level, they are forwarded to the Board of Trustees for either ratification or approval. Pierce College meets the standard.

***D.3.h. The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.***
Description

The College reviews the effectiveness of its past fiscal planning annually as part of its budget development process. Year-end reports are provided and reviewed with the BC each fall. The committee has an opportunity to reflect on the effectiveness of past planning, discuss areas of concern and high performance, and make recommendations to modify future process (BC Agenda Sample 10-04-11: 3.113).

As part of the College’s regular annual external audit, firms review the LACCD Systems, Applications and Products (SAP) automated financial reporting systems, tests transactions, and confirms supporting material at that level. Feedback from the latest audit was generally favorable (District FY2012 Final Budget—Centralized Accounts Link: 3.115). In the most recent audit, the only gaps noted were missing census rosters. As a result of the findings, employees of Admissions and Records and Academic Affairs administrators have worked together to develop a system of e-mail notification with instructors who fail to submit census rosters. This enables Academic Affairs to address missing census rosters in a regular and timely manner.

Evaluation

The College evaluates the effectiveness of its fiscal planning. College administrators also rely on audit results to address gaps within the financial management process. The College has annual external audits to provide feedback on processes and responds to audit findings in a timely manner. Pierce College meets the standard.

III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Description

The integration of institutional and financial planning occurs, beginning with the RAC. The BC, a subcommittee of the PCC, allocates, monitors, and adjusts as required to maintain the financial stability of the College. The BC also ensures that financial resources are aligned with the College’s mission and goals within the development and approval of the College’s annual budget.

Development of a new budget begins in the third quarter of each year at the time that the annual plan is completed. The annual plan prepared by the department, forces the manager to reflect on the prior year’s institutional mission and goals, to document student learning outcomes, and to assess the effectiveness of resources in achieving prior year goals. The plan further allows for departments to request additional resources needed for continued institutional improvement (Annual Plan Template [Academic]: 1.008, Annual Plan
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Evaluation

As evidenced by the annual plans, agendas, minutes, financial plans, and budget reports, the College’s financial planning is guided by institutional planning. Participatory governance bodies are integrated into institutional planning throughout the budget development process. The College’s mission, goals, and values guide the development of financial plans at the departmental and project levels, which align with the overall strategic plan. Budgets are then aggregated to a final overall college budget, which includes all unrestricted and restricted funds. Participatory governance committees participate in forming strategic responses to the resource allocation requests that are made by departments. Participatory Governance also often prioritizes the funding allocations which preserve both transparency and shared expectations. Pierce College meets the standard.

The Center for Sciences
Standard III Actionable Improvement Plans/Planning Agenda Items

Standard IIIA

- III.A.1. By the end of 2013, the RAC will have clarified the process for assessing and prioritizing the additional resources for classified and administrative positions.

- III.A.5.a. The College will develop a more robust and formal plan to facilitate the professional development opportunities for administrators and staff. Beginning in fall 2012, senior staff and the PDC will work together to extend work on professional development opportunities for administrators and staff. This work will be accomplished in part by including Human Resources personnel in the PDC membership. The committee will complete a college wide professional development plan by the end of 2013.

- III.A.6. The college wide professional development plan to be completed by the PDC by the end of 2013 will clearly articulate a relationship between professional development and short and long term institutional planning. This will be accomplished through the integration of classified staff with existing PDC membership and a classified professional development needs assessment.

Standard IIIB

- III.B.2.b. By the end of 2013, Plant Facilities, as part of Administrative Services, will develop an evaluation model to project the full cost of facilities. This model will include maintenance and operations costs, which will allow the College to monitor ongoing operations and provide for the replacement of specific amortized assets.

Standard IIIC

- III.C.1.a. By the end of 2013, the College’s IT department will develop and publish a process by which it considers significant changes in institutional technology policies. These changes will be submitted as agenda items to the TC or ETC, as appropriate. The resulting information will be submitted to the vice president of administrative services for final approval.
Standard III: Actionable Improvement Plans/Planning Agenda Items

Standard IIID

- III.D.1.a. Although the College has made great progress in establishing a cycle of resource prioritization and allocation which relies on institutional planning, the College will benefit from continuing to clarify and improve the process for prioritizing classified staffing and administrative positions, as well supplies, equipment, and technology requests. By the end of 2013, the RAC will solidify its criteria for prioritizations.

- III.D.2.e. The College will benefit from reaffirming processes to approve expenditures of grants and funds from specific activities. Specifically, the ASO trust account, Foundation, and grant program expenditures need to be administratively managed to ensure alignment with the College mission and goals. The vice president of administrative services currently oversees these specific areas. The Foundation and grant procedures will be fully implemented by the end of 2013.
Standard III Evidence List

Standard IIIA

3.001 Faculty Priority Position Committee Charter
3.002 LACCD Human Resources Guide 100 Link
http://www.laccd.edu/faculty_staff/extranet2/documents/HRGuide_H-100_DepartmentsOrganizationalHierarchy.pdf
3.003 Pierce College Faculty Hiring Procedures
3.004 Personnel Commission Human Resources Hiring Procedures Link
http://www.laccd.edu/perscom/Hiring_Documents.htm
3.005 Personnel Commission Human Resources Committee Sample Meeting Minutes Link
http://www.laccd.edu/perscom/calendars.htm
3.006 Personnel Commission Laws and Rules Link
http://www.laccd.edu/perscom/pc_laws_and_rules.htm
3.007 Pierce College Job Announcement Sample
3.008 Pierce College Job Description Link http://www.piercecollege.edu/offices/personnel/
3.009 Pierce College Job Classification Plan
3.010 LACCD Minimum Qualifications HR Guide 100 Link
http://www.laccd.edu/faculty_staff/extranet2/documents/HRGuide_R-100_AcademicMinimumQualifications.pdf
3.011 LACCD HR Guide R-101 Faculty Equivalence Process Link
3.012 District Academic Senate Equivalency Instruction Sheet Link
http://www.laccd.edu/das/equivalencies.htm
3.013 LACCD HR Guide R-000 (Recruitment, Selection, and Employment)
3.014 LACCD HR Guide R-100 Academic Employees
3.015 LACCD HR Guide R-200 Classified Employees
3.016 LACCD HR Guide R-300 Unclassified Employees Link
3.017 Pierce College Faculty Hire Application Form 2012
3.017.1 LACCD Verification of Experience Form
3.018 Hiring Committee Chair Responsibilities
3.019 Hiring Committee Training Presentation
3.020 Personnel Commission Responsibilities and Duties Link
http://www.laccd.edu/perscom/
3.021 Personnel Commission Job Opportunities Bulletin Sample
3.022 Classified Hiring Ranking Sheet
3.023 Interview Tabulation Sheet
3.024 Equal Employment Opportunity (EEO) Representative Training Guide
3.025 Commission for Foreign Transcript Evaluation Link
http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf
3.026 Personnel Commission Rule #702
3.027 LACCD Administrative Regulations Link http://www.laccd.edu/admin_regs/
3.028 Bargaining Unit Contract Requirements
3.029 Personnel Commission Evaluation Forms
3.030 1521A Staff Guild Contract, Article 16
3.031 Outcomes Team Presentation School or Department Meeting Agenda Sample
3.032 LACCD Classified Employees Handbook, pp. 29-30
3.033 Pierce Employee Numbers June 2007-November 2012
3.034 California Code of Regulations Title 5, Section 51025 Faculty Obligation Number (FON)
3.035 Pierce College Council (PCC) Minutes (11-17-11)
3.036 Sample Goals: Pierce HR Goals 2011-2012
3.037 Counseling Office Intern Agreement
3.038 LACCD HR Guide Link http://www.laccd.edu/faculty_staff/hr/hr_guides.htm
3.039 LACCD HR Link http://www.laccd.edu/faculty_staff/hr/
3.040 LACCD Employer/Employee Relations Link http://www.laccd.edu/faculty_staff/hr/ee_relations.htm
3.041 Sexual Harassment Training Documents
3.042 Panel Evaluation Sign-Off Sheet
3.043 LACCD Board Rule on Employee Access to Personnel File
3.044 Pierce College August 2012 Professional Development Day Letter and Schedule
3.045 LACCD Project Match Charter
3.046 LACCD Employee Assistance Program (EAP) Link http://www.laccd.edu/faculty_staff/hr/eap.htm
3.047 Pierce College News and Events “Denim Day” Article (04-12)
3.048 LACCD Board of Trustees Agenda Sexual Assault Awareness Resolution (03-23-11)
3.049 Pierce College Compliance Office Link http://www.piercecollege.edu/offices/compliance/
3.050 Leibert, Cassidy, Whitmore Training Materials
3.051 Faculty Recruitment Assessment of Candidates Form
3.052 LACCD Employee Application Diversity Form
3.053 Pierce College Work Environment Committee (WEC) Meeting Minutes Sample (05-15-12)
3.054 Pierce College Compliance Office Information on the Student Grievance Process Link http://www.piercecollege.edu/offices/compliance/stdgrievance.asp
3.055 LACCD Office of Diversity Programs Link http://www.laccd.edu/diversity/
3.056 Pierce College Flex Events Calendar 2011-2012
3.057 Pierce College Faculty FLEX Survey Form Spring 2012
3.058 Pierce College Professional Development Committee Survey Form 2011-2012
3.059 Pierce College Mentoring Agreement
3.060 Professional Development Schedule 2011-2012
3.061 Campus Wide Sexual Harassment Training E-mail
3.061.1 Nonsupervisory Sexual Harassment Training Information
3.062 Sexual Harassment Training Mastery Test
3.063 LACCD Conference Attendance Form
3.064 LACCD Report on Conference Attendance Form
3.065 Pierce College Annual Campus Wide Survey 2011-2012
3.066 Mentor/Mentee Evaluation Form
3.067 Academic Senate Meeting Minutes of FPPC Recommendations (11-07-11)
3.067.1 Faculty Priority Position Committee Faculty Hire Application 2012

Standard IIIB

3.068 California Building Standards Commission Link http://www.bsc.ca.gov/default.htm
3.069 Occupational Safety and Health Administration Link http://www.osha.gov/
3.070 Pierce College Online TAMIS Plant Facilities Request Form
3.071 Plant Facilities Program Review Final 2011-2012
3.072 APPA Standard 3 Custodial and Maintenance
3.073 Pierce College Facilities Advisory Committee Link
http://faculty.piercecollege.edu/factycom/
3.074 Plant Facilities Master Plan Link http://www.piercecollege.edu/build/
3.075 Plant Facilities Annual Plan Sample
3.076 Pierce College Faculty and Staff Resource Center Link
http://www.piercecollege.edu/offices/profdev/index.asp
3.077 Statewide Database of Colleges Link
http://fusion.deltacollege.edu/code/admin/default.htm
3.078 TAMIS Priority Codes
3.079 E-mail Request “Same Problem”
3.080 California Code of Regulations (Title 24, Parts 1-12)
3.081 DSA Access Compliance Link
http://www.dgs.ca.gov/dsa/Programs/progAccess.aspx
3.082 Americans with Disabilities Act (ADA) Link http://www.ada.gov/
3.083 LASC-Hazardous Material Control Plan
3.084 Chain of Custody Lab Analysis Request Form
3.085 Roof Inspection Data
3.086 Pierce College Protective Escort
3.087 Sheriff’s Department Crime Statistics 2008-2010
3.088 LACFD Fire Protection Equipment Performance Certificate
3.089 Pierce College Blue Phone Link http://www.piercecollege.edu/campus_safety.asp
3.090 Facilities Advisement Committee Space Inventory Report
3.091 TAMIS Work Order Sample
3.092 Annual Plan (Plant Facilities) Budget Request
3.093 Plant Facilities Maintenance and Operations Budget 2011-2012
3.094 Plant Facilities Program Review 2012
3.095 Plant Facilities Work Order Satisfaction Survey
3.096 Plant Facilities “Thank You”

Standard IIIC

3.097 Technology Committee Link http://faculty.piercecollege.edu/technology/
3.098 Educational Technology Committee Self Evaluation Sample 2010-2011
3.099 Pierce College IT Staffing Proposal 2010
3.100 LACCD ‘SAP’ Link http://www.laccd.edu/hr/saphr.htm
Standard III: Evidence List

3.101 IT Survey Feedback
3.102 LACCD Technology Plan Current
3.102.1 LACCD Technology Plan Draft Vision 2020
3.021.2 Implementation Task Force Prioritization
3.103 Technology Committee Charter

Standard IIID

3.104 Pierce College Operational Plan 2011-2012
3.105 Sample of Pierce College Monthly Financial Projections SWAP OUT AND USE THE 11-12 ONE ROLF SENT
3.106 Sample of Open Orders and Carry Forward
3.107 Budget Reduction Plan Documents 2011
3.108 LACCD FON Analysis
3.110 Pierce College Proposed Reduction Plan 2011-2012
3.111 GASB Link http://www.gasb.org/
3.112 Proposed New Classified Positions 2010-2011
3.113 Budget Committee Agenda Sample (10-11)
3.114 LACCD Chancellor’s Update Sample
3.115 District FY2012 Final Budget—Centralized Accounts Link http://www.laccd.edu/budget/
3.116 LACCD Budget Committee DBC Minutes 08-12 Link http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees/District_Budget_Committee/agendas_minutes.htm
3.117 District Internal Audit Community Services CTE Payroll Calcard
3.118 Pierce College Foundation By-Laws
3.119 Pierce College Foundation Audit 2009-2010
3.120 Pierce College Foundation Financial Statements 2007-2008
3.121.1 Pierce College Business Office and Accounting Procedures Manual
3.121 Pierce College Grants Master List
3.122 Pierce College Foundation Meeting Minutes (02-17-11)
3.123 LACCD-Pierce College Foundation Contract (2007-2012)
3.124: Pierce College Enterprise Quarterly Reports Sample
3.125 ASO Funding Request Letter
3.125.1 ASO Regression Analysis
3.125.2 ASO Budget Book
3.125.3 ASO Requisition Form
3.126 2011 Audit
3.127 Heritage Foundation Days PFU 887
3.128 Amateur Radio Emergency Services CCP 20
3.129 Procedures for Processing CCP and PFU Agreements
3.130 LACCD Conflict of Interest Policy 2010
Jenna Pfefferle  
Art History

Jenna transferred her love of art, commitment to philanthropy, and entrepreneurship from Pierce College, where she contributed to the planning and ornamentation of a William Hogarth exhibit, to the University of California, Los Angeles (UCLA), where, among other activities, she is involved in world famine relief projects.
Standard IVA Committee Members

Co-Chairs

Alma Johnson-Hawkins (Administration)
Joy McCaslin (Administration–Retired 2012)
Tom Rosdahl (Faculty)

Committee Members

Angela Belden (Faculty)
Carlos Guzman (Staff)
Curtis Smith (Staff)
Don Sparks (Faculty)
Doreen Clay (Staff)
Gabriel Mellibosky (Student)
Izzy Goodman (Faculty)
Shane Mooney (Student)
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take
Standard IV: Leadership and Governance

initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

Pierce College takes pride in its long-standing culture of inclusivity, acceptance, and support among faculty, administrators, classified employees, and students. The institution’s commitment to excellence is articulated in many ways. Its primary method is through its Mission Statement and the Educational Master Plan and Strategic Plan.

Each year, the College reviews plans, prioritizes goals, and communicates those goals through its decision-making structures. In addition, each year, the college president publishes goals which have been collaboratively developed with the District chancellor. The president’s goals, like the strategic planning goals, are communicated broadly (President’s Convocation Presentation 08-23-12: 4.001).

The president communicates information relevant to College goals many times throughout an academic year. Starting at the fall Convocation Day each academic year, the president presents a formal overview of the key issues, most recently related to accreditation, budget, and construction (Pierce College President Report “The President’s ABCs 08-11: 1.038). Other events, such as periodic president’s town meetings, are publicized via the Web site on the “Pulse News and Events” in an effort to include and inform the entire College community (Pierce President’s Budget Town Hall Announcement 05-03-12: 4.002, Pierce President’s Budget Town Hall Announcement 03-13-12: 4.003, and Pierce College President’s Budget Town Hall Preparatory Report 04-04-11: 4.004).

The president leads a standing meeting with her senior staff of three vice presidents every Monday and gives a biweekly report to the Academic Senate. The president also communicates vital issues to the entire college community in periodic letters and reports via College wide e-mail (Sample Pierce College President’s First Monday Report 11-07-11: 4.005, Pierce College President’s First Monday Report 09-05-12: 1.038.3, Pierce College President’s First Monday Report 05-07-12: 4.006, President’s Accreditation PAN Theme 1: 4.007, President’s Accreditation PAN Theme 2: 4.007.1, President’s Accreditation PAN Theme 3: 4.007.2, President’s Accreditation PAN Theme 4: 4.007.3, President’s Accreditation PAN Theme 5: 4.007.4, and President’s Accreditation PAN Theme 6: 4.007.5).

The College mission statement and goals are easily and widely shared on the Pierce College Web site, along with other critical College information. The Web site is updated daily and has become a powerful hub of knowledge over the last few years. The College receives timely feedback from thousands of students and Pierce College community members who have joined the 7100-strong Pierce College Facebook page started in
January 2010. If a particular problem arises anywhere on the 426-acre campus, it is often posted to Facebook and can then be addressed (Pierce College Facebook Link: 4.008).

Faculty members, classified staff, administrators, and students participate in a variety of both formal and informal planning and goal setting processes. Representatives from faculty, staff, administrators, and students work together on the College’s committees to achieve College goals. Any member of a committee can bring forward ideas or suggestions, either his or her own or on behalf of a constituent, for institutional improvement. Departments across the College meet regularly to discuss issues, disseminate information about College wide activities, and discuss strategies to improve their effectiveness.

Institutional information and research is posted on the College Web site and is accessible to everyone (Pierce College Office of Institutional Research Link: 1.040). The College uses its Web site as the primary method of making information on College performance available and accessible to all employees, students, and community members. In addition to general information, College committee agendas and minutes as well as College plans can be read on or printed from the Web site.

**Evaluation**

Pierce College has a long tradition of excellence in student learning programs and services. The College is deeply committed to participatory governance and has developed decision-making structures which facilitate broad participation and communication of goals as well as progress toward the achievement of goals. Through their representatives, all employees have opportunities to contribute to developing strategies to improve institutional effectiveness. The College makes information available and accessible through its Web site as well as regular formal and informal communications. The College’s commitment to improving student learning is exemplified by its use of the Educational Master Plan as the overarching planning document. Pierce College meets the standard.

**IV.A.2.** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**IV.A.2.a.** Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
Description

The primary participatory governance organization at the College is the Pierce College Council (PCC) formed February 22, 1994. The PCC’s charter lays out the following vision for the organization:

- 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.

- The PCC is composed of representatives of all College constituencies with the intention that administrators, faculty, staff, and students have the right to participate effectively in making decisions and have a clearly defined role in College governance. In this spirit of collegial governance, the PCC was created to serve as the body that makes planning, budget, and policy recommendations to the college president.

- 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.

The PCC has clearly defined the roles of employees. In addition to the PCC, other College decision-making bodies are involved in leading the areas in which they hold primary responsibility.

Senior staff, comprised of the president and the three vice presidents, meets weekly. This forum allows the president to share with the vice presidents relevant decisions by the Board of Trustees and senior staff of the District, especially the chancellor and the chancellor’s cabinet.

Pierce College has several bargaining units with identified leaders to consult on items impacting working conditions. The college president and senior staff meet regularly with various bargaining unit representatives to consult on items of concern and to develop strategies to improve communication. The American Federation of Teachers (AFT) Faculty Guild has negotiated committees to formalize faculty leadership in decision making and planning—an inclusive shared governance committee (PCC at Pierce), Curriculum Committee (CC), Work Environment Committee (WEC), Faculty Position Priority Committee (FPPC), Professional Development Committee (PDC), Budget Committee (BC), Calendar, etc.—and specifies that Faculty Guild and Academic Senate appointees be selected by the Faculty Guild Chapter president and the Academic Senate and that all committees should operate under the principles of participatory decision making (AFT Faculty Collective Bargaining Agreement Staff/HR/Union Contracts Link: 4.009).

The Pierce College Academic Senate, following AB 1725 (now Title 5), defines its role as having primary responsibility for areas of academic and professional matters (Pierce
College Academic Senate Bylaws: 4.010). It has also developed a well-defined committee structure and has articulated roles for contributing to the overall success of the College (Pierce College Decision-Making and Planning Handbook, p. 13: 1.022).

**Evaluation**

In 1993-1994, the College recognized the need for a central, participatory governance body comprised of representatives from all College constituencies. Since the establishment of the PCC, the College has looked to this inclusive organization as the primary body for its collaborative decision making at the College. In addition to participatory governance committees, various constituencies of the College have defined roles in providing leadership in their respective areas (such as the Academic Senate, the bargaining units, the ASO, etc.).

The College has continued to enlist the PCC and its sub-committees to review and define the roles of all employees in governance. Pierce College meets the standard.

**IV.A.2.b.** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**Description**

The College relies on the Academic Senate to provide it with a structure and effective organization to form policies concerning academic and professional matters (California Code of Regulations, Title 5, Sections 53200-53206: 4.011). Academic Senate committee charters describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters (Pierce College Decision-Making and Planning Handbook Appendix 1: 1.022).
The Academic Senate’s Curriculum Committee reviews proposed courses and academic programs. In addition, it periodically reviews and updates the educational requirements for associate degrees and transfer programs. Proposed new courses and course changes are initiated within academic departments. The curriculum committee reviews recommendations, asks pertinent questions, and approves or rejects course and program proposals.

The College relies on the Educational Planning Committee (EPC), composed of faculty and administrators, to develop and monitor its Educational Master Plan (Pierce College Academic Senate Link: 2.080 and Educational Master Plan Link: 1.023). The committee is also responsible for completing program viability studies and formulating recommendations on modifications to programs.

In addition to setting the educational program priorities for the College, the EPC develops the policies and procedures on other educational matters including monitoring the completion of the Annual Plan. Another of its responsibilities is to initiate program viability task forces to study particular proposals for adding, modifying, improving, and/or discontinuing programs or making changes in the organizational structure of academic disciplines (Pierce College Decision-Making and Planning Handbook, Appendix 1: 1.022).

Riders from Pierce’s Equestrian program perform during the College’s annual Farmwalk.
Evaluation

The faculty and academic administrators play a central role in determining the academic programs of the College and bear the responsibility for shaping the courses, programs, and services that support student learning. Pierce College meets the standard.

**IV.A.3.** Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Description

The Board of Trustees, which includes a student trustee, holds two regularly scheduled meetings per month throughout the year. Special meetings are convened when necessary and follow the appropriate notification required by the Brown Act. The majority of meetings are held at the District office but at least once per academic year a regular meeting is scheduled at each of the District’s colleges. Annual meetings at the college locations provide a convenient forum for college constituencies, including community groups and individuals, to attend and witness the fulfillment of the roles and responsibilities of the Board of Trustees, the chancellor, the college presidents, senior staff and resource personnel, various employee groups, the Academic Senate, and student body representatives. At all its regularly scheduled meetings, representatives from the Colleges present information to keep the Board of Trustees informed of developments at the campuses.

Employee groups, the District Academic Senate (DAS), and the student trustee have regular direct collegial consultations with the chancellor and/or designee(s). District wide governance committees (District Governance and Functions Handbook Introduction: 4.012 and LACCD Committees Link: 4.013), the vice presidents’ councils, and the chancellor’s cabinet provide input into the development of District policies and procedures. In addition, these committees and councils give input into decision making on issues related to planning, budget, bond construction programs, technology, and the health benefits plans.

The substance of District meetings is communicated to College constituents via electronic communication including, in some cases, posted meeting agendas and minutes as well as verbal reports from Pierce College representatives who participate on District wide committees.

The District Planning Committee oversees the development and assessment of the District Strategic Plan (LACCD Strategic Plan Link: 4.014). Pierce College’s Educational Master Plan and Strategic Plan are based, in part, on the District Strategic Plan as well as the California Community Colleges System Strategic Plan (Pierce College Educational Master Plan Link: 4.015).
Due to the large size of the LACCD, the college president is the primary link between the College, the chancellor, and the Board of Trustees. The Chancellor’s Cabinet—composed of the nine college presidents, the chancellor, and district senior staff—meets once a month. Additionally, the President’s Council, which includes the college presidents and the chancellor, meets once a month.

Pierce College faculty, staff, and administration are committed to the principles of participatory decision making in the articulation and fulfillment of the College’s mission. As a result, its organizational structure includes a number of decision-making bodies that, in accordance with their charters or by contract, ensure that the College community, including students, is involved in the important decisions made at the College. These organizations provide representation for all constituents and serve as centers of discussion, decision making, and information sharing.
<table>
<thead>
<tr>
<th>Pierce College Council (PCC)</th>
<th>Academic Senate</th>
<th>Collective Bargaining Units</th>
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<tr>
<td>PCC Executive Committee</td>
<td>Academic Senate Executive Committee</td>
<td>Calendar Committee (as needed)</td>
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<td>Accreditation Steering Committee (ASC)</td>
<td>Academic Policy Committee (APC)</td>
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<td>Diversity Committee (DivC)</td>
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<td>Enrollment Management Committee (EMC)</td>
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<td>Facilities Advisory Committee (FAC)</td>
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<td>Resource Advisement Committee (RAC)</td>
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<td>Technology Committee (TC)</td>
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The major participatory governance body is the PCC which is responsible for discussing and formulating recommendations to the president on a variety of topics. Information discussed at PCC is communicated through publication of committee minutes and agendas on the committee’s Web site (PCC Link: 1.030).

Several functional committees are convened under the leadership of administration/senior staff. These include the long-standing Departmental Council and the recently formed Resource Advisement Committee. The committees also have members from across the constituencies of administration, managers, Academic Senate, and union groups.

The Pierce College Academic Senate is a major focal point for College wide discussions of academic and professional matters. Reporting to the Academic Senate are committees charged to address curriculum, academic policy, program viability, scheduling, faculty hiring prioritization, educational planning, Student Learning Outcomes (SLOs), student success, distance education, professional growth, ethics, etc. (Pierce College Academic Senate Link: 2.080).

Evaluation

Policies on governance procedures at the District and College levels specify appropriate roles for staff and students. Relevant information is available to staff and students (LACCD Board of Trustees Rules, Chapter XVIII Link: 2.085).

Many faculty members serve on participatory governance committees. Faculty leaders regularly solicit additional participation of full-time, adjunct, and temporary faculty. Evidence of the commitment to broad faculty participation is the AFT and Senate leaders’ recent collaboration with department chairs to compile a list of committee participation (and/or other means of fulfilling contractual institutional obligations) on the part of all full-time faculty and utilize such information to spread opportunities (Pierce College Academic Senate Link: 4.016).

Committees work collaboratively toward institutional effectiveness. The results of these efforts are actual institutional improvement. In recent years, particular attention has been paid to improving institutional planning and decision making. Through participatory governance processes, committees have been formed as recently as 2012. These include the College Planning Committee (CPC), RAC, and College Outcomes Committee (COC) (CPC Charter: 1.036, RAC: 1.042, and COC Charter: 2.022). The processes of self-evaluation have transitioned from semiformal to formal (Pierce College Council Completed Committee Evaluation 2012: 1.037). The College will continue to focus on communicating information broadly to ensure all employees are aware of essential information about College performance and improvement of student learning programs and services. Pierce College meets the standard.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission
requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

The Pierce college president, administrators, accreditation coordinator, and faculty work together to ensure the College demonstrates honesty and integrity with external agencies and the local communities served by the College.

Information relevant to accreditation and other external agencies is posted on the Pierce College Web site which is utilized to increase transparency and provide on-demand access to information regarding accreditation, the Department of Education, and other external agencies. The College uses due diligence to ensure the integrity of information. Information posted on the College Web site, press releases, and reports to the Pierce College community are reviewed and confirmed by the marketing and public relations office prior to dissemination to the public.

The College has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC). Follow-up reports have been submitted within established timelines and recognized by the Commission as meeting expectations (Pierce College Focused Midterm Report 03-10-10: 4.017). Additionally, the College has been monitoring its Distance Education Program and has submitted a substantive change proposal to the ACCJC to allow the College to begin offering a general education degree pattern using the distance education format. The substantive change proposal was submitted to the Commission in September 2012 (2.009).

In addition to working directly with the ACCJC, Pierce College regularly communicates with other outside agencies. For example, the Institutional Animal Care and Use Committee (IACUC) reports directly to the college president, and the College’s RVT program is accredited by the American Veterinary Association (IACUC Sample Agenda, Minutes, and Report: 4.018 and Pierce College RVT Web Site: 4.018.1). The Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal regulations affecting the administration of financial aid programs. When the U.S. Department of Education reauthorized the 1965 Higher Education Act in 2010, Pierce College responded appropriately. The reauthorization added program integrity regulations such as Consumer Information, Gainful Employment, and State Authorization. Pierce College created a Web page to comply with the Consumer Information regulations and met the timeline established by the legislation (Pierce College Consumer Information Link: 4.018.1).

Evaluation

The College demonstrates honesty and integrity in its relationships with external agencies. Documents of past accreditation visits are available in the library archives, and
recommendations are acted upon expediently. Also, the College has a strong track record with the U.S. Department of Education and has maintained compliance with reporting as well as publication requirements. Pierce College meets the standard.

**IV.A.5.** The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Description**

The various governance and decision-making committees at the College regularly conduct self-evaluations to assess and reflect on their effectiveness and discuss strategies for improvement. The PCC charter specifies that an evaluation be conducted every two years and its sub-committees do the same (PCC Link: 1.025). The Academic Senate By-Laws call for a self-evaluation and review of the standing committees every year (Pierce College Academic Senate Bylaws Link: 4.009).

In the evaluations for both the PCC and Academic Senate, committee members respond to questions and data are compiled for review, consideration, and discussion. Minimally, each committee reviews recent accomplishments and goals not fully achieved, prioritizes annual goals for the following year, and acts on suggestions for improvement. A report from each sub-committee is also sent to the appropriate oversight committee for information and discussion.

A number of other evaluations are conducted and used to inform decision making at the College including an LACCD faculty/staff survey that is distributed every two to three years, an annual staff development survey distributed each spring, and informal solicitation of feedback by a variety of administrative offices.

Data collected both formally and informally are discussed to determine strategies for institutional improvement. An example of an action taken to address a self-identified weakness was the establishment of the RAC to address the recognition that the link between planning and budget needed to be strengthened (RAC Charter: 1.042). Another example has been the revision of the charter of the BC to broaden representation in the academic affairs and students services divisions (Budget Committee Charter Amended 2010: 4.019).

**Evaluation**

The College has defined processes to evaluate its decision-making structures. The participatory governance committees and the Academic Senate have formal processes to solicit input on institutional performance and provide forums for discussion on the achievement of College goals. Pierce College meets the standard.
Standard IVB Committee Members

Co-Chairs

Alma Johnson-Hawkins (Administration)
Joy McCaslin (Administration–Retired 2012)
Tom Rosdahl (Faculty)

Committee Members

Angela Belden (Faculty)
Carlos Guzman (Staff)
Curtis Smith (Staff)
Don Sparks (Faculty)
Doreen Clay (Staff)
Gabriel Mellibosky (Student)
Izzy Goodman (Faculty)
Shane Mooney (Student)
**B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the Colleges.

**IV.B.1.** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, an effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.

**IV.B.1.a.** The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Description**

The Los Angeles Community College District (LACCD) comprises nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with Education Code 70902. LACCD board members are elected for four-year terms District wide by voters in the city of Los Angeles and in neighboring cities without their own community college districts.

Semi-monthly board meetings are held year-round at the District’s central office downtown and at each of the nine college campuses during the academic year. In compliance with the Brown Act, all meetings are publicized at least 72 hours in advance and are open to the public. The Board meets twice a month. Special meetings are sometimes called to handle business that cannot be dealt with at regular meetings. After a closed session, a public session is held to allow members of the community, employees, and students an opportunity to address the Board about their concerns. The college presidents, Educational Services Center (ESC) senior staff, and representatives of employee unions, the District Academic Senate (DAS), and students sit at a designated resource table and may participate freely in the discussion of issues.
Evaluation

The Board represents the interests of a broad range of constituencies. An independent policy-making body, its members are elected at large across one of the most demographically diverse urban areas in the U.S.

Board members work together collaboratively to support the interests of the District. The trustees take an active role in advocating for the colleges and the students served and in defending the colleges from undue interference. For example, on several occasions board members have united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of special interest groups. Pierce College meets the standard.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description

The Board has an established role in setting and updating policies in order to ensure the effective operation of the District. Oversight of the college’s educational programs and services is accomplished by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development and approval, and detail the faculty’s central role in educational matters in accordance with the District’s stated mission (Board Rule 1200 4.020, Board Rule 1800 4.020.1, Administrative Regulation 64: 4.020.2). The Board must also approve or reject all changes to the curriculum that are brought before it from the District’s Office of Educational Programs and Institutional Effectiveness or the DAS.

The Board sets goals and provides a sense of direction for the colleges through the District Strategic Plan (DSP) (LACCD Strategic Plan 2006-11: 4.014). Part of overall planning efforts, the plan is derived from goals set by the California Community Colleges Chancellor’s Office. In spring 2010, the District Planning Committee (DPC) evaluated the then-current plan and issued a scorecard with suggestions for its revision (DPC Scorecard Report and Recommendations: 4.021). In spring 2011, the District began another comprehensive District wide strategic planning process to guide the District from 2012 to 2017 (District Strategic Planning Committee Minutes 05-24-11: 4.022). More than 40 focus groups, including input from faculty, students, staff, and administrators, were held in fall 2011 at each college and the ESC to identify District wide strengths and weaknesses and offer suggestions for priorities and strategies, and in spring 2012, input was again solicited (SWOT Input and Results: 4.023). Vision 2017 is expected to be approved by the Board January 2013 (LACCD Strategic Plan Draft Vision 2017: 4.024 LACCD Strategic Plan Executive Summary 11-20-12: 4.024.1).
The plan is also in line with Senate Bill 1456, the Student Success Act of 2012, the new state law that requires community colleges receiving state apportionment to post a student success scorecard to clearly communicate progress in improving completion rates for all students. The next step will be for the colleges to revise their strategic plans to align with Vision 2017.

The Board also tasked the District with developing a Technology Strategic Plan to set goals for technology-related expenditures. An Implementation Task Force, comprised of representatives of constituency groups from the colleges, worked through spring 2012 to prioritize strategies to meet the plan’s goals (LACCD Technology Strategic Plan Draft Vision 2020: 3.102.1 and Implementation Task Force Prioritization: 3.102.2). The District is planning significant technology enhancements, including the addition of a fiber optic network that will prevent business disruption, with the primary emphasis of the plan on the implementation of the new Student Information System (SIS).

**Evaluation**

Since the District began to partially decentralize in 1999, District administrators, the Council of Academic Affairs (comprised of the VPs), and the DAS have worked to streamline procedures for the approval of academic programs and courses. As part of this effort, administrative regulations have been revised to decentralize the curriculum approval process and empower local college faculty. In addition, the District has adopted a series of board rules mandating program review, biennial review of vocational programs, program viability review, and program discontinuance processes at the college level (Board Decentralization Policies: 4.025). These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders.

The Chancellor, his executive assistant, and Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve access for students and secure funding for special programs. The Board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003, and 2008 that have provided more than $5.7 billion in badly needed capital construction funds for projects on all the campuses; the District also accessed over $300 million in State matching funds, bringing the total to over $6 billion. These projects are directly benefitting instructional programs and expanding career/technical education program facilities.

In spring 2009, the District was honored by the Research and Planning Group for California Community Colleges with an Excellence in Planning Award for its achievement in developing an effective framework for strategic planning in a multi-campus district (RP Excellence in Planning Award: 4.026). Pierce College meets the standard.

**IV.B.1.c.** The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
Standard IV: Leadership and Governance

Description

The Board monitors the educational quality of LACCD programs through the following standing committees, which were restructured in 2010-11:

- **The Institutional Effectiveness Committee** addresses educational effectiveness, student achievement, and educational programs. It oversees the colleges’ accreditation self-evaluation efforts and requires annual college reports on progress made to reach strategic planning goals, including ARCC AB 1417 outcome measures and progress on the District’s Core Indicators of Institutional Effectiveness.
- **The Finance and Audit Committee** recommends the tentative budget and annual audits for general operations of the District and the bond program and reviews financial reports, internal audits, bond financing issues, revenue-generating plans, public/private partnerships, and other financial matters.
- **The Legislative Committee** makes recommendations on legislative initiatives to benefit the District, reviews proposed state and federal legislation, evaluates lobbying efforts, and considers other related matters.
- **The Capital Construction Committee** provides policy guidance, oversight of the bond program, and approval of master plans and environmental impact reports.
- **The Student Affairs Committee** considers all matters that impact student life, including the teaching and learning environment, co-curricular and extracurricular activities, student services, etc.

(Standing Committee Minutes Link: [4.027](#); Board Rule 2605.11: [4.027.1](#))

In conjunction with the Chancellor’s Office and the Office of General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the nine campuses.

The Board bears responsibility for monitoring all aspects of District and college finances. An independent audit of the District’s and the colleges’ financial statements and accounting practices is made annually by an outside agency. The Board, the college presidents, and the public are provided periodic updates and presentations regarding the LACCD’s financial condition. The Board ensures the financial integrity of the District by approving an annual budget, reviewing its annual independent audit, and requiring at a minimum 5 percent reserve. The Board is directly responsible for guaranteeing the colleges’ financial health by requiring quarterly reports from the college presidents on their budgets and FTES targets. The Board is responsible for overseeing compliance with all federal, state, and local policies related to student financial aid and other fiscal programs through LACCD administrative offices.

To monitor the financial integrity of the District’s capital construction project, the Board tightened its management by taking the following steps:

- Approved the creation and staffing of an independent Office of Inspector General that reports to the Chancellor and the Board; and conducts ongoing review of performance,
financial integrity, and legal compliance—reports that have resulted in corrective actions

- Approved the creation of a Whistleblower Program for bond and non-bond related issues so that anyone may confidentially report on concerns needing investigation
- Instituted limits on the “multiplier” (or markup) that firms participating in the management of the building program can charge for employing program staff
- Strengthened the operation of the District Citizens’ Oversight Committee, mandated by law to oversee the program
- Appointed an independent review panel of 10 distinguished citizens, which completed its examination of the program and recommended improvements of policies and processes
- Engaged the office of Los Angeles City Controller Wendy Greuel in response to concerns raised about the process used to select the Inspector General
- Acted immediately to revise policies and procedures used in all RFP processes after the City Controller’s Office concluded that the evaluation process for the selection of the Inspector General was flawed; the new process was used to hire a financial advising firm
- Approved the centralization of construction management under the purview of the Executive Director of Facilities

(Building Program Actions Links: 4.028, 4.028.1, 4.028.2)
In fall 2011, in response to concerns expressed in a State Controller’s Office audit, recommendations in a Building Program Review Panel report, a decrease in the District operating budget, and a significant decline in enrollment, the District instituted a moratorium on $1.9 billion worth of planned building projects that had not started construction in order to conduct a thorough evaluation to determine whether the following criteria had been met:

1. The colleges could afford the costs of maintaining and operating the new buildings.
2. There was sufficient capital to build projects with currently authorized funds.
3. The facilities, some of which had been planned years ago, matched projected needs.

Based on reports provided by the colleges, projects totaling $1.7 billion have been released from the moratorium, leaving four projects (under $170 million) still subject to further review by the colleges (Moratorium Status: 4.029).

Evaluation

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the Board, which has significantly expanded its role in oversight of the quality of instructional programs. Annual college strategic planning reviews allow the Board to play a more direct role in assuring that the colleges and the District are in sync by requiring the colleges to demonstrate how their goals align with the District’s. These reviews give the Board the opportunity to hold the colleges publicly accountable for meeting quality assurance standards associated with their educational master plans and strategic planning efforts (IE Committee Minutes 06-12: 4.030, IE Committee Minutes 07-12: 4.030.1, IE Committee Minutes 08-12: 4.030.2).

As a result of repeat findings in the 2010-11 annual independent audit, college personnel from each of the areas with any deficiency were required to attend mandatory meetings with the Office of Budget and Accounting and the District's Internal Audit Department to discuss the findings and take immediate corrective action. Internal Audit then conducted meetings with the responsible VPs in the areas with findings at each of the nine colleges to ensure that the colleges were following their action plans. The District established a single point of contact at each college to collect and review responses, beginning with the assignment of a lead to take charge of each action, the setting of corrective actions with a timeline for implementation, and a request for documentation to prove that the corrective actions took place. This centralization has made the District more responsive to the audit findings (Corrective Action Matrix: 4.031). In September 2012, the District held an Accreditation Summit with 70 administrators and two Academic Senate representatives. The session focused on audit findings, corrective action plans, and responsibility for the resolution of these audit findings (District Accreditation Summit 2012: 4.032).

The Internal Audit Department has been tasked with working with all the colleges to enhance and enforce current policies, procedures, forms, and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state, and local regulations.
Internal Audit has also been tasked with making sure that the corrections have been implemented by conducting follow up visits to all nine colleges.

The Board, District administration, college presidents, faculty, and staff spent considerable time and effort over the past year in discussions about the building moratorium and its impact on the colleges. The Chancellor requested the moratorium primarily to analyze and adjust to the impact of the state budget crisis, since state support for higher education has been reduced and building was outpacing enrollment. If the District had continued with the planned program, it would have added 3.8 million square feet at a time when FTES are declining, hiring is decreasing, and the ability to maintain and operate the new buildings was not guaranteed. The moratorium was a thoughtful approach to take a hard look at the remaining projects and decide whether adjustments were needed. Pierce College meets the standard.

**IV.B.1.d.** The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Description**

The duties and responsibilities of the board are defined externally by State Education Code, Section 70902, and internally by board rules (Board Rules Chapter II Article III: 4.033). The Chancellor and General Counsel also play an important role in monitoring board responsibilities. The bylaws and policies are published on the District’s Web site (4.034).

**Evaluation**

The LACCD’s own internal checks and balances have ensured compliance with the Board’s externally and internally defined duties and responsibilities. Pierce College meets the standard.

**IV.B.1.e.** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Description**

The process for the adoption of board rules (policies) and the administrative regulations that support them (how to implement the policies) are outlined in a Chancellor’s Office directive (Chancellor’s Directive #70: 4.035). Board rules are adopted by the Board of Trustees, and Administrative Regulations are issued under the authority of the Chancellor. In addition, the District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent standards.
In 2007, the board adopted a regulation stipulating the process for the cyclical, automatic review of all policies and regulations (Administrative Regulation C-12: 4.036). Rules and regulations are assigned by category to subject matter experts every three years. If they are in need of revision, the appropriate staff member prepares changes. To ensure compliance, the Office of General Counsel developed a form that requires the responsible ESC administrator to indicate the outcome of the review (i.e., no changes recommended at this time, changes recommended, or proposed changes vetted with the appropriate shared governance group). The form must be signed and dated before being returned to the General Counsel (Confirmation of Periodic Review: 4.037).

Suggested revisions are reviewed and considered at board meetings. Once policies are approved, they are posted on the LACCD Web site by General Counsel. Since April 9, 2010, the Board has adopted 11 new board rules and updated 34 existing ones. The Board relies on the Chancellor, the college presidents, and ESC executive and senior staff to ensure that all rules and regulations are implemented uniformly and effectively across the District.

**Evaluation**

The trustees act in accordance with established policies. The rules and regulations established through the consultation process are subject to regular review and revision by LACCD administrative staff to ensure that they are appropriate and effective. When constituents or ESC personnel bring issues in need of revision to the Board, policies are changed, if necessary. For instance, the Board recently approved a board rule requiring course outlines of record for non-Career Technical Education (CTE) courses to be updated every six years; CTE course outlines are updated every two years. The Board also adopted a policy for funding of the District's building program reserve to address the levels of risks and work remaining and a policy to set aside District operating funds to address deferred maintenance and repair of existing facilities. Pierce College meets the standard.

**IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Description**

In 2007, the Board adopted a formal policy for the orientation of new board members (Board Rule 2105: 4.038). It has also developed procedures for the orientation of student trustees (Orientation Procedures for New Student Trustees: 4.039). In July of 2011, when the two newest board members were elected, each participated in a nine hour orientation held on three separate days (Board Member Orientation 07-11: 4.040). These orientations included information about Accreditation Standards and ACCJC expectations that trustees be involved in all aspects of accreditation.

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 a student member (who has an advisory vote) for a one-year term.

**Evaluation**

While there is no formal guarantee of continuity of leadership, the staggering of board elections does provide some consistency. The fact that incumbents are frequently re-elected to their positions provides a measure of continuity to governance although the student trustee position changes every year. Pierce College meets the standard.

**IV.B.1.g.** The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

**Description**

The Board’s formal policy on self-evaluation was adopted in 1995, and for 10 years, the Board used a checklist to evaluate its overall effectiveness. In June 2005, the Board amended its process, expanding it to also include additional feedback from college presidents, District senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the Board conducts annual self-evaluations (Board Retreat 02-12: 4.041). The next one will occur in January 2013.

In 2007 the Board adopted a board rule to set goals as part of its annual self-evaluation (Board Rule 2301.10: 4.042). To increase follow-through and accountability at the District level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual Board and CEO goals with DSP goals. The annual cycle includes Board evaluation, Board retreats, college activities in support of goals, institutional effectiveness reports, and District effectiveness reports that align with the DSP. At its retreats, the Board assesses District priorities and discusses processes for addressing them (District Effectiveness Review Cycle Flow Chart: 4.043 and Board Retreat Minutes 08-11: 4.044).

In response to a recommendation received from the Commission in June 2012, professional development training was held at two fall 2012 retreats to help Board members distinguish their responsibilities from those of the Chancellor, understand their roles in setting policy, and develop goals and objectives to address items noted in their evaluation (District Corrective Action Matrix on Professional Development: 4.045).

**Evaluation**

While new Board members participate in an orientation and all receive training on their roles, evaluations have indicated that some trustees may have needed more training on their roles and responsibilities. In order to improve performance, a thorough program of
professional development was implemented, with ongoing board development to measure improvement.

As a result of a self-evaluation, the Board streamlined the number of standing committees from seven to four. The adoption of an annual review cycle has increased the Board’s ability to monitor progress on strategic goals and Board priorities to guide District level decision making. It has allowed the Board to synchronize annual goal setting with the academic calendar and ensure that institutional effectiveness reports align with strategic plan reports, ARCC AB 1417 review, and the self assessment process. Pierce College meets the standard.

**IV.B.1.h.** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Description**

The Board adopted a Statement of Ethical Values and Code of Ethical Conduct in 2005 that requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District legal counsel, in 2007 it established procedures for sanctioning board members in case of ethics violations (Board Rule 2300.10 and 2300.11: 4.046).

**Evaluation**

The Board has a clear code of ethics and a process in place for sanctioning behavior that violates the code. Pierce College meets the standard.

**IV.B.1.i.** The governing board is informed about and involved in the accreditation process.

**Description**

To ensure that they are knowledgeable about the accreditation process, trustees learn about Accreditation Standards at retreats and meetings. The Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) monitors the accreditation self-evaluation process by receiving regular reports and reviewing the colleges’ comprehensive self evaluation, midterm, and follow-up reports. A three-hour meeting to discuss progress on responding to the latest recommendations was held October 1, 2012 (District IE Minutes: 4.030.3). During site visits, Board members meet with visiting teams, respond to questions, and participate in meetings, forums, and receptions.

In fall 2007 the Chancellor created the position of Accreditation Liaison, who reports directly to the Vice Chancellor of Educational Programs and Institutional Effectiveness, and helps to facilitate the reporting process to the Board.
Evaluation

Through active oversight by the Institutional Effectiveness Committee, Board members have become more engaged in and aware of the accreditation process. The accreditation self evaluation process at the colleges has become much more pro-active, collaborative, and collegial over the years. District colleges are now approaching accreditation as an essential element in strategic planning and institutional processes. In addition, Board members attend workshops at conferences, such as the Community College League, on topics including the accreditation expectations of the ACCJC. Pierce College meets the standard.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the College chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Description

Pursuant to California Ed Code, the Board employs the chancellor and gives him/her full authority and responsibility to oversee the operation of the District. The hiring of a chancellor starts with board action authorizing the HR Division to launch a search. After a chancellor is selected, a policy outlines procedures for his/her annual evaluation (Chancellor’s Directive # 122: 4.047, Sample IE Committee Agendas and Minutes: 4.030.4). The Board solicits input from constituencies and collects data to evaluate performance on a number of criteria. The most recent evaluation of the current Chancellor, hired in August 2010, was conducted in October 2012 (Chancellor Evaluation Data Collection: 4.048 and BOT Agenda 10-03-12: 4.048.1).

The Chancellor and ESC senior staff oversee the administrative tasks of the District. The Chancellor also oversees the District Foundation to help obtain additional resources, meets regularly with the Cabinet (senior staff and college presidents), and holds regular consultations with the leadership of the employee unions and the DAS. The Chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from the Joint Labor Management Benefits Committee (JLMBC). In keeping with Ed Code provisions, the Board delegates its authority to the Chancellor, gives him/her the autonomy to make decisions without interference, and holds him/her accountable for those decisions.
The Board shares responsibility with the Chancellor for hiring and evaluating the performance of vice chancellors, college presidents, and the General Counsel. Board rules specify selection procedures for key administrative positions, which typically involve national searches (Board Rule 10308 Selection Procedures for College Presidents: 4.049). Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff, and community representatives. In accordance with the Brown Act, the Board approves employment contracts and compensation in open session.

One of the Chancellor’s duties is to conduct regular evaluations of the college presidents and make recommendations to the Board on the renewal of their contracts. The process for this comprehensive evaluation, which has been in place since 2002, is facilitated by the Deputy Chancellor's Office (Performance Evaluation Process for College Presidents: 4.049.1). College presidents undergo evaluations at least every three years (President Evaluation Schedule: 4.049.2). They are conducted by District HR and include feedback from all segments of the campus community (President Evaluation Packet: 4.049.3). In addition, every year the college presidents meet with the Chancellor to update their annual goals.

**Evaluation**

The chancellor is responsible for evaluating those who directly report to him/her (college presidents, General Counsel, Deputy Chancellor and vice chancellors) and those regular cycles of evaluation have been followed diligently. Pierce College meets the standard.

**IV.B.2.** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**IV.B.2.a.** The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Description**

The College’s administrative structure continuously adapts as the College changes in size and complexity, but the four main divisions of the College have historically included the Office of the President, Academic Affairs, Student Services, and Administrative Services. These divisions are represented by the president and three vice presidents. Each of these divisions has academic and/or classified managers who are responsible for the day-to-day oversight of academic or service programs. Administrative positions are assigned responsibilities appropriate for the size and purpose of the College.
The president meets with the vice presidents weekly and with the entire management team monthly. These meetings serve as the primary communication forum to discuss relevant issues. The president delegates responsibility and authority to carry out activities to achieve the College’s goals and improve institutional effectiveness (Sample Management Team Meeting Agenda 06-25-12: 4.050).

Evaluation

The president meets with academic and classified administrators regularly. There is evidence of significant communication within the administrative structure through regular meetings. The president delegates authority to administrators in alignment with their roles at the College. Pierce College meets the standard.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1. establishing a collegial process that sets values, goals, and priorities;
2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4. establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

As noted in standard IV.A.1 above, the president establishes College goals that are then used by the other administrators to set their goals thereby guiding the institutional improvement of the teaching and learning environment. The College has an intensive goal-setting process for administrators and managers, including the academic department chairs. The College’s institutional values, goals, and direction are communicated and discussed in a variety of venues.
The president presented her goals to administrators and department chairs at the annual Leadership Retreat in August 2012 (Pierce College Leadership Retreat Agenda 2012: 1.034). She also presented the goals at the fall Convocation Day in August 2011 and at the Board Meeting on September 7, 2011 (President’s Presentation Convocation 2012: 4.051 and LACCD Board Agenda 09-07-11: 4.052). These goals demonstrate the president’s commitment to student success and include references to various projects that support the learning environment: Academic Outreach, Summer Bridge, Statway, and Achieving the Dream (President’s Goals 2011: 4.053). The president also attends or sends a representative to every Academic Senate meeting to provide an update on projects, and she meets with the Academic Senate Executive Officers and AFT officers monthly. In addition, the current president has formed a monthly Management Team meeting to discuss a variety of issues with the deans, vice presidents, and directors of programs. In addition, the president meets monthly with the PCC Executive Committee to review issues. In September 2011, the president launched a monthly report entitled the First Monday Report which is e-mailed to the entire College community on the first Monday of every month to share progress on her goals and priorities and to share important information on a variety of topics of interest to the College community (Pierce College President’s First Monday Report Sample 04-16-12: 1.038).

The president is intimately familiar with and committed to utilizing data in evaluation and planning. The Office of Institutional Research is directly under her supervision, and the Dean of Research and Planning and the Research Analyst were relocated next to her office in October 2011. Prior to that date, the Dean of Research and Planning reported to the vice president of academic affairs. Now the president has direct access and can steer the research agenda to align directly with the College goals. These adjustments reflect the president’s commitment to a college culture of evidence.

The president also demonstrates her commitment to student learning by supporting student learning initiatives such as Achieving the Dream, Academic Senate-driven policy (the Senate-approved policy on achieving ACCJC-defined proficiency by 2012), and professional development opportunities for student learning across the College (Pierce Assessment Day [PAD] Report 01-12: 2.028).

In order to ensure that educational planning, resource planning, and distribution are integrated, the president supported the creation of several new committees during the 2011-2012 academic year including bringing back the CPC and adding the Enrollment Management Committee (EMC), the RAC, and the FAC (Pierce College Decision-Making and Planning Handbook: 1.022). The EPC created the Educational Master Plan, and the College Planning Committee updated the Strategic Plan. The latter document is intended to carry out the goals of the overarching Educational Master Plan. The EMC has undertaken the task of creating a new Plan for Enrollment Management (PEM) driven by the Educational Master Plan and Strategic Plan. Finally, an important new committee that reports to the PCC, which reports to the President, is the RAC. Utilizing all of the plans listed above, in addition to the departments’ program reviews and annual plans, the RAC prioritizes and recommends allocations of resources to the president. In the 2011-2012 year, the president set aside $100,000 to demonstrate her commitment to educational
planning and the integration of resource allocation with planning (RAC Prioritization 2011-2012: 1.039).

At the direction of the president, along with PCC and the Academic Senate, all College committees undergo a self-evaluation process to assess their roles in institutional planning and implementation. The results of these evaluations are reported in Standard IV.A.5.

**Evaluation**

Building upon the strong College environment of participatory governance and through the creation of several new committees devoted to planning and resource allocation, the president has demonstrated her commitment to a renewed emphasis on planning. The RAC brings it all together by prioritizing requests driven from the institutional planning documents and program review as reflected in annual plans. The self-evaluation documents of all the planning committees will provide evidence that the process is working (Student Success Committee [SSC] Self Evaluation 10-11: 4.054, Budget Committee [BC] Self Evaluation 10-11: 4.025, PCC Self Evaluation (10-11): 4.056, Technology Committee [TC] Self Evaluation (10-11): 4.057, Curriculum Committee [CC] Self Evaluation (10-11): 4.058, and Educational Planning Committee [EPC] Self Evaluation (10-11): 4.059). Pierce College meets the standard.

**IV.B.2.c.** The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

**Description**

The president works closely with the chancellor and his staff, including the General Counsel and the heads of district divisions. She regularly attends Board of Trustees’ meetings, Presidents’ Council, and Chancellor’s Cabinet meetings. Each of the District entities has its set of relevant codes, laws, regulations, and Board Rules, and each assists the colleges in making sure these are implemented properly. The president has overall
Standard IV: Leadership and Governance

responsibility for ensuring that policies are implemented, and she delegates to the vice presidents the responsibility for compliance appropriate to their areas. The College’s vice presidents attend their District wide councils, and many other members of the College are involved in District committees. Pierce College representatives are often called upon for leadership roles in District wide initiatives. The College has been designated a pilot college for the implementation of the new Student Information System (SIS) over the next three academic years (LACCD SIS Link: 4.060).

Evaluation

The president attends the District meetings in which District college presidents are required to participate. She keeps abreast of policies, regulations, and statutes through attendance at these regular meetings. By meeting with the vice presidents weekly, if not more often, she relies on them to ensure that the College is in compliance. The president also meets with the executive committees of the PCC, the Academic Senate, and the local Chapter of the Faculty Guild to discuss matters of common interest and to assure that the College practices are consistent with its mission and policies. Pierce College meets the standard.

IV.B.2.d. The president effectively controls budget and expenditures.

Description

Pierce College has had positive ending balances for several consecutive years. The past two fiscal years have resulted in an ending balance of approximately $10M (Final Year Ending Balance Statement 2010-2011: 4.061). The president controls budget and expenditures in a variety of ways. She regularly reviews the budget with senior staff. Areas of concern are identified early and strategies to control expenditures are developed and implemented.

Information about the budget is shared widely at a variety of meetings such as the Academic Senate, the AFT monthly meetings, PCC and PCC Executive Committees, and through the President’s First Monday reports to the College. The vice president of administrative services reviews the budget and expenditures with the BC, and a BC report is shared at every meeting of the PCC.

The RAC prioritizes budget requests based on their link to overall College planning goals and forwards recommendations to the PCC. These recommendations are then forwarded to the president each spring for final approval and incorporation into the College annual budget.

The District office is also involved in managing the College budget and expenditures. The president submits a monthly budget report and savings plan to the District office and meets quarterly with College senior staff and the District office enrollment management staff, the Budget Office director, and the District’s chief fiscal officer to review the budget and savings plan. In the last few years, declining resources have forced workload reductions as well as other expenditure reductions. To facilitate broad communication, the president
discusses budget strategies regularly at the monthly management team and semimonthly Academic Senate meetings.

**Evaluation**

The Pierce college president has effectively managed the College budget, and in the last decade, the College has moved from a deficit college to one with a sizeable balance of $10M. Building upon previous presidencies, the prudent fiscal management of the current president, senior staff, and faculty leaders has helped Pierce College weather the current state budget crisis fairly well. Pierce College meets the standard.

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

**Description**

Following a long tradition by past presidents, the current president communicates regularly with the many constituencies of the San Fernando Valley community. Pierce College has cultivated a close relationship with District 1 of the Los Angeles Unified School District and hosts meetings of their counselors regularly. Pierce schedules many college classes on high school sites to serve this constituency (Pierce College Outreach Link: 4.062). The president is also actively engaged with the political community and hosts community events for elected officials on campus. At the president’s request, a Pierce College employee serves on the Woodland Hills/Warner Center Neighborhood Council, an official advisory panel for the City of Los Angeles. The president also has a monthly Pierce College column in the newsletter of the Woodland Hills Homeowners Organization (Woodland Hills Homeowners Association Site Link: 4.063). In addition, the president appoints a Pierce College representative to serve as a liaison to business organizations such as the Valley Industry and Commerce Association and the Valley Economic Alliance as well as local chambers of commerce (Valley Industry and Commerce Association Site Link: 4.064 and Valley Economic Alliance Site Link: 4.065). Pierce College is also an important center for the evacuation of large animals during fires or other emergencies in Los Angeles County.

To oversee the bond construction program, the president maintains a College Citizens Committee (College Citizens Oversight Committee Link: 4.066) of 15 community members who meet every month to review bond expenditures and the construction schedule. In 2010, the College updated its Facilities Master Plan Update and Environmental Impact Report (EIR) Addendum and invited the community to participate in an Open House that showcased the construction program (Community Open House Article 06-15-10: 4.067).
**Evaluation**

Pierce College has cultivated a solid relationship with its community and has enjoyed strong support for its programs. This community linkage was effectively demonstrated when the president needed community support for the Facilities Master Plan Update in 2010. Pierce College meets the standard.

**IV.B.3.** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the district/system and acts as the liaison between the Colleges and the governing board.

**IV.B.3.a.** The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the Colleges and consistently adheres to this delineation in practice.

**Description**

The areas of responsibility of the District and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In 1999, the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level. Since the adoption of this principle, the District and the colleges have worked to clarify and delineate operational responsibilities.

The District has been actively engaged in addressing this Standard since it participated in the ACCJC’s first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the District system and the colleges have been produced. The 130-page *2008 Functional Map* contained descriptions of board and committee roles, functions and membership of 56 District wide governance and administrative committees, a definition of the District/college relationship, a grid of service outcomes detailing the functions of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing administrative processes (District Functional Map 2008: 4.068).

The ACCJC evaluation teams visiting three of our colleges in 2009 agreed that while the *2008 Functional Map* might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the District and the colleges (Evaluation Report East [p. 49]: 4.069 and Evaluation Report Trade-Tech [p. 48]: 4.069.1). However, the teams felt that the District needed to take the additional step of evaluating the accuracy of the delineation and use the information to improve effectiveness.
To respond to this recommendation, the District Planning Committee (DPC) created a two-year project that culminated in a full assessment and revision of the functional map and engaged faculty, staff, administrative, and student leaders in a dialogue about the roles and responsibilities of the colleges and the District. The project consisted of the following:

- **Review and Revision of Service Outcomes:** In 2009, all ESC administrative units reviewed their sections for accuracy, simplified descriptions of functions, and made sure outcome measures were feasible. The draft was circulated among user groups for suggestions used to produce a final version of the outcomes.
- **Update of District wide Committee Descriptions:** All standing District wide committees and councils were asked to revise their descriptions using a new template to provide uniform information (IVB-39 Committee Evaluation Template: 4.070).
- **Expansion of the Functional Map:** The DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, including policy, roles of stakeholder groups and committees, and the cyclical evaluation of the new handbook. To assist colleges in documenting their governance and planning processes, the DPC designed a governance handbook template (IVB-40 Governance Handbook Template: 4.071).
- **Survey:** Results of a survey to assess the accuracy of the definition of the District/college relationship were used to create an assessment report with action items for continuous improvement of District/college role delineation. [See IV.B.3.g for details.]

These efforts led to the replacement of the 2008 Functional Map with the LACCD District/College Governance and Functions Handbook in spring 2010 (IVB-41 LACCD District Governance and Functions Handbook: 4.071.1), which was posted on the District Web site and distributed to the colleges and constituency groups.

Additionally, ESC staff is working with the colleges to map business processes in anticipation of the roll-out of the new SIS, administrative software that will support academic advising, admissions, financial aid, student billing, curriculum and scheduling, and student records. The mapping process has resulted in the creation of over 275 process maps that detail functions across the District (Process Mapping Samples: 4.072).

**Evaluation**

The District recognizes that it is an ongoing challenge to delineate roles in a large multi-college district and that decentralization is a work in progress that requires periodic review. The LACCD has become partially decentralized, with some functions undertaken locally and others at the ESC. For example, some characteristics of a course are determined by the college and some by the District. Other functions, such as hiring decisions, are handled at the colleges, but rating-in and verification of MQ’s are done at the ESC.

The extensive efforts involved in revising the functional map and the current process mapping project for the new SIS have greatly improved the understanding of roles and
responsibilities across the District. Program review for ESC units will be another instrument used to address gaps in service and eliminate redundancies between college and District functions [see IV.B.3.b].

The _District Governance and Functions Handbook_ serves as a convenient, user-friendly guide to decision-making processes and provides employees with a more accurate and informed understanding of the District’s role in relation to the colleges. The Vice Chancellor of Educational Programs and Institutional Effectiveness keeps the online edition updated. Beginning in spring 2012, the handbook is being re-assessed and revised on a two-year cycle [see IV.B.3.g]. Pierce College meets the standard.

**IV.B.3.b. The district/system provides effective services that support the Colleges in their missions and functions.**

**Description**

The District’s primary purpose is to provide operational and logistical support to the colleges. To do this, the ESC offers an array of support services, the main ones involving instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the construction program), and information technology. Collaborative procedures between the District and the colleges include the budget allocation model, submission of state MIS data, and implementation of board rules. Each college, through its own budget allocation process, determines specific operational and educational priorities.

The DSP identified among its goals the development of a District wide “culture of service and accountability” to maximize the ability of the colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district. The revised 2012-17 plan has made one of its principles the goal of “organizational effectiveness.”

To assess effectiveness in providing services, Customer Satisfaction Surveys for every major service unit in the ESC were piloted in fall 2008 and continue to be collected (Customer Satisfaction Survey Samples 4.073). The results of these surveys are used to improve unit performance and further refine operations. To take the satisfaction surveys one step further, in August 2012 all administrative service units of the ESC were placed on a comprehensive three-year program review cycle, with annual plans due every year.

The District’s Research Office serves the colleges by providing information they can use to improve student learning and institutional effectiveness. The office conducted student surveys in 2000, 2005, 2009, and 2012 (LACCD Research Office Link: 4.074) and distributes and analyzes the results of surveys at the monthly District Research Committee (District Research Committee Minutes Sample 05-17-12: 4.074.1). It has also taken the
lead on MIS awards submissions, Federal Gainful Employment, SB 70, and Achieving the Dream reporting for the nine colleges.

To assist the colleges, the District is taking the lead to address the U.S. Department of Education requirement to put state authorizations in place for students taking online classes. The Vice Chancellor of Educational Programs and Institutional Effectiveness wrote to all 50 states to request authorizations for all nine colleges, taking the burden off of the colleges to comply with this regulation.

The Office of Diversity Programs has taken on duties that were previously performed locally, such as the investigation of complaints.

Evaluation

The District’s ongoing self-analysis [see IV.B.3.a] has resulted in recommendations for the refinement of functions. Involving input from all nine colleges, survey results have led to the establishment of clear outcomes for all LACCD administrative offices, which are being used to measure the effectiveness of support services. For example:

- The Environmental Health and Safety Unit was ranked as performing at a level that either "exceeds expectations" or "meets most expectations" 87.5 percent of the time. All of the qualitative comments were positive.
- A high degree of satisfaction (81.9 percent) was expressed for the unit handling Workers Compensation claims.
- Business Services at the colleges and the ESC were on different cycles, but as a result of feedback from the surveys, starting fall 2012 all units are on the same three-year cycle.
- The Office of Diversity Programs concluded that it needed to provide more training to colleges on compliance issues (e.g., sexual harassment and reasonable accommodations), provide guidance on diversity and equal employment, and continue to offer technical assistance on prohibited discrimination complaints. In the past year, the Office offered trainings on serving as Equal Employment Opportunity Representatives on hiring committees, conducting Disciplinary and Harassment Investigations, and reasonable accommodations. (Unit Plans: 4.074.2).

Although many functions have been decentralized, the functions the District performs are beneficial to the colleges. For example, when the District replaced its outdated paper payroll system with an automated version (SAP), the District designated trained personnel on each campus to deal with payroll issues that arose from the conversion. To assist LACCD employees with questions about their benefits, the District established a call center (Benefits Call Center: 4.075). When colleges said they needed to reduce the time it took to establish budgets for new Specially Funded Programs, the Office of Budget and Management Analysis streamlined the process and conducted trainings.
Another example of District support is the upgrading of college Web sites. Working collaboratively, college public information officers met with District staff and outside consultants to design web page templates. This project has enhanced District wide communications and provided valuable support to college staff. Pierce College meets the standard.

**IV.B.3.c.** The district/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

**Description**

The DBC develops and oversees implementation of the District’s resource allocation model. In 1999, the DBC was restructured to include additional faculty representation; it is now comprised of the nine college presidents and representatives from the administrative units, the District Academic Senate (DAS), and the collective bargaining units.

The DBC has periodically reviewed and evaluated the allocation model and recommended changes when necessary. In 2007, as a result of a third-party review instituted to assure that the smaller colleges were not being negatively impacted, the District instituted a budget allocation model that paralleled SB361, the state budget formula. Funds were distributed to the colleges on a credit FTES basis with a two-tiered basis for noncredit, less assessments to pay for centralized accounts, services provided by the ESC, and set aside funds for the District’s contingency reserve. Five of the colleges received an augmented foundation grant of $500,000 due to the additional administrative, business, and operational expenses incurred by the four smaller colleges and the high-cost CTE programs at Trade-Tech. To make the system more equitable, District wide assessments were changed from a percentage of college revenue over total District revenue to a cost per FTES basis (Final Budget Allocation, SB361 Allocation Mechanism: 4.076).

In 2008, the DBC formed the Fiscal Policy and Review Committee (FPRC) to address the situation of colleges continuing to experience budget difficulties and to consider new approaches for improving their fiscal stability. To address an action item to review the District budget process [see IV.B.3.g]), the FPRC and the DBC reviewed their roles. In spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC) and the charges for both committees were revised to ensure that budget planning policies were consistent with the DSP (District Budget Committee Meeting Minutes 05-11-12: 4.077).

In 2011, the ECDBC began reviewing the District’s budget allocation formula, examining base allocations, the use of ending balance policy, assessments for ESC operations, enrollment growth targets, and the college deficit repayment policy, in addition to a thorough review of other multi-college district models. The result was a recommendation to amend the current allocation model to one with minimum base funding. The new model has two phases:

- Phase I increases the colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs.
• Phase II calls for the ECDBC to study the remaining allocation agenda for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to maintain quality instruction and student services.

After vetting the proposed changes through the DBC and Chancellor’s Cabinet, the DBC approved the recommendations in March 2012 and sent them to the Board’s Finance and Audit Committee for review. The Board adopted the new budget allocation model in June 2012 (District Budget Allocation Model: 4.078). The ECDBC is continuing to review budget allocation issues as the new model is implemented.

Evaluation

Since 2006, the District has been consistently reviewing and adjusting its budget allocations to ensure the colleges can operate and support their programs and services, for example, giving supplemental funding to the four smaller colleges and to Trade-Tech to compensate for high cost vocational programs. As the District faces state funding shortfalls, it will continue to review its resource allocations to the colleges and its reserve levels. The District is currently conducting its phase II of the budget allocation review to address other funding and expenditure issues. Pierce College meets the standard.

**IV.B.3.d.** The district/system effectively controls its expenditures.

**Description**

The District has established mechanisms to control expenditures. Each college president is responsible for the management of his/her college's total budget and must establish a process for budget development; each District vice chancellor is responsible for his/her budget. Each is expected to balance his/her budget and effectively utilize financial resources. Each college is required to prepare a quarterly fiscal report that provides budget-to-actual revenue and expenditure data for all budget line items to determine if there are any expenditure problems.

To ensure sound fiscal management and provide a process to monitor and evaluate their financial health, all nine colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, the requirement to set
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aside a one percent reserve, and the obligation to balance the college’s budget (Report on Fiscal Solvency: 4.079).

The District’s monthly budget reports support the fact that the District is making sound financial and expenditure decisions. Extensive Budget and Financial Reports are prepared for each of the meetings by the Chief Fiscal Officer and Budget Director and informed by an independent audit report that is reviewed by the Board’s Finance and Audit Committee. All of these reports show that the District consistently ends each fiscal year with a positive balance and meets its financial obligations (DBC Sample Reports 4.080).

Based on the results of the 2005 actuarial study, LACCD took significant steps in fall 2006 to address the issue of its unfunded liability for retiree health care by negotiating with the employee unions to begin pre-funding its unfunded obligation. The District annually directs 1.92 percent of the previous fiscal year’s full-time employee payroll into an irrevocable trust managed by CalPERS. An amount equivalent to the District’s annual Medicare D refund is also diverted from its operating budget into the trust. As of June 2012, the ending balance in the trust was $39,751,541. The Fair Market Value of the Trust was $41,694,651 (CalPERs GASB Quarterly Statement 06-12: 4.081).

In order to maintain control over health benefit costs for employees, the Joint Labor Management Benefits Committee (JLMBC) works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the JLMBC reduced the cost of health care coverage for active and retired employees by agreeing to move to health care plans administered by CalPERS. Because of the significantly lower retiree benefit costs, the District’s GASB obligation was reduced by about $97 million (LACCD Post-Retirement Health Benefits Actuarial Valuation Study 08-12-12: 4.082).

Evaluation

The District has a long history of financial solvency. Through its effective control of expenditures, since the 1990s the District has consistently ended the fiscal year with a positive balance. Over the last few years it has maintained healthy ending balances (14 percent in 2009-10, 17 percent in 2010-11, and 14 percent in 2011-12) despite drastic cuts in state funding (more than $100 million or between 15 percent-20 percent).

The District’s adherence to the State’s recommendation to maintain a reserve of at least 5 percent has proven to be a prudent policy. In June 2012, the Board directed the CFO to set aside a five percent general reserve and an additional 7.5 percent contingency reserve, which has allowed the District to minimize the impact of cuts to college operations resulting from the State's financial crisis (Finance and Audit Meeting Minutes 06-13-12: 4.083).

In 2007, the District’s GASB pre-funding plan was cited as a best practice by a State commission (Public Employee Post-Employment Benefits Commission Report, pp. 169-173: 4.084). The District monitors its liability and continues to assess the adequacy of its...
annual contribution. Even though the District received less funding from the state due to the budget crisis over the last three years, it has not interrupted its annual contribution. If the pre-funding plan continues, in addition to the annual pay-as-you-go amount, the District will accumulate sufficient funds over the next 15 to 20 years to fully fund the ARC.

The JLMBC has been a successful model for savings in an environment of spiraling health care costs and was honored as an exemplary model of labor-management collaboration that has resulted in delivering cost effective high quality services (AFT Saturn/UAW Partnership Award: 4.085). The switch to CalPERS and the self-funding of employee dental and vision coverage saved the District about $30 million in the two years following the move (JLMBC Report 07-11: 4.086). Pierce College meets the standard.

**IV.B.3.e.** The chancellor gives full responsibility and authority to the presidents of the Colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the Colleges.

**Description**

The Chancellor gives the college presidents the authority to administer their responsibilities at the colleges without interference. Monthly Cabinet meetings are held to keep the college presidents apprised of District policies. Through a regular evaluation process that includes clear grades for effectiveness in key areas, the Chancellor holds college presidents accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees [See IV.B.1.j].

**Evaluation**

Seeking a balance between centralized and decentralized control, presidents make key decisions but are also held directly accountable for their actions. Pierce College meets the standard.

**IV.B.3.f.** The district/system acts as the liaison between the Colleges and the governing board. The district/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.

**Description**

The District has several vehicles for communicating with the colleges. It provides reports pertaining to such areas as finance, personnel, and demographics. It maintains several databases which allow personnel to access information related to college operations as well as employee and student information.
District wide councils and committees, such as the Presidents’ Council, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief Student Services Officer Council, the CTE Deans, the Student Success Initiative Committee (SSI), and the Technology Policy and Planning Committee (TPPC) facilitate the sharing of information, which attendees bring back to their campuses. A video conferencing system allows representatives from the nine colleges and the District to meet virtually.

Representatives from constituency groups (collective bargaining units—including faculty, staff, and administration—the Academic Senate, and students) have seats at the resource table at Board of Trustees meetings, and comments from the resource table are a standing item on the agenda. Representatives have the opportunity to participate in the discussion of any item that comes before the Board for a vote. Before meetings, agendas are posted at the ESC and on the District Web site and e-mailed to the college presidents, VPs, academic senate presidents, and bargaining unit representatives. Minutes are posted on the District Web site.

**Evaluation**

Recognizing that communication had been an issue, the Chancellor, who took office in 2010, made a commitment to improving the flow of information between the District and the colleges. The Chancellor’s Office issues frequent bulletins to all employees at the colleges with budget updates and relevant information, including resolutions passed by the Board (Sample Chancellor’s Bulletins: [4.087](#)).

The new chair of the District Strategic Planning Committee made a similar commitment by creating a communications plan designed to increase employee understanding of how their roles relate to the strategic plan (DSP Committee Communications Plan 2011: [4.088](#)).

In the past two years, the District’s Office of Educational Programs and Institutional Effectiveness has improved communication by taking the following steps:

- Established a new link—District-level Governance Committees—on the District home page and posting current agendas and minutes on this LACCD 411 page
- Added a search feature to find information in the minutes (in the first two months, the page had over 600 hits)
- Reminded District-level governance chairs to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings (District Governance Committee Link: [4.089](#))

In 2011, District IT began the process of completely revamping the District Web site (District Web Site Redesign Kick-Off Meeting: [4.090](#)). The new Web site, launched in fall 2012, will facilitate the ease by which ESC personnel can manage content and update the Web site. The site has a calendar of events and news updates on the homepage. Pierce College meets the standard.
**IV.B.3.g.** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Description**

The LACCD has been continuously delineating the roles played by the District and the colleges (see IV.B.3.a) and has a long history of active participatory governance at the District level; however, the effectiveness of its role delineation and its decision-making processes had not been formally assessed prior to ACCJC site visits in 2009. In response to the teams’ recommendations, the DPC took the following steps to implement a new cyclical process for self-evaluation (Cityside Colleges Follow-Up Report: 4.091).

- Conducted a survey to assess District/college role delineation and issued an assessment report, based on the results, with two action plans:
  1. Review the District budget process [see IV.B.3.c]
  2. Optimize District/college administrative operations [see IV.B.3.b]
(District and College Roles and Functions Assessment Report 2010: 4.092)

For an examination of steps taken to clarify District/college role delineation as a result of this evaluative process, see IV.B.3.a.

- Conducted a survey to assess District wide participatory governance and issued an assessment report, based on the results, with four action plans:
  1. Implement a District wide communications and transparency initiative [see IV.B.3.f]
  2. Review the District budget process [see IV.B.3.c]
  3. Streamline District-level governance and planning processes [see committee self evaluation template, described below]
  4. Enhance professional development on District governance [A module is being developed for the District Web site to train constituents on the inter-connection between local shared governance decision-making structures and District governance.]
(District Wide Governance Survey Assessment Report 2010: 4.093)

- Designed a template for the annual self evaluation of District-level governance committees that allows committee members to report the major issues addressed, accomplishments, obstacles to effective functioning, and future goals. Results are posted online and reported to the Board as part of its annual review of District effectiveness
(Completed District Wide Governance Committee Self Evaluations: 4.094).
To close the loop on its biennial cycle of governance, the DPC revised the survey and disseminated it in 2012. The results will be used to craft new recommendations to improve District-level governance and decision-making processes, which will be re-assessed every two years (District wide Governance Survey Results 2012: 4.095).

Evaluation

The comprehensive assessment efforts described above led to the creation of the new LACCD District/College Governance and Functions Handbook, which clearly establishes District roles of authority and responsibility and helps leaders navigate district wide governance and decision-making processes more effectively. The District’s follow-up regimen is improving District level governance and decision-making processes by ensuring that ongoing efforts lead to continuous improvement.

The committee self-evaluation process allows those who participate in governance to check that activities align with the committees’ charges, reflect on achievements, set new goals, and make recommendations for improvements.

In addition to these self evaluation efforts, the Board’s District Effectiveness Review Cycle [see IV.B.1.g] has improved its ability to monitor District wide progress on all District-level strategic goals and Board priorities and help guide decision making.

The District’s governance and decision-making structures are collegial and inclusive, with constituents working together to help the colleges reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the colleges. Faculty and staff are well represented on District wide committees. Students have a voice through a student trustee, who sits on the College Planning and Advisory Councils and college president selection committees, and convenes the Student Affairs Committee, which considers policies that impact students. Pierce College meets the standard.
The Brahma Bull team mascot leads the Pierce football team in a victory lap.
Standard IV Evidence List

Standard IVA

4.001 President’s Convocation Presentation (08-23-12)
4.002 Pierce President’s Budget Town Hall Announcement (05-03-12)
4.003 Pierce President’s Budget Town Hall Announcement (03-13-12)
4.004 Pierce College President’s Budget Town Hall Preparatory Report (04-04-11)
4.005 Pierce College President’s First Monday Report (11-07-11)
4.006 Pierce College President’s First Monday Report (05-07-12)
4.007 Accreditation PAN Theme Newsletter 1
4.007.1 Accreditation PAN Theme Newsletter 2
4.007.2 Accreditation PAN Theme Newsletter 3
4.007.3 Accreditation PAN Theme Newsletter 4
4.007.4 Accreditation PAN Theme Newsletter 5
4.007.5 Accreditation PAN Theme Newsletter 6
4.008 Pierce College Facebook Link www.facebook.com/piercecollege
4.009 American Federation of Teachers (AFT) Faculty Collective Bargaining Agreement Staff/HR/Union Contracts Link http://www.laccd.edu/faculty_staff/hr/union_contracts.htm
4.010 Pierce College Academic Senate Bylaws
4.011 California Code of Regulations, Title 5, Sections 53200-53206
4.012 District Governance and Functions Handbook Introduction
4.013 LACCD Committees Link http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees/
4.015 California Community Colleges System Strategic Plan Link
4.016 Pierce College Academic Senate Link
4.017 Pierce College Focused Midterm Report (03-10-10)
4.018 Sample IACUC Report, Agenda, and Minutes
4.018.1 Pierce College RVT Link http://www.piercecollege.edu/departments/agriculture/rvt.asp
4.018.2 Pierce College Consumer Information Link www.piercecollege.edu/consumer_information.asp
4.019 Budget Committee Charter Amended 2010

Standard IVB

4.020 District Board Rule 1200
4.020.1 District Board Rule 1800
4.020.2 District Administrative Regulation 64
4.021 District Planning Committee Scorecard Report and Recommendations
4.022 District Strategic Planning Committee Minutes 05-24-11
4.023 District SWOT Input and Results
4.024 LACCD Strategic Plan Draft Vision 2017
4.024.1 LACCD Strategic Plan Executive Summary 11-20-12
4.025 Board Centralization Policies
4.026 RP Excellence in Planning Award
4.027 Standing Committee Minutes Link: http://laccd.edu/board_of_trustees/standing_committee_minutes/
4.027.1 District Board Rule 2605.11
4.028 Building Program Action Link: http://www.laccdbuildsgreen.org/
4.028.1 Building Program Action Link: http://www.laccd-oig.org/
4.029 Moratorium Status
4.030 District IE Committee Meeting Minutes 06-12
4.030.1 District IE Committee Meeting Minutes 07-12
4.030.2 District IE Committee Meeting Minutes 08-12
4.030.3 District IE Committee Meeting Minutes 10-12
4.030.4 Sample District IE Committee Agendas and Minutes
4.031 Corrective Action Matrix
4.032 District Accreditation Summit 2012
4.033 Board Rules Ch. II, Article III
4.034 District Board Rules Link: http://www.laccd.edu/board_rules/
4.035 Chancellor’s Directive #70
4.036 Administrative Regulation C-12
4.037 Confirmation of Periodic Review
4.038 Board Rule 2105
4.039 Board Procedures for New Student Trustees
4.040 Board Member Orientation 07-11
4.041 Board Retreat Agenda 02-12
4.042 Board Rule 2301.10
4.043 District Effectiveness Review Cycle Flow Chart
4.044 Board Retreat Minutes 08-11
4.045 District Corrective Action Matrix on Professional Development
4.046 Board Rule 2300.10 and 2300.11
4.047 Chancellor’s Directive #122 and District IE Committee Minutes
4.048 Chancellor Evaluation Data Collection
4.048.1 BOT Agenda 10-03-12
4.049 Board Rule 10308 Selection Procedures for College Presidents
4.049.1 Performance Evaluation Process for College Presidents
4.049.2 President Evaluation Schedule
4.049.3 President Evaluation Packet
4.050 Sample Management Team Meeting Agenda 06-25-12
4.051 President’s Presentation Convocation 2012
4.052 LACCD Board Agenda (09-07-11)
4.053 President’s Goals 2011
4.054 Student Success Committee Self Evaluation (10-11)
4.055 Budget Committee Self Evaluation (10-11)
4.056 PCC Self Evaluation (10-11)
4.057 Technology Committee Self Evaluation (10-11)
4.058 Curriculum Committee Self Evaluation (10-11)
4.059 Educational Planning Committee Self Evaluation (10-11)
4.060 LACCD SIS Link http://www.laccd.edu/student_information/current_students.htm
4.061 Final Year Ending Balance Statement 2010-2011
4.062 Pierce College Outreach Link http://www.piercecollege.edu/students/academic_outreach/
4.063 Woodland Hills Homeowners Association Site Link http://www.whho.com/
4.064 Valley Industry and Commerce Association Site Link http://www.vica.com/
4.065 Valley Economic Alliance Site Link http://thevalley.net/
4.066 College Citizens Oversight Committee Link http://faculty.piercecollege.edu/oversight/
4.067 Community Open House Article (06-15-10)
4.068 District Functional Map 2008
4.069 Evaluation Report East Los Angeles College, p. 49
4.069.1 Evaluation Report Trade-Tech College, p. 48
4.070 Committee Evaluation Template
4.071 Governance Handbook Template: 4.071
4.071.1 LACCD District Governance and Functions Handbook
4.072 Process Mapping Samples
4.073 Customer Satisfaction Survey Samples
4.074: LACCD Research Link: http://research.laccd.edu/index.htm
4.074.1 District Research Committee Meeting Minutes Sample 05-17-12
4.074.2 Unit Plans
4.075 Benefits Call Center Link: http://www.laccd.edu/health/
4.076 Final Budget Allocation, SB361 Allocation Mechanism
4.077 District Budget Committee Meeting Minutes 05-11-12
4.078 District Budget Allocation Model
4.079 Report on Fiscal Solvency
4.080 District Budget Committee Sample Reports
4.081 CalPers GASB Quarterly Statement 06-12
4.082 LACCD Post-Retirement Health Benefits Actuarial Valuation Study 08-12-12
4.083 Finance and Audit Meeting Minutes 06-13-12
4.085 AFT Saturn/UAW Partnership Award
4.086 JLMBC Report 07-11
4.087 Sample Chancellor’s Bulletins
4.088 District Strategic Plan Committee Communications Plan 2011
4.089 District Governance Committee Link: http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees
4.090 District Web Site Redesign Kick-Off Meeting
4.091 Cityside Colleges Follow-Up Reports 03-10
4.092 District and College Roles and Functions Assessment Report 2010
4.093 District Wide Governance Survey Assessment Report 2010
4.094 Completed District Wide Governance Committee Self Evaluations
4.095 District wide Governance Survey Results 2012
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