



Western Association of Schools and Colleges

## Accrediting Commission for Community and Junior Colleges

### 2014 Annual Report Final Submission

03/27/2014

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

#### General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kate Astor
3.	Phone number of person preparing report:	818 710 4493
4.	E-mail of person	astorkh@piercollege.edu

	preparing report:	
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://207.62.63.167/schedules/catalog/Pierce_Catalog_2012-14.pdf">http://207.62.63.167/schedules/catalog/Pierce_Catalog_2012-14.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://acred.piercecollege.edu/final/ACCJC%20Reaffirmation%20Letter%202013.pdf">http://acred.piercecollege.edu/final/ACCJC%20Reaffirmation%20Letter%202013.pdf</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 20,253 Fall 2012: 19,951 Fall 2011: 20,453
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	20,089
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	2,216
9.	Number of courses offered via distance education:	Fall 2013: 43 Fall 2012: 37 Fall 2011: 45
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in	Fall 2013: 2,027 Fall 2012: 2,161 Fall 2011: 1,961

	all types of Distance Education:	
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes

#### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	66.4%									
14b.	Successful student course completion rate for the fall 2013 semester:	68.3%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>1154</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>880</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>269</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1154	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	880	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	269
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	1154									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	880									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	269									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,350									
16b.	Number of students who received a degree in the 2012-2013 academic year:	989									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	439									

17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a			
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	984			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education Breadth Certification (CSU GE)			
19a.	Number of career-technical education (CTE) certificates and degrees:	80			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	80			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard</b>	<b>Pass Rate</b>
	Nursing	51.38	national	85 %	91 %
	Registered Veterinarian Technician	51.08	state	80 %	86.67 %
	Addiction Studies (AA & Certificate)	51.15	state	75 %	0 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard</b>	<b>Job Placement Rate</b>	
	Veterinary Program – AS's in Pre-Veterinary Medicine & Veterinary Technology	51.08	0 %	93.33 %	
	Accounting & Taxation Program – AA in Accounting, Certificate in Tax Preparation	52.03 & 52.16	0 %	61.05 %	
	AA in American Sign Language	16.16	0 %	52.63 %	
	Electronics Program – AS in Electronics; Certificates in Analog, and Digital	47.10	0 %	69.57 %	
	Certificate in Communications Electronics	47.10	0 %	100 %	
	Automotive Service Technology Program – AS in Automotive Service Technology; Certificates in Automotive Service Technology, Performance Applications, Light Service Technology, Powertrain Specialist, Emission Specialist	47.06	0 %	61.67 %	

	Nursing AA	51.38	85 %	88.1 %
	Child Development/Early Care and Education Program – AA in Child Development; Associate Teacher Certificate	19.07	0 %	73.37 %
	Preschool Age Children Program – Certificates in Preschool Teacher, Preschool Director Certificate B, Preschool Certificate A	19.07	0 %	0 %
	School Age Programs Teacher Certificate D	19.07	0 %	0 %
	School Age Programs Teacher Certificate D Infant Care Teacher Certificate C	19.07	0 %	0 %
	Addiction Studies Program – AA & Certificate	51.15	0 %	65 %
	Criminal Justice	43.01	0 %	67.86 %
22.	Please list any other institution set standards at your college:			
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>	<b>Institution set standard</b>	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).			
	<ul style="list-style-type: none"> <li>Students are required to pay for the Kaplan Standardized Testing program which assists them with strengthening clinical skills and theory. This national massive exam is proctored every semester.</li> <li>We have a simulation lab and the Instructional Assistant; Nursing provides instructional support for the students. Students are mandated to take the NCLEX RN exam review.</li> </ul>			

### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	830
	b. Number of college courses with ongoing assessment of learning outcomes	788
	Auto-calculated field: percentage of total:	94.9
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	85
	b. Number of college programs with ongoing assessment of learning outcomes	82
	Auto-calculated field: percentage of total:	96.5

26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 24
	Auto-calculated field: percentage of total: 100	
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="https://webapps.piercecollege.edu/outcomes/mdplop3.aspx">https://webapps.piercecollege.edu/outcomes/mdplop3.aspx</a>
28.	Number of courses identified as part of the GE program:	291
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	291
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Pierce College has developed, implemented, and is working on improving the system whereby General Education Learning Outcomes (GELOs) are assessed and evaluated. Each course is mapped to one or more GELOs. Course reports — reports on each SLO assessment, along with a summary report and action plan — are entered into the college's SLO Database and Reporting Repository. All six GELOs were reviewed over the course of one academic year by interdisciplinary faculty teams. Subsequently, a College Outcomes Committee was formed under the Academic Senate to support and direct institution-wide outcomes and assessment practices and policies. Committee members from the college's three divisions — Academic Affairs, Student Services, and Administrative Services — decided to conduct a round of GELO reviews themselves. There were several reasons for this, but the upshot was that the exercise provided committee members with ideas about how to support departments, service areas, and individual faculty, staff, and administrators in their outcomes and assessment work. At present, the committee is working on implementing their findings from this last review.</p>	

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

Courses have been mapped to General Education Learning Outcomes (GELOs) and to discipline specific Program Learning Outcomes (PLOs). The consensus has been that any implemented changes resulting from assessment results occur at the course level. This is because the college takes a longitudinal view of collecting and interpreting data. For example, most programs assess one or more learning outcomes a year, and want to have completed a full assessment cycle before determining what the results mean and how best to move forward. In addition, some more immediate feedback, e.g., in CTE programs, comes from external sources, such as advisory committees. At the course level, departments have been editing SLO’s for courses based on the results of on-going assessment. Departments and administrators have also been looking to outcomes results in connection with other relevant data to make determinations about scheduling courses. More time has been spent on discussing, defining, and implementing authentic assessment of SLOs. Once the results of the next round of outcomes assessment have been discussed, faculty will be in a better position to determine how successful these changes have been in gauging student learning.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

The college’s IT developed the SLO Database and Reporting Repository. This Internet-based system has been in use since 2012, and plans have been discussed to extend and improve the repository. The SLO Database and Reporting Repository is available for public view. In addition to centralizing assessment reporting, Pierce Assessment Day is held twice a year. This event is part discussion, and part workshop for faculty, staff, and administrators to learn about outcomes, share best practices, and work on reporting outcomes assessment results. Venues for disseminating outcomes work are determined by the College Outcomes Committee. These venues include the Academic Senate, Senate Executive Committee and Senior Staff, Academic Policy Committee, and Department Council. Recently, the College Outcomes Committee and the Curriculum Committee developed an agreement to work more closely together. The College Outcomes Committee chair now formally attends and takes part in Curriculum Committee meetings and activities. The motivation for these communication practices is to inform concerned parties, cultivate the practice of sharing ideas, encourage discourse, propose plans, etc.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

As previously mentioned (items 35, 36, and 37), the college is engaged in institution-wide dialogue on improving assessment practices, and making meaningful use of assessment results in improving student achievement. This dialogue is now practically in the fabric of departmental dialogue — informal and formal. Most departments have outcomes discussion, reporting, planning, evaluating, etc., as standing agenda items. Additionally, SLO data is reported and used to inform Annual Program Plans across the college. These plans are in support of the college’s mission and strategic goals; and, are used in the budget/resource allocation process. For example, SLO assessment data in Computer Applications and Office Technology courses was used to support their request for funds for new typing software. This

request and justification was in their Annual Program Plan which will be reviewed by the Budget Committee's Resource Allocation Taskforce.

39.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

At the beginning of the 2013-2014 academic year the college agreed to update our definition and reporting of "authentic assessment." We adopted a college-wide definition of Authentic Assessment with the expectation that assessments would be more meaningful to the college, and ultimately to the students. The adoption and discussion of authentic assessment has helped to shift the focus of SLO's from institution-centered language to student-centered language, which in turn has brought a greater focus on student success and achievement. During the Fall of 2013, the Outcomes Committee conducted a college-wide review of the assessment reporting as it relates to GELO's. Beginning with the Spring Pierce Assessment Day, the Outcomes Committee has been encouraging faculty (especially department chairs and SLO liaisons) to link the reporting of assessment data to the college's GELO's. The rationale for the increased attention to GELO's is that this will integrate SLO's at the course level with SLO's at the institutional level, helping faculty, student services, and administrators to address student success in a broader, more holistic manner.

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 1 2011-12: 2 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.



Sincerely,

ACCJC  
10 Commercial Blvd., Suite 204  
Novato, CA 94949  
email: [support@accjc.org](mailto:support@accjc.org)  
phone: 415-506-0234