



**2015 Annual Report**  
**Final Submission**  
03/26/2015

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:	Oleg Bepalov
3.	Phone number of person preparing report:	818-710-4292
4.	E-mail of person preparing report:	<a href="mailto:bespalo@piercecollege.edu">bespalo@piercecollege.edu</a>
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://piercecollege.edu/schedules/catalog/Pierce_Catalog_2014-2016.pdf">http://piercecollege.edu/schedules/catalog/Pierce_Catalog_2014-2016.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 2014: 20,913 Fall 2013: 20,253 Fall 2012: 19,951

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	20,614
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,436
9.	Number of courses offered via distance education:	Fall 2014: 52 Fall 2013: 43 Fall 2012: 37
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,610 Fall 2013: 2,027 Fall 2012: 2,161
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

### Student Achievement Data

#	Question	Answer
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14a.	What is your Institution-set standard for successful student course completion?	66.4%	
14b.	Successful student course completion rate for the fall 2014 semester:	68%	
15.	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.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, 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 2013-2014 academic year:	1,427	
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,067	
16c.	Number of students who received a certificate in the 2013-2014 academic year:	498	
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?	1,210	
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,296	
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:	84	
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:	84	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3	
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	79	

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:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing- AS	51.38	national	87 %	89.8 %
	Veterinary Technology- AS	51.08	state	80.1 %	80 %
	Addiction Studies- C	51.15	state	75.7 %	72.2 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
	Pre-Veterinary Medicine- AS	51.08	77.6 %	59.1 %
	Accounting- AA	52.03	59.9 %	62.1 %
	Business Administration for Transfer- ST	52.02	64.8 %	67.6 %
	General Business- AA	52.02	64.8 %	67.6 %
	Administrative Professional- AA	52.04	56.9 %	49.3 %
	Administrative Professional- C	52.01	56.9 %	49.3 %
	American Sign Language/Interpreting- AA	16.16	62 %	70.4 %
	Electronics- AS	47.01	62 %	52.4 %
	Automotive Service Technology- AS	47.06	64.7 %	60.2 %
	Automotive Service Technology- C	47.06	64.7 %	60.2 %
	Nursing- AS	51.38	78.5 %	83.6 %
	Early Childhood Education for Transfer- ST	19.07	68.3 %	74.7 %
	Child Development - Associate Teacher- C	19.07	68.3 %	74.7 %
	Child Development- AA	19.07	68.3 %	74.7 %
	Preschool Teacher- C	19.07	53.2 %	64.1 %
	Infant Care Teacher- C	19.07	44.4 %	45.5 %
	Addiction Studies- AA	51.15	55.7 %	42.5 %
	Addiction Studies- C	51.15	55.7 %	42.5 %
	Administration of Justice for Transfer- ST	43.01	64.8 %	65.5 %
	Criminal Justice- AA	43.01	64.8 %	65.5 %
	Basic Computerized Accounting- C	52.03	59.9 %	62.1 %
	CAOT: General Administrative- AA	52.04	56.9 %	49.3 %
	CAOT: General Administrative- C	52.04	56.9 %	49.3 %
	Office Admin-Advanced Computer Applications- C	52.04	56.9 %	49.3 %
	Computer Applications- C	52.04	56.9 %	49.3 %
	Basic Word Processing: Microsoft Word for Windows- C	52.04	56.9 %	49.3 %
	Basic Computerized Accounting- C	52.04	56.9 %	49.3 %
	Basic Internet- C	52.04	56.9 %	49.3 %
	Electronics - Analog- C	47.01	62 %	52.4 %
	Automotive Performance Applications- C	47.06	64.7 %	60.2 %
	Automotive Light Service Technician- C	47.06	64.7 %	60.2 %

Automotive Powertrain Specialist- C	47.06	64.7 %	60.2 %
Automotive Emission Specialist- C	47.06	64.7 %	60.2 %
Preschool Director- C	19.07	53.2 %	64.1 %
Preschool- C	19.01	53.2 %	64.1 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistence (Fall to Fall)	Percentage of students who are enrolled as of census for an initial and a subsequent term, excluding any students who receive a degree, certificate, or transfer during the time period covered by the first term and subsequent term.	47.0%
Course Retention	Percentage of students who do not withdraw from class and who receive a valid grade.	82.9%
Matriculation-Assessment	Percentage of new students who complete Assessment.	50.4%
Matriculation-Orientation	Percentage of new students who complete Orientation.	30.7%
Matriculation-Student Educational Plan	Percentage of new students who complete a Student Educational Plan.	38.7%

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).

23. Pierce College ensures that institution-set standards are evaluated at the program level by including program set standard data in the Annual Program Plan data packet. To ensure set standards data is meaningful, program set standards are calculated separately for each program using the same calculation as the institution-set standard (e.g. set standard for course success rate = average success rate of prior five years multiplied by 95%). Calculating set standards separately for each program as opposed to making each program adopt the same standard is a more equitable approach, particularly for programs that have historically low rates for certain metrics (e.g. course success rates for the Math department due to large numbers of developmental students).

### Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses a. Total number of college courses:	1130

	b.	Number of college courses with ongoing assessment of learning outcomes	1130
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	104
	b.	Number of college programs with ongoing assessment of learning outcomes	104
		Auto-calculated field: percentage of total:	100
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 instructional programs:		<a href="https://webapps.piercecollege.edu/outcomes/search8.aspx">https://webapps.piercecollege.edu/outcomes/search8.aspx</a>
28.	Number of courses identified as part of the general education (GE) program:		321
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:		321
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.	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).		
	All six General Education Learning Outcomes (GELOs) were reviewed over the course of the last academic year by interdisciplinary faculty teams and they are now at the beginning of a		

new assessment reporting cycle. As a response to the last review of the GELOs, the College Outcomes Committee (COC) has re-defined GELOs as a "Program" (one of many) and has reinstated Institutional Learning Outcomes (ILOs). In addition, the COC is drafting a seventh ILO, one that will address vocational and certificate courses and programs. Every course and every program are mapped to one or more ILOs. Data reports for each ILO, along with a summary and an action plan, will be entered into the college's newly acquired Outcomes Database (eLumen). Representatives from the college's three divisions — Academic Affairs, Student Services, and Administrative Services — sit on the COC and participate in designing assessments that are appropriate to each area.

**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.**

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).

36.

All courses have been mapped to Institutional Learning Outcomes (ILOs) (formerly GELOs) and to discipline specific Program Learning Outcomes (PLOs). Each department has collected several semesters of assessment data and gone through at least two full assessment cycles, and through this process, faculty members and department chairs have refined and re-mapped many SLOs. 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. 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.

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).

37.

The college has purchased eLumen, which will house all college outcomes data. Faculty members and administrators from all areas of the college have participated in eLumen training sessions and several more sessions are scheduled between now and the end of the semester. In July, all faculty and appropriate staff will enter their Outcomes Assessment Data into eLumen and the data will be immediately available to administrators and to the college research office. Outcomes data and reporting results will also be available to students and the general public through the Pierce webpage. 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. The College Outcomes Committee(COC) has ramped up communications with staff, faculty, and administrators over the past three semesters. Venues for disseminating Outcomes information and guidelines include the COC webpage, emails, and professional development workshops. Outcomes are discussed at nearly all Academic Senate meetings and department meetings. COC members have visited numerous department and school meetings to give presentations and to answer questions about Outcomes.

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).

	<p>The College Outcomes Committee (COC) continues to increase campus-wide Outcomes discussion. Feedback from faculty, staff, and administrators has prompted the COC to draft Outcomes guidelines that create consistency in Outcomes assessment, thereby rendering the assessment data more meaningful. As previously mentioned (items 35, 36, and 37), the college has increased engagement 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.</p>	
39.	<p>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).</p> <p>1. At the beginning of the 2013-2014 academic year the college updated its 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. 2. The College Outcomes Committee (COC) has been working closely with the Student Success Committee, and, as part of the Student Success and Student Equity Plans, the COC proposed that the college assess 100% of its students (instead of assessing sample groups) in order to disaggregate assessment data by demographics, thus allowing the college to identify gaps in student success. After the COC voted to propose assessment of 100% of Pierce’s students, the proposal was discussed and approved by a vote in Academic Senate.</p>	

**Substantive Change Items**

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 1 2011-12: 2
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In March, 2013, the Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges approved two associate degrees and two certificates to be offered 50% or more via distance education. Since that report additional classes have been approved which



		necessitate a new proposal. In particular, the College's two certificates for general education (GE) may be attainable more than 50% online. As a result, many existing associate's degrees will be attainable more than 50% online even with no major requirements approved for online offering.
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**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 institutions 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.**